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## STRUCTURAL AND CONTENT MODEL FOR THE DEVELOPMENT OF EMOTIONAL STABILITY OF FUTURE TEACHERS OF PRESCHOOL ORGANIZATIONS IN THE DIGITAL ENVIRONMENT

### Abstract

In the era of digital transformation, the role of emotional stability in the professional development of preschool teachers has gained prominence. Emotional stability serves as a foundational psychological attribute enabling resilience, adaptive functioning, and effective pedagogical performance. This study addresses the problem of insufficient emotional resilience among students of pedagogical specialties in the context of increasing digitalization of education. The aim is to design and test a structural-content model for the development of emotional stability, combining psychological, pedagogical, and technological approaches.

The research employed theoretical analysis, graphical modeling, diagnostic testing with the Emotional Stability Inventory (adapted to future preschool educators), and a formative experiment based on Fisher’s criterion. The study involved 165 bachelor students from Abai and Auezov universities, divided into control and experimental groups. The results revealed that while both groups initially demonstrated predominantly medium levels of emotional stability, the experimental group, after the model’s implementation, showed significant improvements in self-regulation, resilience under stress, impulse control, and positive outlook.

The findings confirm that purposeful integration of digital tools with reflective and practice-oriented methods enhances emotional competence, reduces burnout risk, and fosters psychological well-being. The structural-content model ensures the integration of cognitive, motivational, activity-based, and reflexive-analytical components, forming a holistic framework for professional and personal growth. The study concludes that targeted pedagogical interventions in the digital environment

effectively contribute to the sustainable development of emotional stability, which is a critical professional quality for modern preschool educators.

**Keywords:** emotional stability, preschool educators, digital environment, resilience, emotional intelligence, teacher training.

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## БОЛАШАҚ МЕКТЕПКЕ ДЕЙІНГІ ҰЙЫМ ПЕДАГОГТЕРІНІҢ ЦИФРЛЫҚ ОРТА ЖАҒДАЙЫНДА ЭМОЦИОНАЛДЫҚ ТҰРАҚТЫЛЫҒЫН ДАМУДЫҢ ҚҰРЫЛЫМДЫҚ-МАЗМҰНДЫҚ МОДЕЛІ

*Аңдатпа*

Цифрлық трансформация дәуірінде мектепке дейінгі ұйым педагогтарының кәсіби дамуында эмоциялық тұрақтылықтың рөлі ерекше маңызға ие болып отыр. Эмоциялық тұрақтылық – резильенттілікке, бейімделгіш қызметке және тиімді педагогикалық әрекетке мүмкіндік беретін негізгі психологиялық қасиет. Бұл зерттеу білім берудің цифрландырылуы жағдайында педагогикалық мамандық студенттерінің эмоциялық тұрақтылығының жеткіліксіздігі мәселесін қарастырады. Зерттеудің мақсаты – психологиялық, педагогикалық және технологиялық тәсілдерді біріктіретін эмоциялық тұрақтылықты дамытудың құрылымдық-мазмұндық моделін әзірлеу және сынақтан өткізу.

Зерттеу әдістері: теориялық талдау, графикалық модельдеу, болашақ мектепке дейінгі педагогтарға бейімделген «Эмоциялық тұрақтылық» сауалнамасы арқылы диагностикалық тестілеу, сондай-ақ Фишер критерийіне негізделген қалыптастырушы эксперимент. Зерттеуге Абай және Әуезов атындағы университеттердің 165 бакалавр студенті қатысып, бақылау және эксперименттік топтарға бөлінді. Нәтижелер көрсеткендей, бастапқыда екі топта да орташа деңгей басым болғанымен, модель енгізілгеннен кейін эксперименттік топтың өзін-өзі реттеуінде, күйзеліске төзімділігінде, импульсті бақылауында және жағымды көзқарасында айтарлықтай жақсарулар байқалды.

Зерттеу нәтижелері саналы түрде цифрлық құралдарды рефлексивті және тәжірибеге бағытталған әдістермен біріктіру эмоциялық құзыреттілікті арттыратынын, кәсіби күйзеліс қаупін төмендететінін және психологиялық әлауқатты нығайтатынын дәлелдейді. Құрылымдық-мазмұндық модель когнитивті, мотивациялық, іс-әрекеттік және рефлексивті-талдамалық компоненттердің интеграциясын қамтамасыз етіп, кәсіби және тұлғалық дамуға кешенді негіз құрайды. Зерттеу цифрлық ортадағы мақсатты педагогикалық интервенциялар болашақ педагогтардың эмоциялық тұрақтылығын орнықты дамытуға тиімді ықпал ететінін көрсетеді.

