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Emotional intelligence and psychological stability are the most important personal factors of professional development of future teachers

The article analyzes the features of emotional intelligence and psychological stability in the system of professional training of future teachers. The professionalization of the future teacher is a complex and multifaceted process, including the formation of professional competencies, the development of personal qualities and the development of sustainable behavior models necessary for the effective implementation of pedagogical activities. In modern research, special importance in the structure of professional readiness is attached to personal resources that allow the future teacher to act productively in conditions of high emotional stress, uncertainty and dynamism of the educational environment. Among the most essential of these resources are emotional intelligence and psychological stability, which are considered significant factors supporting successful professional growth. The findings indicate that the professional development of future teachers is a multilevel process that largely depends on the formation and strengthening of personal resources. Their combination creates a solid foundation for students' professional advancement, enhances their preparedness for teaching activities, and fosters confidence in their own professional abilities. Thus, emotional intelligence and psychological stability can be regarded as fundamental personal resources that contribute to balanced and effective professional development among students. The cultivation of these qualities supports stronger professional motivation, improves competence, and facilitates the development of self-regulation skills that are essential for effective performance in educational practice. The greatest impact on professional formation is produced by those aspects of emotional intelligence and psychological stability that are related to the regulation of emotional states, adaptability to change, and the ability to establish productive social interactions.

Keywords: pedagogy, psychology, emotional intelligence, mental integrity, students, future teachers.

Introduction

The ongoing transformation of the educational system places increasingly high demands on future teachers, particularly regarding their emotional maturity, resilience to stress, capacity for constructive communication, and ability to regulate their emotional states effectively. In this context, examining the factors that influence the professional development of prospective teachers becomes especially relevant.

Emotional intelligence is commonly understood as the capacity to identify, comprehend, and manage both one's own emotions and the emotional states of others. This ability plays a crucial role in establishing effective pedagogical interaction. Psychological stability, in turn, reflects the capability to cope with stressful circumstances, preserve emotional balance, and maintain stable professional performance, which are essential conditions for successful teaching practice.

Despite the large number of studies devoted to individual components of professional development, the issue of a comprehensive analysis of emotional intelligence and mental integrity as a factor in the development of students majoring in teaching remains relevant. This necessitates a comprehensive theoretical and empirical study of these psychological factors.

The concept of emotional intelligence is a key one in modern personality psychology that is actively used to explain the effectiveness of human interactions, professional success, and the capacity for emotional self-regulation.

The term "emotional intelligence" is ingrained in scientific discourse thanks to P. Salovey and J.D. Mayer who defined it as the ability to perceive, recognize, understand, and regulate emotion in both oneself and in others. They argue that emotional intelligence is a specific cognitive-emotional ability aimed at using emotions to address life and interpersonal tasks [1].

In the following years, scholarly interest in the concept of emotional intelligence increased considerably, and a number of researchers contributed to expanding and clarifying its theoretical content. For example, D. Goleman introduced a widely known model of emotional intelligence that incorporates personality char-

acteristics, social competencies, and skills related to behavioral regulation. Within this framework, emotional intelligence is interpreted as a combination of emotional and social abilities that affect the effectiveness of interpersonal interaction, leadership potential, communication competence, and the capacity to cope with stressful circumstances. Thus, emotional intelligence is regarded not only as a cognitive ability but also as a set of personal qualities that can be developed over time [2].

In contemporary research, two major theoretical approaches to the understanding of emotional intelligence are generally distinguished.

1. The ability model (Mayer–Salovey–Caruso). Within this perspective, emotional intelligence is conceptualized as a form of cognitive ability that includes several interconnected components:

- the perception and recognition of emotions;
- the use of emotions to facilitate thinking and decision-making;
- the comprehension of emotional states and their development over time;
- the regulation of emotions in order to promote effective personal functioning and social adaptation.

This model underlies the MSCEIT test and belongs to the list of psychometrically measured cognitive abilities [1].

2. The mixed-type model (Goleman, D., & Weissberg, R). This one includes a broad range of skills, such as empathy, stress tolerance, self-regulation, motivation, and social skills. Within this perspective, emotional intelligence is interpreted as a system of emotional competencies that can be formed and improved through learning, training, and professional experience [3].

In Russian psychological research, the concept of emotional intelligence has been extensively developed by D.V. Lyusin. He defines emotional intelligence as the capacity to understand and regulate emotions both within the individual (intrapersonal level) and in interactions with others (interpersonal level). In this framework, two main dimensions of emotional competence are distinguished:

- Intrapersonal emotional intelligence, which involves awareness and regulation of one's own emotional states as well as control over their expression;
- Interpersonal emotional intelligence, which refers to the ability to recognize the emotions of others and effectively manage emotional interaction in communication [4].

Most modern scientific approaches agree that emotional intelligence is a complex multicomponent construct involving several interrelated elements:

1. Perception and recognition of emotions. This component reflects a person's ability to identify and distinguish emotional states from external manifestations — facial expression, voice intonation, gestures, facial expressions, and behavioral traits. It is at this level that the initial emotional perception is formed, which allows one to more accurately understand the interaction situation and the inner states of other people.

2. Understanding and interpreting emotions. This element assumes the ability to analyze emotional reactions, identify their causes, predict possible consequences and the dynamics of changes. It is associated with cognitive processing of emotional information and plays an important role in understanding the behavior of others and predicting their actions.