**Түйін сөздер:** эмоциялық тұрақтылық, мектепке дейінгі ұйым педагогтері, цифрлық орта, резильенттілік, эмоциялық интеллект, педагогтерді даярлау.

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## СТРУКТУРНО-СОДЕРЖАТЕЛЬНАЯ МОДЕЛЬ РАЗВИТИЯ ЭМОЦИОНАЛЬНОЙ УСТОЙЧИВОСТИ БУДУЩИХ ПЕДАГОГОВ ДОШКОЛЬНЫХ ОРГАНИЗАЦИЙ В УСЛОВИЯХ ЦИФРОВОЙ СРЕДЫ

*Аннотация*

В эпоху цифровой трансформации роль эмоциональной устойчивости в профессиональном развитии педагогов дошкольного образования приобретает особую значимость. Эмоциональная устойчивость выступает фундаментальным психологическим качеством, обеспечивающим резильентность, адаптивное функционирование и эффективную педагогическую деятельность. В исследовании рассматривается проблема недостаточной эмоциональной устойчивости студентов педагогических специальностей в условиях нарастающей цифровизации образования. Цель работы – разработать и апробировать структурно-содержательную модель развития эмоциональной устойчивости, объединяющую психологический, педагогический и технологический подходы.

Методы исследования включали теоретический анализ, графическое моделирование, диагностическое тестирование с использованием адаптированного опросника «Эмоциональная устойчивость» для будущих дошкольных педагогов, а также формирующий эксперимент с применением критерия Фишера. В исследовании приняли участие 165 студентов-бакалавров Абая и Ауэзова университетов, разделённых на контрольную и

экспериментальную группы. Результаты показали, что, несмотря на исходное преобладание среднего уровня эмоциональной устойчивости в обеих группах, у экспериментальной группы после реализации модели наблюдались значительные улучшения в саморегуляции, стрессоустойчивости, контроле импульсов и позитивном настрое.

Выводы исследования подтверждают, что целенаправленная интеграция цифровых инструментов с рефлексивными и практико-ориентированными методами повышает эмоциональную компетентность, снижает риск выгорания и способствует психологическому благополучию. Структурно-содержательная модель обеспечивает интеграцию когнитивного, мотивационного, деятельностного и рефлексивно-аналитического компонентов, формируя целостную основу для профессионального и личностного роста. Исследование доказывает, что педагогические интервенции в цифровой среде эффективно способствуют устойчивому развитию эмоциональной устойчивости, являющейся ключевым профессиональным качеством современных дошкольных педагогов.

**Ключевые слова:** эмоциональная устойчивость, педагоги дошкольного образования, цифровая среда, резильентность, эмоциональный интеллект, подготовка педагогов.

**Introduction.** The growing integration of digital technologies in education demands a redefinition of teacher preparation programs, especially for early childhood education. Considering an increasing number of psychological challenges of teachers, attention should be paid to the psychological development of future specialists in modern conditions of higher education. While technical competencies are necessary, the emotional capacity of future teachers to manage stress, uncertainty, and digital overload is critical. Emotional stability — the ability to remain calm, focused, and responsive under pressure — is a core professional trait for preschool educators, influencing classroom climate, child-teacher interaction, and personal well-being.

Modern research shows that the digitalization of education affects not only the professional competencies of future teachers, but also their emotional resilience, stress tolerance, and ability to adapt to new formats of learning and interaction. Since Kazakhstan is actively implementing digital technologies in the field of education, this is also relevant for our country. Their effective and optimal use in professional activities requires future teachers to demonstrate flexibility and emotional resilience, in addition to developing digital skills and access to ICT [1]. This necessitates a purposeful model to structure the development of emotional stability in digital contexts.

Literature review. Ukrainian researchers V.Kovalchuk, I.Prilepa, etc. investigated the development of emotional intelligence (EI) in future teachers of vocational education, emphasizing its role in professional readiness and adaptability to modern labor market demands. Using the MSCEIT test, the authors assessed EI among 42 students of university. The initial results showed that most participants had low levels of EI across key dimensions: perception and expression of emotions, use of emotions, understanding of emotions, and emotional regulation. The researchers then implemented a targeted training program incorporating interactive tasks and methods designed to enhance EI skills. Post-experiment results demonstrated significant improvement of indicators. The study concludes that structured pedagogical interventions can effectively raise EI in teacher training, contributing to professional competence, adaptability, and social-emotional well-being in future educators [2].

O.Semenov and his colleagues in their article examined how integrating digital technologies into education influences the development of students' emotional intelligence. Based on empirical research with university students, the authors found that the digital environment can both positively and negatively affect emotional growth: on one hand, interactive tools, online collaboration, and digital communication foster self-awareness, empathy, and social interaction; on the other, excessive reliance on technology risks reducing face-to-face emotional engagement. The study concludes that for digital education to enhance rather than hinder emotional intelligence, it must be thoughtfully designed to balance technological efficiency with opportunities for emotional development, thereby supporting students' personal and professional growth in the 21st century [3].

The article of Chinese scholars Dong Wang and Jing Qin analyzes the global research trends on teachers' emotional intelligence in the 21st century using bibliometric methods. The authors examined publications from 2000–2023 across leading academic databases to identify growth patterns, influential authors, countries, institutions, and thematic focuses. The findings reveal a sharp rise of research output in the past decade, highlighting EI as a growing concern in teacher education and professional development. Thematic mapping shows that studies cluster around EI's role in teaching effectiveness,

classroom management, teacher well-being, and student outcomes. The authors conclude that emotional intelligence has become a central concept in understanding teacher professionalism and performance in the 21st century, though research remains fragmented and calls for more interdisciplinary and longitudinal approaches [4].

A scholarly article by N.G.Rudenko and A.A.Chernikova presents a model for developing the emotional stability of future teachers during their professional training. The authors argue that emotional stability is a crucial professional quality and a criterion for effective teaching. The article highlights that this quality can be enhanced through conscious, targeted efforts, including active learning methods. The proposed model is based on a systems approach and is composed of five key components: goal-oriented, content-based, activity-based, technological, and evaluative-result-oriented. It also outlines the psychological and pedagogical conditions essential for success, such as focusing on self-development, using a phased implementation, and employing active learning techniques. The researchers conclude that this model should be adopted by pedagogical universities to improve the professional and personal development of future teachers [5].

The article by O.V.Kuznetsova addresses the problem of emotional instability among preschool teachers during the modernization of Russian education, where rising professional demands often lead to stress, burnout, and maladjustment. The author analyzes different theoretical approaches to emotional stability, identifying both external and internal factors. An experimental program was developed and tested with preschool teachers, using diagnostic methods to measure burnout, maladjustment, and emotional reactions. Results showed a significant decrease in burnout and professional maladjustment, along with an increase in positive emotional responses, confirming that emotional stability can be effectively formed through targeted psychological and pedagogical interventions. The scientific study concludes with recommendations for teachers, administrators, and psychologists to prevent emotional exhaustion and strengthen resilience in the context of educational reforms [6].

The doctoral thesis of G.T.Abilbakieva investigates the formation of managerial competence among future preschool teachers through the use of information and communication technologies (ICT). The aim was to theoretically justify, design, and experimentally test a methodology for developing such competencies. The research unfolded in three stages: first (2016–17), a theoretical analysis of psychological, pedagogical, and methodological literature was conducted to clarify concepts, define criteria, and develop a model with levels and indicators of managerial competence formation via ICT; second (2017–18), an experimental study tested the integration of the proposed model into the training process, including the development and implementation of an elective course; third (2018–19), the results were analyzed and generalized, confirming the effectiveness of the approach through statistical methods. Findings demonstrated that ICT-based methods enhance the managerial competence of future preschool teachers, contributing to their professional adaptability and readiness for modern educational challenges [7].

G.A.Mombieva in her article examines the psychological and pedagogical problems of developing emotional stability among future specialists, particularly preschool teachers. The study highlights that emotional stability is essential for coping with stress, adapting to change, and maintaining effective professional interaction, yet this aspect remains under-researched in teacher training. Through a review of literature and analysis of factors influencing stability, the researcher emphasizes that lack of resilience leads to emotional exhaustion and reduced professional effectiveness. The article proposes a comprehensive program including psychological training, seminars, mentoring, and support systems aimed at strengthening students' emotional health, stress resistance, and emotional intelligence. It was concluded that fostering emotional stability is a crucial component of professional preparation and personal development, requiring both theoretical grounding and practical application in educational settings [8].