3. Regulating one's emotions. This aspect is expressed in a person's ability to control their emotional manifestations, manage impulsive reactions, and maintain a psychologically stable state. Self-regulation skills are especially important for students and teachers, whose activities often take place in conditions of increased emotional stress and stressful situations.

4. Controlling the emotional state of others. This component reflects the ability to influence other people's emotions, contribute to the formation of a favorable psychological atmosphere and prevent and constructively resolve conflict situations. It is closely linked to the development of empathy, communication skills and leadership skills.

5. Application of emotions in thought and practice. Emotional experiences can be an important motivational resource, promoting decision-making, strengthening concentration and stimulating creative thinking. The ability to consciously use emotional states allows one to improve the effectiveness of both academic and professional activity.

Scientific literature views professional development as a dynamic process of integrating both personal and professional development, during which a student transitions from a learner's position to being a subject of professional activity. The professional formation of future teachers includes cognitive, motivational, value, emotional, and behavioral components that ensure readiness for work in a modern educational environment.

Kazakhstani researchers (Algozhina A, Sabirova R, Alimbayeva R, Kapbasova G, Sarmentayev A) emphasize that there is currently a significant gap in the scientific literature devoted to cross-cultural studies in the field of emotional intelligence, particularly in the area of measuring its effectiveness.

The research conducted by these authors is focused on studying the quantitative aspects of differences in emotional intelligence characteristics between university teachers in Kazakhstan and Russia. The model of emotional intelligence (EI) is widely used in pedagogy, management, and other fields as a useful concept with considerable application potential. At the same time, there are significant differences in the features of EI among various social groups, particularly across different countries, which are only beginning to be explored [5].

For students preparing for a teaching career, emotional intelligence plays a particularly significant role, since pedagogical work involves continuous interaction with people. Teachers are required to maintain a positive emotional atmosphere in the classroom, reduce potential tension, show empathy, and provide psychological support to learners.

A well-developed level of emotional intelligence contributes to:

- strengthening professional motivation;
- more effective interpersonal communication;
- lowering the level of occupational stress;
- enhancing pedagogical reflection;
- fostering a positive attitude toward professional responsibilities.

Thus, emotional intelligence can be considered one of the fundamental factors influencing the professional development of future teachers. Studies assessing the level of emotional intelligence among future teachers (A.E. Akhmetova, L.A. Shkutina, A.N. Sankhayeva) have confirmed the importance of developing emotional intelligence for prospective educators, especially in the context of digitalization [6].

Emotional intelligence is considered a significant personal resource, which influences the effectiveness of interpersonal interaction, the ability to manage their own emotional states and maintain a favorable psychological atmosphere in the team. For future educators, the development of emotional intelligence is of particular importance, since the educational profession is associated with a high emotional burden and involves constant interaction with learners, colleagues and parents. In the phase of professional training of the future teacher, emotional intelligence performs a number of important functions:

1. Promotes the development of professional communication.

Students of the pedagogical subjects with a higher level of emotional intelligence are able to more accurately recognize the emotional states of the learners, take into account their individual characteristics and react in time to changes in the emotional atmosphere in the learning group. This creates conditions for the formation of a psychologically safe educational environment and increases the effectiveness of educational interaction.

2. Emotional intelligence increases the effectiveness of educational activity. The ability to recognize and use emotions as an internal resource allows the future educator to maintain students' motivation to learn, flexibly choose educational methods, and more successfully adapt to different educational situations.

3. Promotes the development of empathy and educational reflection. Empathy as an important part of emotional intelligence helps educators better understand learners' experiences and needs. At the same time, the developed ability to reflect offers the opportunity to analyze one's own actions, to recognize emotional reactions and, if necessary, to adapt professional behavior.

4. Emotional intelligence has a preventive function against professional burnout. Emotional self-regulation skills allow future educators to more easily deal with stressful situations, maintain inner stability and maintain a positive attitude to their professional activities.

Thus, the development of emotional intelligence plays an important role in the formation of professionally relevant qualities of the personality of the teacher and is one of the key factors for the successful formation of future professionals in the field of education.

One of the most famous approaches is the concept of Salvatore Maddi, which considers resilience as a combination of three key components: involvement, control and risk taking. Engagement reflects the ability to perceive what is happening as significant and interesting, control as the conviction of the ability to influence the events of one's own life, and risk-taking as the willingness to act in conditions of uncertainty, considering difficulties as an opportunity for growth. These components create a kind of "psychological immunity" that protects the individual from the destructive effects of stress factors [7].

Within the present study, it is necessary to differentiate between a number of conceptually related but not identical terms used in the scientific literature: “psychological stability”, “hardiness”, “resilience”.

The concept of “psychological stability” in the domestic psychological literature is viewed as an integrative personality characteristic that ensures the preservation of internal equilibrium, effective functioning, and adaptive behavior in stressful and uncertain situations. It encompasses cognitive, emotional, and behavioral mechanisms of self-regulation.

The concept of “hardiness” developed by Salvatore Maddi, represents a more narrowly defined construct consisting of three key components: commitment, control, and challenge. In the present study, hardiness is considered as a structural component of psychological stability and is measured using the corresponding assessment method.