Thus, the aim of the study is to break down the relevance and perspectives of emotional stability development of future preschool educators in the context of digital environment, as well as to design and test the original structural-content model dedicated to this problem.

*Basic provisions.* Emotional stability is a key professional skill for future preschool teachers, essential for working in a digital or blended educational environment.

The digitalization of education increases risks for the teachers' mental and emotional state (stress, fatigue, anxiety), which requires the purposeful development of emotional stability among students.

A structural-content model has been developed, incorporating cognitive, motivational, activity-based, and reflexive-analytical components.

The formative experiment (165 students) demonstrated significant improvements in self-regulation, stress resilience, impulse control, and positive outlook in the experimental group.

Statistical analysis confirmed that the model effectively reduces the risk of emotional burnout and strengthens the psychological well-being of future teachers.

**Materials and Methods.** In order to achieve the aim of the study the following methods were applied:

- 1) theoretical analysis of literature close to the problem of the given study;
- 2) analysis of emotional challenges of preschool educators and learners in the digital educational environment;
- 3) analysis and graphical modeling of the perspectives of emotional stability development of future preschool educators;
- 4) designing and experimental testing of the structural-content model of ES development;
- 5) analysis of the effectiveness of the implemented model using Fisher criterion.

In total, 165 bachelor students of the 3<sup>rd</sup> and 4<sup>th</sup> year of specialty "Preschool teaching and education" took part in the empirical study. They are from Abai University and Auezov university. The participants were divided into two groups: control and experiment.

**Results and discussion.** Theoretical Framework. From the psychological perspective, emotional stability refers to a person's ability to maintain emotional balance and composure, especially under stress or in challenging situations. It is a core component of personality theory, particularly within the Big Five Personality Traits [9].

The development of emotional stability is grounded in theories of:

- Stress and Coping Theory (R.Lazarus & S.Folkman, 1984): emotional resilience is linked to effective management of stress responses [10].
- Emotional Intelligence (Goleman, 1995): emphasizes emotional awareness, self-regulation, and social awareness [2].
- Resilience Theory (Masten, 2001): highlights the significance of adaptability and recovery from stress [12].
- Positive Psychology & Well-being Theory (M.Seligman, 1998, 2011): within the PERMA model, emotional resilience is associated with positive emotions, engagement, meaning, relationships, and accomplishments [11].

The digital environment, while offering expansive pedagogical tools, also introduces emotional challenges, including:

- Fatigue from digital environment: constant exposure to screens, notifications, and multitasking can cause exhaustion, irritability, and reduced emotional regulation of both teachers and learners,
- Cognitive and information overload: abundance of vast amount of data can create confusion, frustration, and emotional overwhelm of learners, especially children.
- Anxiety & Stress: unstable internet connections, technical issues, and the need to constantly adapt to new digital platforms increase stress of the participants of pedagogical process [14].
- Isolation & Loneliness: reduced face-to-face interactions may weaken social bonds, leading to feelings of disconnection and emotional vulnerability.
- Decreased Motivation & Engagement: lack of immediate feedback and physical presence may lower intrinsic motivation, causing boredom and disengagement of kids.
- Blurred Boundaries between Work/Study and Rest: Constant online availability may lead to burnout, sleep disruption, and difficulty in maintaining emotional balance.

As such, the professional activity of preschool educators requires a high level of emotional stability, as they must continuously interact with young children, colleagues, and parents in emotionally charged situations. Emotional stability ensures not only effective communication and stress resistance, but also the creation of a psychologically safe and supportive educational environment for children.

A structural-content model of developing emotional stability in future preschool educators provides a systematic foundation for forming this competence within teacher education.

Development of emotional stability of future educators with the help of a structural-content model offers certain perspectives, such as:

1. Integration of Theory and Practice:
  - The model enables the combination of theoretical knowledge (emotional intelligence, resilience, coping strategies) with practical skills (stress management, emotional regulation, reflective practices).
  - This perspective emphasizes holistic training, where cognitive, affective, behavioral, and reflective components are interconnected.
2. Personal and Professional Growth:
  - The model ensures that emotional stability is not limited to professional behavior but extends to personal development.
  - By fostering self-awareness, empathy, and resilience, it supports educators in achieving psychological well-being and preventing burnout.
3. Formation of Emotional Competence as a Core Professional Quality:
  - Future preschool educators develop emotional self-regulation as a professional standard, ensuring readiness to respond constructively to conflicts, stress, and unpredictable classroom situations.
  - Emotional competence becomes a foundation of pedagogical mastery.
4. Prevention of Emotional Burnout:
  - The systematic use of reflective and practical tools within the structural-content model equips educators with coping mechanisms to manage stress effectively.
  - This perspective highlights sustainability of professional performance and long-term career development.
5. Improvement of the Educational Environment:
  - Emotionally stable educators are better prepared to create a positive, safe, and supportive learning environment.
  - This contributes not only to the emotional well-being of teachers but also to the emotional and social development of preschool children.

The listed perspectives are demonstrated in Figure 1.

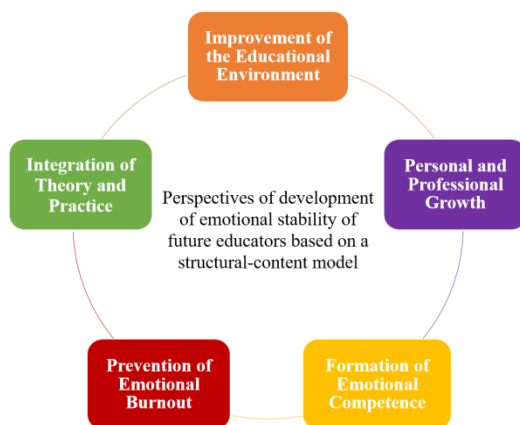


Figure 1 - Perspectives of development of emotional stability of future preschool educators based on a structural-content model

Empirical study. For a diagnostic and control experiment the methodic called the Emotional Stability Inventory was selected and suggested to the study participants. In general, Emotional Stability Inventory is a psychological assessment tool designed to measure the emotional stability or instability of individuals. It evaluates how well a person can manage stress, adapt to challenges, control impulses, and maintain a balanced emotional state.

The purpose of the test is to assess the level of emotional balance, maturity, and resilience.

Format: Usually is presented as a self-report questionnaire with statements rated on a Likert-type scale (e.g., from "Strongly Agree" to "Strongly Disagree").

The measured domains are:

- ✚ Calmness vs. Anxiety;
- ✚ Resilience under stress;
- ✚ Impulse control;
- ✚ Emotional adaptability;
- ✚ Positive outlook vs. pessimism.

In our case, the questionnaire consists of 25 statements with the 5-points Likert scale: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree.

The statements were adapted to the preschool education settings to check the emotional regulation of students during their internship.

As for a brief interpretation of the total score and subscales, it looks like this:

A. High Emotional Stability (100-125) → Calm, resilient, consistent.

B. Moderate Emotional Stability (75-99) → Sometimes anxious, but generally balanced.

C. Low Emotional Stability (25-74) → Easily stressed, mood fluctuations, emotional reactivity.

As a formative experiment the structural and content model for the development of emotional stability of future educators of preschool organizations was designed by us.

The model we suggest has certain objectives. It aims to:

- 1) cultivate self-regulation and stress management skills of specialists in preschool education;
- 2) foster emotional stability in the context of working in digital educational environment;
- 3) enhance reflective and empathetic communication with children and colleagues;
- 4) encourage professional identity development of educators through digital platforms.

The structural-content model is composed of four interconnected blocks, each targeting specific developmental aspects:

#### 1. Motivational-Value Block

- Content: Introduction to emotional self-awareness, value orientation of professional ethics.
- Methods: Digital storytelling, value-reflection journals, virtual role models.
- Outcome: Strengthened intrinsic motivation and emotional engagement with the profession.

#### 2. Cognitive-Conceptual Block

- Content: Theories of emotion, psychology of stress, digital communication dynamics.
- Tools: Online courses and webinars, interactive simulations, case study analysis.
- Outcome: Conceptual understanding of emotional dynamics and coping mechanisms.

#### 3. Activity-Practical Block

- Content: Digital scenario-based learning, mindfulness training, emotional regulation practices.
- Methods: Online peer collaboration, video-reflection, gamified simulations.
- Outcome: Applied emotional skills in virtual teaching situations.