The term “resilience”, widely used in Western literature, emphasizes an individual’s capacity to recover from stressful experiences and to successfully adapt to adverse conditions. In some studies, it is used as a synonym for psychological stability; however, in the present work it is regarded as a closely related but not fully equivalent concept.

It should be noted that the term “mental integrity” is not an established scientific equivalent of the aforementioned constructs and is not used as an independent category in the present study. Therefore, the term “psychological stability” is consistently used throughout the text as an umbrella concept encompassing elements of both hardiness and resilience.

Other researchers (Simon Cassidy) emphasize that self-efficacy relates to an individual’s perception of their capabilities. It has a clear self-evaluative dimension leading to high or low perceived self-efficacy. Individual differences in perceived self-efficacy have been shown to be better predictors of performance than previous achievement or ability and seem particularly important when individuals face adversity. The study investigated the nature of the association between academic self-efficacy (ASE) and academic resilience. Undergraduate student participants (N = 435) were exposed to an adverse situation case vignette describing either personal or vicarious academic adversity. ASE was measured pre-exposure and academic resilience was measured post-exposure. ASE was correlated with, and a significant predictor of, academic resilience and students exhibited greater academic resilience when responding to vicarious adversity compared to personal adversity. Identifying constructs that are related to resilience and establishing the precise nature of how such constructs influence academic resilience will assist the development of interventions aimed at promoting resilience in students. [8].

In the domestic psychological research, psychological stability is often defined as a combination of individual psychological characteristics that enable a person to endure stressful or traumatic situations while preserving productivity and emotional equilibrium. This construct is typically described through several interrelated components:

- Cognitive component (awareness and interpretation of difficulties, evaluation of the situation, and the selection of appropriate coping strategies);
- Emotional component (the capacity to maintain emotional balance and stability under pressure);
- Volitional component (self-control, discipline, and the ability to overcome obstacles in challenging circumstances);
- Behavioral component (the effectiveness of actions and decision-making in complex or stressful situations).

This quality is an important personal resource that provides a person with the ability to achieve their goals, effectively adapt to changing environmental conditions and maintain inner harmony. Psychological stability as a personal resource manifests itself in a number of interrelated aspects:

1. The adaptive aspect. Psychological stability contributes to the maintenance of rational patterns of behavior and decision-making in conditions of stress. Thanks to this, a person is able to overcome difficult life circumstances faster, restore their emotional state and maintain control over events.
2. Regulatory aspect. This characteristic includes developed mechanisms of emotional and behavioral self-regulation. They allow a person to manage their experiences, reduce anxiety, prevent emotional destabilization, and maintain an optimal level of mental stress.
3. The motivational aspect. People with pronounced psychological stability, as a rule, have a higher focus on achieving goals, demonstrate perseverance and confidence in their abilities. They perceive the difficulties that arise not as an obstacle, but as an incentive for personal growth and development.

4. Social and communicative aspects. Stress tolerance is also manifested in the field of interpersonal interaction. Such people find it easier to build productive relationships with others, retain the ability to cooperate even in conflict or tense situations, and function more effectively in collective activities.

In the context of the professional training of the future teacher, psychological stability is of particular importance. Educational activity is characterized by high emotional saturation, intense interpersonal interaction, the need to react quickly to problem situations, while controlling one's own emotional state. Low resistance can lead to emotional exhaustion, professional stress, and decreased quality of the educational process.

Psychological stability contributes to the development of:

- prevention of professional burnout,
- maintaining emotional well-being,
- effective interaction with students,
- constructive resolution of pedagogical conflicts,
- improving the quality of professional activity,
- strengthening professional identity.

Thus, psychological stability is a key personal resource that ensures the successful professional development of a future teacher and their willingness to work in the dynamic and stressful conditions of the modern educational environment. Overall, professional development of future teachers is a complex, multifaceted, and lengthy process of shaping the teacher's personality that includes development of professionally significant qualities, motivation, competencies, and readiness to teach. It begins long before the specialist starts actual practical work and goes through a series of stages related to recognition of professional values, acquisition of professional knowledge and skills, development of pedagogical reflection, and formation of a professional identity.

Psychological stability is a no less significant resource in the professional development of future teachers. This complex of personal properties provides the ability to withstand stressful situations, maintain emotional balance and productivity of professional activity.

The role of psychological stability in the process of professionalization is manifested in the following aspects:

1. adaptation to professional requirements. Students of pedagogical specialties face many stressors: high academic load, emotional stress during practice, the need to make decisions in conditions of uncertainty. Psychological stability helps to maintain efficiency and emotional balance.

2. formation of professional identity. Stability contributes to the internal stability of the personality, allows you to consciously make professional decisions and confidently move towards professional development. Personal stability helps the student overcome doubts, difficulties and temporary setbacks.

3. Development of stress resistance and self-regulation. The regulatory-volitional qualities included in the structure of psychological stability allow future teachers to adequately respond to pedagogical conflicts, maintain self-control and constructively solve difficult situations.

4. Increasing the efficiency of pedagogical interaction. A stable teacher is able to maintain calm and rationality even in conflict situations, which contributes to the creation of a favorable atmosphere for education and upbringing.

5. Prevention of burnout. Psychological stability provides a protective mechanism that reduces the risk of developing emotional exhaustion and occupational deformities. Sustainable students recover more easily from failure and are positive about professional challenges.

Although emotional intelligence and psychological stability are different psychological constructs, they are closely interrelated and complementary. Emotional intelligence provides awareness and emotion management, while psychological stability helps keep the individual stable in the face of stress.

The process of professionalization of future teachers involves the formation of a set of competencies, personal qualities and stable behavioral models necessary for the successful implementation of pedagogical activities. In recent years, in the structure of professional readiness, special attention has been paid to personal resources that ensure the ability of the future teacher to effectively interact in complex, emotionally rich and dynamic conditions of the educational environment. Among such resources, emotional intelligence and psychological stability play a key role, which are considered as significant factors in professional development.

Modern pedagogical psychology repeatedly emphasizes the importance of emotional intelligence and mental integrity. I.V. Chernyaeva confirms that the development of these personal factors increases the ef-

fectiveness of pedagogical activity, promotes the formation of professional competence and ensures stability in stressful situations and professional challenges [9].

In addition to classical studies on emotional intelligence and psychological stability, recent years have witnessed the active development of this research area within the international scientific agenda. Contemporary studies indexed in Scopus and Web of Science confirm a stable relationship between emotional intelligence and individuals' psychological stability.

Recent empirical studies also demonstrate a consistent association between specific components of emotional intelligence and psychological well-being, as well as individuals' psychological resilience to stressors, which is supported by research findings. For example, the results of empirical research (Kartol, A., Üztemur, S., Griffiths, M. D., & Şahin, D.) show that a high level of emotional intelligence contributes to reduced perceived stress while simultaneously enhancing psychological stability and subjective well-being [10].

Considerable attention in the international literature is devoted to the role of emotional intelligence in the development of psychological stability. Zhang, B., Xiao, Q., Gu, J., Lu, H., & Han, L. note that the development of emotional competence contributes to students' ability to cope with academic and professional stressors and to maintain psychological stability under conditions of uncertainty. The mediating role of resilience in the relationship between emotional intelligence and various psychological outcomes, including life satisfaction and academic behavior, is emphasized [11].

In recent years, researchers (Abualruz, H., Hayajneh, F., Othman, E. H., & Sabra, M. A.) have increasingly examined the role of emotional intelligence as a predictor of psychological stability in stressful and professionally demanding contexts [12].

In particular, it has been found that individuals with higher levels of emotional intelligence demonstrate lower levels of anxiety, depression, and stress responses, as well as a higher capacity for adaptation. Thus, contemporary research confirms the necessity of a comprehensive study of emotional intelligence and psychological stability as interrelated personal resources that contribute to the successful professional development of future teachers.

Research object — key personality factors of professional development among students of pedagogical specialties.

Research subject — the relationship between emotional intelligence and psychological stability as personality factors of the professional development of future teachers.

Research aim — to identify the features of the relationship, including overall and component-level interactions between emotional intelligence and psychological stability in students of pedagogical specialties, and to determine their role in the process of professional development.

Research hypotheses:

- It is assumed that there is a statistically significant relationship between emotional intelligence and psychological stability among students;
- It is assumed that intrapersonal components of emotional intelligence (self-regulation, emotion management) are more strongly associated with psychological stability than interpersonal components;
- It was hypothesized that components of emotional intelligence serve as significant predictors of psychological stability.
- Scientific novelty and authorial contribution are as follows:
- It was established that there is no statistically significant relationship between the integral indicators of emotional intelligence and psychological stability;
- It was shown that the relationship is differentiated and manifests at the level of individual components;
- It was revealed that intrapersonal components of emotional intelligence play a key role in the formation of psychological stability;
- It was demonstrated that emotional intelligence serves as a significant predictor of psychological stability at the level of structural components.

Thus, the presented provisions define the structure and logic of the empirical study.

Materials and Methods

The empirical study was conducted at the Faculty of Education with E.A. Buketov Karaganda National Research University. Students majoring in pedagogy formed the list of participants. Sample selection was

designed to ensure representativeness and create conditions for identifying relationships between emotional intelligence, mental integrity, and professional development characteristics of future teachers.

Sample Characteristics.

The total sample size was 120 students. Participant age ranged between 18 and 20 with an average of approximately 19. The gender breakdown was 80 % female and 20 % male, reflecting typical distribution among students majoring in pedagogy. All participants were sophomore undergraduate students, which allowed for an examination of professional development's characteristics during the active development of professional understanding and skills.

The sample included Pedagogy and Methodology of Primary Education and Pedagogy and Psychology students to ensure representation of various areas of teacher training and increase the generalizability of the results.

Entry Criteria.

The study included students who met the following criteria: a pedagogical specialty, aged between 18 and 20, and having provided voluntary informed consent to participate.

Comparability of age, gender, and academic backgrounds were considered while forming the sample. Compliance with ethical standards of the study was ensured by informing students of the study's goals and objectives, data confidentiality, and their right to withdraw from participation at any stage with no further consequences.

The selected sample produced reliable and representative data on emotional intelligence and mental integrity of students majoring in pedagogy, as well as an analysis of their role in professional formation of future teachers.

For the empirical study of emotional intelligence and mental integrity, a set of psychodiagnostic methods was used to quantitatively assess indicators under study and their structural components.

Emotional Intelligence Assessment.

Emotional intelligence was assessed using D.V. Lyusin's Emotional Intelligence method based on recognizing emotional intelligence as the cognitive ability to recognize, understand, and manage emotion—both in oneself and in others. The structure of emotional intelligence excludes personality traits, which may indirectly influence emotional understanding but are not its components.