#### 4. Reflexive-Analytical Block

- Content: Self-assessment tools, digital portfolios, feedback systems.
- Methods: E-diaries, automated sentiment analysis, mentor feedback.
- Outcome: Increased self-regulation, critical reflection, and emotional insight.

The schematical model of emotional stability is presented in Figure 2.

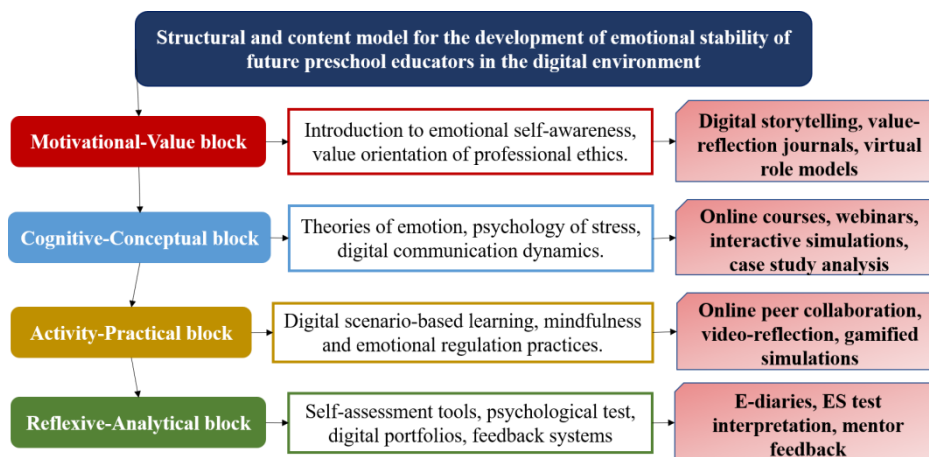


Figure 2 - Structural and content model for the development of emotional stability of future preschool educators in the digital environment

The digital platform serves both as the medium and context for model implementation. Key technological tools include:

- Learning Management Systems (e.g., Moodle, Canvas): For structured delivery of modules.
- VR/AR Simulations: To emulate high-stress classroom environments.
- AI-Based Feedback Systems: For real-time emotional feedback on video-recorded interactions.
- Mobile Apps (e.g., Headspace, Moodpath): For emotional monitoring and mindfulness practices.

Digital tools must be intentionally selected to balance cognitive load, emotional engagement, and accessibility.

After the realization of this model, the degree of emotional stability of the study participants was again measured and analyzed. The comparison of initial and final indicators of future specialists in the field of preschool education is provided in Table 1.

Table 1 – Data analysis of the diagnostic experiment (adapted ESI) among control and experimental groups

Diagnostic indicators	Control group (n = 82)			Experimental group (n = 83)		
	High level	Medium level	Low level	High level	Medium level	Low level
Calmness	18 (22.0%)	40 (48.8%)	24 (29.3%)	16 (19.3%)	39 (47.0%)	30 (36.1%)
Resilience under stress	19 (23.2%)	37 (45.1%)	26 (31.7%)	17 (20.5%)	37 (44.6%)	29 (34.9%)
Impulse control	21 (25.6%)	36 (43.9%)	25 (30.5%)	19 (22.9%)	33 (39.8%)	31 (37.3%)
Emotional adaptability	19 (23.2%)	39 (47.6%)	24 (29.3%)	17 (20.5%)	37 (44.6%)	29 (34.9%)
Positive outlook	20 (24.4%)	38 (46.3%)	24 (29.3%)	18 (21.7%)	35 (42.2%)	30 (36.1%)

In the following diagram (Figure 3), these data are graphically represented for an easier interpretation.

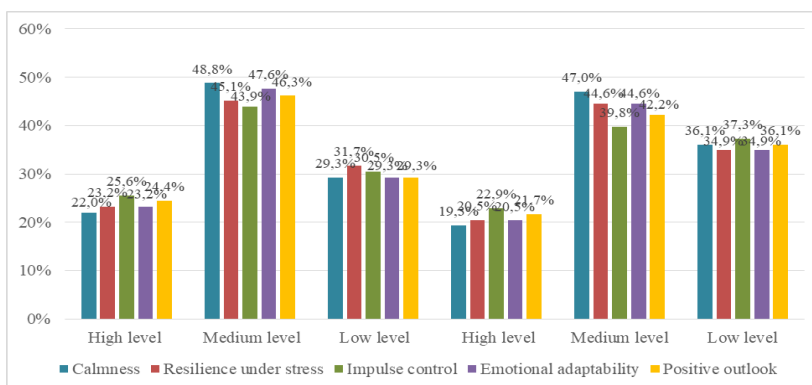


Figure 3 – Graphical analysis of data from the diagnostic experiment among control and experimental groups

As such, the diagnostic experiment compared two groups - control (n=82) and experimental (n=83) - across five emotional and psychological parameters: Calmness, Resilience under stress, Impulse control, Emotional adaptability, and Positive outlook.