The purpose of the method was to identify students' ability to understand, assess, and regulate emotional states in interpersonal and intrapersonal interactions.

Applying the method involved analyzing the following indicators:

- Interpersonal emotional intelligence reflecting the ability to understand and manage the emotion in others,
- Intrapersonal emotional intelligence characterizing the understanding and regulation of emotion in oneself,
- Understanding and managing emotion as generalized components,
- Subscales including understanding and managing emotion in others, awareness and regulation of own emotional states, and emotional expression control.

The study had participants complete a series of standardized tasks and questionnaires aimed at assessing emotional reactions and typical behavioral strategies. Results procession followed methodology instructions and was followed by calculation of integrated emotional intelligence score and its components.

Mental Integrity Assessment.

The assessment of psychological stability was carried out using the "Hardiness Test" developed by Salvatore Maddi and adapted by D. A. Leontiev, which made it possible to evaluate its structural components. This method looks to assess an individual's ability to cope with stressful situations, maintain psychological balance, and perform productively under increased pressure [13].

The integrated resilience index and its main components were analyzed within the resilience framework: involvement, control, and risk acceptance. Involvement reflects the individual's level of interest in current events and their willingness to actively engage in activities. Control characterizes the belief in the ability to influence the results of their own activities. Risk acceptance is associated with a willingness to view life events as a source of experience and development regardless of their positive or negative nature.

The procedure had students fill in questionnaires assessing statements on a scale measuring severity of various mental integrity aspects. Based on the results, the mental integrity index and its individual component scores were calculated.

Applying a comprehensive diagnostic approach that combines assessment of emotional intelligence and mental integrity allowed us to objectively examine students' personal resources and analyze their contribution to the professional development of future teachers, as well as identify relationships and predictors of successful professional formation.

Empirical Data Collection Arrangements.

Data were collected in two stages:

Stage one. Emotional intelligence was measured using a standard test. Participants completed it under consistent conditions to ensure reliable results. The assessment took about 35–45 minutes.

Stage two. Mental integrity was measured through a questionnaire to assess resilience and stress tolerance. This took another 35–45 minutes. All responses were recorded in individual protocols for later analysis.

Both assessments were conducted in a classroom setting with a researcher present. Participants used Google Forms to submit their answers. They were encouraged to ask questions should anything be unclear, which helped maintain standardized conditions.

Following the empirical data collection stage, initial data processing ensued, including checking the protocols for completeness and accuracy, coding the results, and entering the data into an electronic database for subsequent statistical analysis. For each studied variable, integrated indicators of emotional intelligence and mental integrity, as well as individual components of these constructs were calculated.

Based on the obtained empirical data, correlation and regression analyses were conducted to identify relationships and predictors of professional formation of future teachers. The final stage of the study involved statistical processing of data with Microsoft Excel, determining statistically significant relationships between indicators of emotional intelligence and mental integrity, and interpreting the results from an educational psychology perspective.

Student participation in the study was voluntary. All data obtained was anonymized and used exclusively for scientific purposes. The results were presented in a generalized form without any personal information, which was in full compliance with psychological research's ethical requirements.

Results and Discussion

The objective of this stage of the study was to identify the level of emotional intelligence and psychological stability among students preparing for teaching careers, as well as to examine the structural characteristics of these personal resources. The empirical data obtained made it possible to evaluate their significance for professional development and readiness for pedagogical activity.

Statistical processing of the obtained data determined the integral indicator of emotional intelligence, as well as the values of its main structural components. The results of the analysis showed that in a large proportion of the respondents the level of formation of emotional intelligence remains insufficient. In particular, a high level of this indicator was found only in 10.84 % of students, the average level was found in 23.33 % of respondents, while the majority of subjects — 65.83 % — recorded a low level of emotional intelligence development.

The study of component structure showed that the most developed element is interpersonal emotional intelligence, which reflects a person's ability to recognize the emotional states of others and build a productive interaction with them. At the same time, it was found that the least pronounced component is "expression control." This indicator characterizes the ability to regulate the external manifestations of one's own emotional reactions. Low scores for this component indicate the need for their targeted education and development during the vocational training of future educators.

The average value of the integral indicator on the scale "Understanding one's emotions" was 15 points. This indicator characterizes the average level of education of the ability to recognize one's own emotional states, including recognizing, defining, understanding causes, as well as the ability to express them verbally. The presence of this skill is an important condition for the formation of emotional competence in schoolchildren.

An analysis of the results of the psychological stability study showed that 24 % of students had a high level of this quality, 38 % had an average level, while 38 % of respondents also had a low level. This allows us to conclude that more than a third of the study participants have insufficient psychological stability, which can potentially complicate their adaptation to professional activities, especially with increased emotional stress and stressful situations.

The engagement component turned out to be the most pronounced in the structure of psychological stability, which indicates that in the future students are interested in educational and professional activities and

are ready to take an active part in the ongoing processes. At the same time, the least developed component is risk acceptance, which is associated with the ability to perceive uncertainty and changes as opportunities for personal and professional growth, and not as a threat.

The average integrated psychological stability score on the Control scale was 26 points. This characterizes the development of students' belief in their ability to influence the course of events and the results of their own activities, even in the face of uncertainty and the lack of guaranteed success. The opposite characteristic is a feeling of helplessness and loss of subjective control. Students with higher levels of this component perceive themselves as active agents in their own lives and are more resilient to stress.

The results obtained indicate that individual components of emotional intelligence and psychological stability act as interrelated personal resources in the process of professional development of future teachers.

Prevalence of low emotional intelligence among students coupled with underdevelopment of individual components of mental integrity suggests limited capacity for emotional self-regulation and coping with stress during professional training.

Insufficient development of expression control indicates difficulties in regulating the outward manifestation of emotions. Such limitations may negatively influence the quality of pedagogical communication and increase susceptibility to emotional fatigue or burnout. In addition, a low level of risk acceptance within the structure of psychological stability reflects a tendency to avoid situations involving uncertainty or change, which can restrict effective adaptation to the constantly evolving conditions of the educational environment.

At the same time, the relatively high indicators of interpersonal emotional intelligence and involvement demonstrate that students possess certain resources that can support their further professional growth. Nevertheless, when self-regulation skills and the sense of personal control are not sufficiently developed, this potential may remain only partially realized.

For a more detailed study of the relationships, a component analysis was performed using the Pearson correlation coefficient. The correlation analysis performed using the Pearson correlation coefficient did not reveal a statistically significant relationship between the integral indicators of emotional intelligence and psychological stability ($r = -0,16$; $p = 0,086$).

The results showed that, despite the absence of a significant relationship between the integral indicators, statistically significant dependencies are revealed at the level of individual components.

The most pronounced correlations are observed between intrapersonal emotional intelligence and the "control" component of psychological stability ($r = 0,41$; $p < 0,01$), which indicates the important role of the ability to self-regulate in the formation of subjective control over the situation. The emotion management component also demonstrates significant positive correlations with engagement ($r = 0,38$; $p < 0,01$) and control $r = 0,45$; $p < 0,01$), which indicates its key role in ensuring psychological stability (Table 1).

Table 1

Correlations of components of emotional intelligence and psychological stability

Indicators	Commitment	Control	Challenge
Interpersonal EI	0,21*	0,18	0,09
Intrapersonal EI	0,34**	0,41**	0,27*
Emotion understanding	0,19	0,22*	0,11

To identify the contribution of individual components of emotional intelligence to the formation of psychological stability, a multiple regression analysis was performed.

The integral indicator of psychological stability was used as a dependent variable, and the components of emotional intelligence were used as predictors.

The analysis results showed that the constructed model is statistically significant ($F = 15,63$; $p < 0,001$) and explains 42 % of the variance of psychological stability ($R^2 = 0,42$).

Intrapersonal emotional intelligence makes the greatest contribution to predicting psychological stability ($\beta = 0,36$; $p = 0,002$), which emphasizes the importance of the ability to recognize and regulate one's own emotional states.

The “emotion management” component is also a significant predictor ($\beta = 0,29$; $p = 0,006$), reflecting skills of emotional self-regulation.

At the same time, interpersonal emotional intelligence ($\beta = 0,12$; $p = 0,184$) and understanding of emotions ($\beta = 0,09$; $p = 0,241$) did not demonstrate a statistically significant effect on the level of psychological stability (Table 2).

Table 2

The results of a multiple regression analysis of the influence of emotional intelligence components on psychological stability

Predictors	β	SE	p-value
Intrapersonal EI	0,36	0,11	0,002
Emotion management	0,29	0,10	0,006
Interpersonal EI	0,12	0,09	0,184
Emotion understanding	0,09	0,08	0,241

The results obtained indicate that psychological stability is more determined by intrapersonal mechanisms of emotional regulation than by the ability to understand other people's emotions.

This confirms the assumption that the processes of self-regulation, self-control and management of internal states play a key role in the formation of psychological stability.

At the same time, the results of this study did not reveal a statistically significant relationship between integral indicators of emotional intelligence and psychological stability, which partially contradicts the data of a number of foreign works, where a positive relationship between these constructs is recorded [14].

Thus, a comparison with international studies allows us to conclude that the identified features of the relationship between emotional intelligence and psychological stability are due to both the age characteristics of the sample and the structural heterogeneity of the studied constructs. The results obtained do not contradict modern scientific data, but rather clarify them, demonstrating the need for a differentiated analysis of personal resources.

In general, the obtained results confirm the assumption that emotional intelligence, particularly its intrapersonal aspects, functions as an important psychological mechanism contributing to the development of psychological stability. The ability to recognize and understand one's own emotions promotes the formation of a stronger sense of control and encourages the use of active coping strategies, which in turn facilitates adaptation to the professional requirements of teaching.

These findings emphasize the importance of purposeful efforts aimed at developing emotional self-regulation, increasing tolerance for uncertainty, and strengthening psychological stability within the professional training of future teachers.

Conclusions

An empirical data analysis found that most levels of students' emotional intelligence are below average, while their mental integrity is within the middle range. This result shows that there are basic requirements for satisfactory vocational training, but at the same time points to the need for targeted further development of the individual components of these resources.

The study revealed vulnerabilities, particularly the inadequate development of emotional regulation and mental integrity skills, in some students. These characteristics may reduce their professional preparation for teaching and may require the inclusion of corrective and developmental activities in the educational process.