In terms of calmness, both groups demonstrated a predominance of medium-level responses, with nearly half of the participants in this category (48.8% in the control group and 47.0% in the experimental group). The experimental group, however, displayed a slightly higher proportion of individuals with low calmness (36.1% compared to 29.3% in the control group), suggesting a modest tendency toward reduced calmness. Overall, calmness distributions were similar across the groups, though the experimental group showed a marginal disadvantage.

For resilience under stress, the medium category also prevailed, encompassing 45.1% of participants in the control group and 44.6% in the experimental group. The experimental group, however, reported more participants at the low resilience level (34.9% vs. 31.7%), indicating comparatively greater difficulties in stress management. High-level resilience values were close between the two groups, with only a minor advantage observed for the control group (23.2% vs. 20.5%).

Regarding impulse control, the control group exhibited a slightly stronger distribution toward the high level (25.6%) compared to the experimental group (22.9%). At the same time, the experimental group showed a higher share of participants with low impulse control (37.3% against 30.5% in the control group). This distribution implies that impulse regulation may be somewhat weaker among participants in the experimental group.

In terms of emotional adaptability, medium-level adaptability again dominated, with 47.6% of the control group and 44.6% of the experimental group falling into this category. Similar to other parameters, the experimental group showed a higher percentage at the low level (34.9% vs. 29.3%), while high adaptability levels were fairly similar across groups (19 people in control vs. 17 people in experimental). These results indicate slightly less favorable adaptability outcomes in the experimental group.

Concerning positive outlook, the majority of participants in both groups also clustered within the medium range (46.3% for control and 42.2% for experimental). A higher prevalence of low-level responses was again observed in the experimental group (30 out of 83 vs. 24 out of 82 in control), while the share of participants with a high positive outlook was nearly equal, with a small advantage for the control group (24.4% vs. 21.7%).

To conclude, the data indicates that while both groups demonstrate predominantly medium levels across emotional and psychological indicators, the experimental group shows slightly weaker outcomes overall, with more participants in the low-level categories. This trend suggests that the experimental group may experience greater challenges with stress resilience, impulse control, emotional adaptability, and maintaining a positive outlook compared to the control group.

In the next table (Table 2), we can see the results of analysis of the effectiveness of the formative experiment among two groups, using Fisher's criterion.

Table 2 – Results of the significance analysis according to Fisher criterion

Groups	"Effect present": task solved	"No effect": task not solved	Totals
	Number of participants	Number of participants	
Group 1	30 (36.6%)	52 (63.4%)	82 (100%)
Group 2	49 (59%)	34 (41%)	83 (100%)

The graphical representation of calculation of Fisher criterion on the axis of significance is shown in Figure 4.

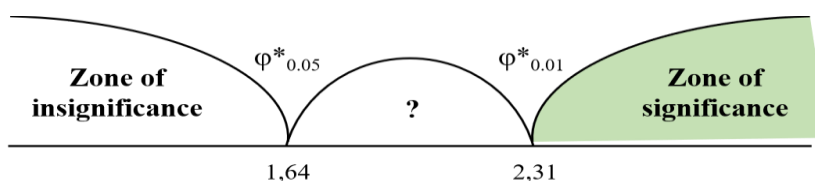


Figure 4 - The zone of significance according to Fisher's criterion

As the graph shows, the result is in the zone of significance being higher than 2.31. To be precise, the output of the calculation is  $\varphi^*_{emp} = 2.909$ .

The results of the significance analysis using Fisher's criterion provide convincing evidence for the effectiveness of the formative experiment based on the structural-content model. In the control group (Group 1), only 36.6% of participants demonstrated the presence of the effect, while the majority (63.4%) did not solve the task successfully. In contrast, the experimental group (Group 2) showed markedly better results, with 59% of participants achieving a positive effect and only 41% remaining without success. This difference clearly indicates that the intervention exerted a substantial influence on participants' performance.