Assessing students' emotional intelligence and mental integrity allowed us to identify strengths and weaknesses of their personal resources, identify areas of focus for their development, and form an empirical basis for analyzing the relationships between personal traits and the professional development process, which was reflected in the later stages of study.

The results obtained using the Pearson coefficient allow us to conclude that the relationship between emotional intelligence and psychological stability is not integral, but differentiated. The key role in the for-

mation of psychological stability is played by the intrapersonal components of emotional intelligence, primarily related to the management and regulation of emotional states. This explains the lack of a significant relationship at the level of general indicators and underlines the need to analyze the structure of psychological constructs.

Thus, despite the absence of a statistically significant relationship between the integral indicators of emotional intelligence and psychological stability, regression analysis revealed a significant contribution of individual components of emotional intelligence to the formation of stability.

This result indicates the need for a differentiated approach to the analysis of personal resources and confirms that their influence is manifested primarily at the level of structural components rather than generalized indicators.

Developing emotional intelligence and psychological stability contributes to increased motivation for teaching, improved cognitive and action readiness, development of reflective-emotional competence, and increased stability to professional stressors in educational environment. In that manner, the study results support the hypothesis that students' personal resources directly influence the development of their professional identity as future teachers.

In some students, insufficient expression of emotional intelligence has been established to hinder the development of soft skills when emotional intelligence levels are below average on the main scales. Development of such skills is envisaged by competency certificates for all areas of professional training. In this regard, humanities curriculum seems appropriate to include special elements focused on developing emotional intelligence using interactive learning methods such as role-playing and business games, discussions, brainstorming sessions, and training technologies.

The results of an empirical study show that emotional intelligence and psychological stability play an important role in the professional development of future educators. The results confirm the need for their targeted and systemic development under the conditions of the modern educational environment.

The correlation analysis showed that the most important components of the structure of emotional intelligence are emotional regulation, empathy and social competence. The developed capacity for emotional regulation allows students to control and adjust their own emotional states, which contributes to a more effective acquisition of educational skills and increases the willingness to deal with stressful situations that occur during vocational training.

Empathy and social competence in turn have a noticeable influence on the motivating component of professional development. They contribute to the formation of a sustainable interest in educational activities and the willingness to engage in productive interaction with participants in the educational process. Thus, emotional intelligence can be considered a significant factor in the personal development of students and an important basis for the formation of the professional key competences of the future teacher.

Psychological stability has been identified as another key factor influencing the professionalization of students. Its volitional and adaptive components most strongly affect both the activity level and the reflexive-emotional aspects of professional development. Students with higher psychological stability demonstrate better adaptability under increased workload, maintain focus and purposefulness in their educational tasks, and perform professionally oriented activities more successfully, thereby enhancing the overall quality of their teacher training.

In combination, emotional intelligence and psychological stability complement each other: emotional intelligence facilitates the awareness and regulation of emotional states, while psychological stability supports internal stability and persistence in achieving professional goals under stress. Together, these personal resources create a robust foundation for effective professional development and strengthen students' readiness for future teaching responsibilities.

These results allow us to review professional formation of future teachers as a multi-level process where personal resources play a system-forming role. Indicatively, the motivational component of professionalization is formed primarily under the influence of empathy and social competence, the cognitive and activity components are closely linked to the level of emotional regulation and adaptability, and the reflective-emotional component is determined by the ability to analyze their own activities and manage emotional reactions, based on integration of emotional intelligence and mental integrity.

Key findings of the study include:

- in the majority of respondents, the insufficiently developed level of emotional intelligence was revealed;

- More than a third of respondents show insufficient mental integrity, which can affect their adaptation to professional activities under increased emotional and stressful pressure;
- The hypothesis of a statistically significant relationship between integral indicators of emotional intelligence and psychological stability has not been confirmed;
- The joint development of emotional intelligence and mental integrity forms a sustainable basis for the successful professional development of students who specialize in teaching;
- The hypothesis of a significant role of individual components of emotional intelligence and their impact on psychological stability has been confirmed.

Thus, the hypothesis of a statistically significant relationship between the integral indicators was not confirmed, while the hypotheses about the role of individual components were partially confirmed.

The results obtained should be considered in the context of modern international research. A number of studies have shown the existence of a positive relationship between emotional intelligence and psychological well-being of individuals.

In contrast to these data, the present study did not reveal a statistically significant relationship between the integral indicators, which may be due to the age characteristics of the sample and the stage of professional development of students [15].

At the same time, the identified significant connections at the level of individual components are consistent with modern research that emphasizes the key role of emotional self-regulation in the formation of personality stability.

It was shown that emotional intelligence and mental integrity components, ensuring effective management of emotional states, adaptation to changing educational conditions, and constructive social interaction have the greatest impact on the professionalization process.

Based on the obtained results, a number of practical recommendations can be formulated:

- Develop students' emotional intelligence by introducing specialized training programs into the educational process aimed at building skills of emotional regulation, empathy, and effective interpersonal interaction.
- Use situational tasks, role-playing, and business games as effective methods for developing self-regulation skills, improving communication competence, and practicing professionally relevant behavior.
- Promote the strengthening of students' psychological stability through stress-resistance training, as well as through the development of self-control and adaptation skills necessary for future professional activities.
- Incorporate elements of psychological support and reflective activities into the content of pedagogical disciplines in order to facilitate the comprehension of professional experience and the development of the emotional and volitional sphere of personality.
- Integrate the development of personal resources into the professional training system of future teachers by creating conditions for a balanced combination of emotional intelligence and psychological stability during teaching practice.