The statistical verification through Fisher's criterion further strengthens this conclusion: the empirical value obtained ( $\varphi^*_{emp} = 2.909$ ) exceeds the critical threshold of 2.31, placing it within the zone of significance. This means the observed difference between groups is highly unlikely to be due to chance and instead reflects a genuine impact of the structural-content model of the development of emotional resilience in future educators. Consequently, the analysis confirms that the experimental methodology was significantly more effective than the traditional approach, demonstrating its potential as a robust tool for enhancing outcomes in the targeted domain.

**Conclusion.** Developing emotional stability (ES) in future preschool educators is a multifaceted process requiring alignment between psychological growth and digital proficiency. The proposed structural-content model integrates emotional, cognitive, and technological components, offering a holistic and adaptive framework. In terms of preparing teachers for the emotionally charged and digitally enriched environments of preschool education, this model becomes not only timely but essential. It serves as a foundation for ES training courses or sessions for future educators.

Beyond its immediate pedagogical outcomes, the structural-content model also carries strategic implications for teacher education policy and practice. Its implementation demonstrates that fostering emotional stability is not merely a supportive measure but a key factor in ensuring long-term professional sustainability and adaptability of educators in rapidly evolving digital environments. Embedding this model into teacher training curricula can strengthen institutional capacity to prepare emotionally resilient and digitally competent professionals who can address challenges of modern preschool or school education.

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## БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ҚАРЫМ - ҚАТЫНАС МӘДЕНИЕТІН ТӘРБИЕЛЕУДЕГІ ПЕДАГОГТИҢ РӨЛІ

*Аңдатпа*

Қазіргі ғылыми әдебиеттерді шолуға сүйене отырып, авторлар тиімді қарым-қатынас оқушылардың мінезі мен білім деңгейін қалыптастыруда маңызды рөл атқарады дей келе, қарым-қатынастың сыныпта маңызды екенін атап өтеді: әдетте табысты оқыту үшін білімнің 50%-ынан бастап 50%-ға дейін қарым-қатынас дағдылары қажет деп санайды. Нәтижесінде мұғалім қарым-қатынастың барлық төрт әдісін қалай тиімді пайдалану керектігін білуі керек. Оқушылардың қарым-қатынас мәдениетін тәрбиелеудің маңыздылығы көрсетілген және осыған байланысты қазіргі бастауыш сынып мұғалімдері оқушының жеке ерекшеліктерін білу негізінде оқытуды, дамытуды және тәрбиелеуді жүзеге асыруы, оқушының үнемі өзгеру процесін басқара білуі және оның жоғары даму деңгейіне көтерілуін қамтамасыз етуі, ғылыми қызметті жүзеге асыруы керек.

Нәтижесінде әзірленген ғылыми-әдістемелік ұсыныстар болашақ мамандардың дәстүрлі оқыту әдісімен салыстырғанда оқушылардың бойында қарым-қатынас мәдениетін тәрбиелеу туралы білімдерін тиімді түрде қалыптастыратынын және студенттердің білім сапасын, олардың әдістемелік дайындық деңгейін арттыруға ықпал ететінін, студенттердің оқуға және педагогикалық шеберлікті жетілдіруге қызығушылығын арттыратынын көрсетеді.

**Түйін сөздер:** дайындық, мамандар, тәрбие, мәдениет, қарым-қатынас, оқушылар.

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## РОЛЬ УЧИТЕЛЯ В ВОСПИТАНИИ КУЛЬТУРЫ ОБЩЕНИЯ У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

*Аннотация*

Основываясь на обзоре современной научной литературы, авторы находят, что эффективное общение играет важную роль в формировании характера и уровня образованности учащихся. Автором отмечено, что общение имеет ключевое значение в классе: обычно считается, что для успешного преподавания требуется от 50% знаний до 50% навыков общения. В результате учитель должен владеть всеми четырьмя способами общения и должен знать, как эффективно использовать эти навыки в школьной среде. Указывается на значимость воспитания культуры общения учащихся и в этой связи современные учителя начальных классов должны осуществлять обучение, развитие и воспитание на основе знания индивидуальных особенностей школьника, уметь управлять процессом постоянного изменения и обеспечивать его восхождение на более высокий уровень развития, осуществлять научную деятельность. Результаты показали, что разработанные рекомендации эффективным образом формируют знания