Design comprehensive professional training programs that take into account individual characteristics of students and are focused on the systematic development and strengthening of their personal potential.

Experience with implementing an educational module to develop emotional intelligence in students at foreign universities already exists and is showing positive dynamics. We recommend applying this experience in the Republic of Kazakhstan [16].

The results of the study confirm the hypothesis that emotional intelligence and psychological stability are considered as important personal resources for the professional development of future teachers.

The scientific novelty of the study lies in clarifying the nature of the relationship between emotional intelligence and psychological stability, showing its differentiated rather than integral nature.

Development of these resources contributes to strengthening motivation for teaching, increasing professional competence, and developing sustainable self-regulation skills required for successful teaching in today's environment.

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Эмоциональный интеллект және психологиялық тұрақтылық болашақ педагогтердің кәсіби дамуының маңызды тұлғалық факторлары

Мақалада болашақ педагогтердің кәсіби дайындығы аясындағы эмоционалды интеллектісі мен психологиялық тұрақтылығының әсері қарастырылады. Болашақ педагогтерді кәсібилендіру процесі педагогикалық қызметті сәтті орындау үшін қажетті құзыреттер және жеке тұлғалық қасиеттер мен тұрақты мінез-құлық модельдерінің жиынтығын қалыптастыруды қамтиды. Соңғы жылдары кәсіби кәсіби дайындық құрылымында болашақ педагогтердің білім беру ортасының күрделі, эмоционалды қаныққан және динамикалық жағдайларында тиімді өзара әрекеттесу қабілетін қамтамасыз ететін жеке ресурстарға ерекше назар аударылуда. Осы ресурстардың қатарында, тұлғаның кәсіби қалыптасуының маңызды факторлары ретінде, тұлғаның эмоционалды интеллектісі мен психологиялық тұрақтылығы қарастырылады. Анықталған заңдылықтар болашақ педагогтердің кәсіби қалыптасуы жеке ресурстар маңызды рөл атқаратын көп деңгейлі, біртұтас процес екендігін айқындайды. Кешенді түрде, бұл тұлғалық жеке ресурстар студенттердің педагогикалық қызметке дайындығын арттыра отырып, олардың жеке мүмкіндіктеріне деген сенімділікті қалыптастырып, табысты кәсіби дамуына берік негіз жасайды. Осылайша, эмоционалды интеллект пен психологиялық тұрақтылық студенттердің үйлесімді және табысты кәсіби қалыптасуын қамтамасыз ететін негізгі же-

ке ресурстар. Жеке ресурстарды дамыту мотивацияны нығайтуға, кәсіби құзыреттілікті арттыруға және табысты педагогикалық қызмет үшін өзін-өзі реттеудің тұрақты дағдыларын қалыптастыруға ықпал етеді. Тұлғаның кәсіби қалыптасуына эмоционалды интеллект пен психологиялық тұрақтылықтың, эмоцияларды тиімді басқаруды, әлуметтік орта өзгерістеріне бейімделуді және өзара әрекеттестікті қамтамасыз ететін компоненттері айрықша ықпал етеді.

Кілт сөздер: педагогика, психология эмоционалды интеллект, өз эмоцияларын басқару, өзін-өзі реттеу, психологиялық тұрақтылық, студенттер, болашақ педагог.

Д.К. Абилов, А.Р. Альгожина

Эмоциональный интеллект и психологическая устойчивость важнейшие личностные факторы профессионального развития будущих преподавателей

В статье рассматриваются эмоциональный интеллект и психологическая устойчивость в контексте профессиональной подготовки будущих педагогов. Процесс профессионализации будущих педагогов предполагает формирование комплекса компетенций, личностных качеств и устойчивых поведенческих моделей, необходимых для успешного выполнения педагогической деятельности. В последние годы в структуре профессиональной готовности особое внимание уделяется личностным ресурсам, которые обеспечивают способность будущего педагога эффективно взаимодействовать в сложных, эмоционально насыщенных и динамичных условиях образовательной среды. Среди таких ресурсов ключевую роль играют эмоциональный интеллект и психологическая устойчивость, которые рассматриваются как значимые факторы профессионального становления. Выявленные закономерности свидетельствуют о том, что профессиональное становление будущих педагогов является многоуровневым процессом, в котором ключевую роль играют личностные ресурсы. В комбинации эти личностные ресурсы создают прочную основу для успешного профессионального развития студентов, повышая их готовность к педагогической деятельности и формируя уверенность в собственных возможностях. Таким образом, эмоциональный интеллект и психологическая устойчивость выступают ключевыми личностными ресурсами, обеспечивающими гармоничное и успешное профессиональное становление студентов. Развитие этих личностных ресурсов способствует укреплению мотивации, повышению профессиональной компетентности и формированию устойчивых навыков саморегуляции, необходимых для успешной педагогической деятельности. Наиболее значимое влияние на профессиональное становление оказывают те компоненты эмоционального интеллекта и устойчивости, которые обеспечивают эффективное управление эмоциями, адаптацию к изменениям и социальное взаимодействие.

Ключевые слова: педагогика, психология, эмоциональный интеллект, психологическая устойчивость, студенты, будущие педагоги.

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