

The effectiveness of the social and emotional learning programme for developing psychological resilience in future educators

A eficácia do programa de aprendizagem social e emocional no desenvolvimento da resiliência psicológica dos futuros educadores

La eficacia del programa de aprendizaje social y emocional para desarrollar la resiliencia psicológica en los futuros educadores

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Abstract: This study aims to evaluate the effectiveness of a social and emotional learning programme for developing psychological resilience in future educators. To achieve this goal, the methods of the competency-based approach, observation, questioning, the Connor-Davidson Resilience Scale, Student's t-test, and Pearson's criterion were used. During the study, social and emotional learning was developed based on the theoretical understanding of future educators. It was found that such training had a positive effect on the development of psychological resilience, compared to the results before the study. This was reflected primarily in the development of adaptability (96%), stress resistance (94%), and emotional self-regulation (93%), which enabled students to perceive the workload of the educational process in a more positive light. The study found that future educators were able to achieve high results in solving specific practical situations during classes in preschool institutions. The practical significance of this work lies in the selection of effective approaches for implementing social and emotional training for future educators. Future research will focus on determining the possibility of developing the psychological resilience of future educators depending on whether they receive online or offline training.

Keywords: Adaptability. Emotional stability. Inner balance. Positive thinking. Self-confidence.

Resumo: Este estudo tem como objetivo avaliar a eficácia de um programa de aprendizagem social e emocional no desenvolvimento da resiliência psicológica em futuros educadores. Para atingir este objetivo, foram utilizados os métodos da abordagem baseada em competências, observação, questionamento, a Escala de Resiliência de Connor-Davidson, o teste t de Student e o critério de Pearson. Durante o estudo, a aprendizagem social e emocional foi desenvolvida com base na

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compreensão teórica dos futuros educadores. Verificou-se que essa formação teve um efeito positivo no desenvolvimento da resiliência psicológica, em comparação com os resultados anteriores ao estudo. Isto reflectiu-se principalmente no desenvolvimento da adaptabilidade (96%), da resistência ao stress (94%) e da autorregulação emocional (93%), o que permitiu aos estudantes percecionar a carga de trabalho do processo educativo de uma forma mais positiva. O estudo concluiu que os futuros educadores conseguiram obter resultados elevados na resolução de situações práticas específicas durante as aulas nas instituições de ensino pré-escolar. O significado prático deste trabalho reside na seleção de abordagens eficazes para a implementação de formação social e emocional para futuros educadores. A investigação futura centrar-se-á na determinação da possibilidade de desenvolver a resiliência psicológica dos futuros educadores, dependendo do facto de receberem formação online ou offline.

Palavras-chave: Adaptabilidade. Auto-confiança. Estabilidade emocional. Equilíbrio interior. Pensamento positivo.

Resumen: *Este estudio pretende evaluar la eficacia de un programa de aprendizaje social y emocional para desarrollar la resiliencia psicológica en futuros educadores. Para lograr este objetivo, se utilizaron los métodos del enfoque basado en competencias, la observación, el interrogatorio, la escala de resiliencia de Connor-Davidson, la prueba t de Student y el criterio de Pearson. Durante el estudio se desarrolló el aprendizaje social y emocional basado en la comprensión teórica de los futuros educadores. Se comprobó que dicha formación tenía un efecto positivo en el desarrollo de la resiliencia psicológica, en comparación con los resultados anteriores al estudio. Esto se reflejó principalmente en el desarrollo de la adaptabilidad (96%), la resistencia al estrés (94%) y la autorregulación emocional (93%), lo que permitió a los estudiantes percibir la carga de trabajo del proceso educativo de forma más positiva. El estudio constató que los futuros educadores eran capaces de obtener resultados elevados en la resolución de situaciones prácticas concretas durante las clases en centros preescolares. La importancia práctica de este trabajo radica en la selección de enfoques eficaces para aplicar la formación social y emocional de los futuros educadores. Las investigaciones futuras se centrarán en determinar la posibilidad de desarrollar la resiliencia psicológica de los futuros educadores en función de si reciben formación en línea o fuera de línea.*

Palabras clave: estabilidad emocional. Equilibrio interior. Adaptabilidad. Confianza en uno mismo. Pensamiento positivo.

INTRODUCTION

Future educators must possess professional skills and develop psychological resilience, enabling them to consider the unique needs of each student. These skills can be developed through social and emotional learning, which promotes student transformation and addresses contemporary educational challenges (Feng, Wang, 2025). Given the potential of social and emotional learning, the chosen topic is relevant for research.

Social-emotional learning is a process focused on developing psychological resilience in future educators, which is associated with ensuring a more meaningful approach to information perception and the development of social awareness (Shao, Feng, Zhao, Liu, Zhang, 2025). Thus, social and emotional learning ensures a higher-quality process of interaction with children, creating a positive atmosphere in preschool institutions. Social and emotional learning should aim to help future teachers understand the principles of maintaining inner balance and perceiving the learning pro-

cess in a positive light (TIAN & TANG, 2025). It should also be linked to ensuring the criteria of self-regulation, empathy, flexibility, optimism, and stress resistance. Self-regulation should include controlling emotions even during complex disagreements. Empathy is associated with the development of skills that will facilitate the perception of children's emotions while maintaining emotional stability (Ishchenko, Chystovska, Vovchenko, Harkusha, Voshkolup, 2023; Wickson, Lambert, Bernstein, 2025). The criterion of flexibility is related to the ability to adapt to certain situations; optimism is related to perceiving possible changes in a positive light. Stress resistance influences the maintenance of balance in the face of adverse conditions and the effects of significant stress (Brown, Heddy, Gill, Gowell, Koenka, 2025).

The need to provide social and emotional learning for future teachers is closely tied to ensuring high-quality teaching and maintaining a healthy classroom atmosphere. Psychological resilience is linked to maintaining emotional balance, developing professional motivation and self-confidence (Rosak-Szyrocka, Öberg,

2025). Psychological resilience allows educators to model certain behaviours for children while preserving friendliness and emotional stability. Psychological resilience should be linked to ensuring internal self-control and understanding responsibility for one's actions (Gilar-Corbi, Izquierdo, Castejón, 2025). Focusing on a social-emotional approach in training helps teachers prepare for real-life teaching situations that may arise during their internship or when they're teaching. This approach can have a positive impact on developing emotional thinking and understanding the principles of building interpersonal relationships. The learning process should be more focused on developing practical skills, which can be developed not only through project work, but also through discussions of real events and works that encourage analysis of the behaviour of different characters (Poulou, Garner, 2025).

The study of theoretical material has demonstrated the need to expand approaches to adapting social and emotional learning to ensure the high-quality training of future educators. Research should focus on understanding the importance of social and emotional values for the educational process, which influences the meaningful training of educators. *The novelty* of this study lies in developing a comprehensive approach to implementing social and emotional learning for future educators, aimed at enhancing their psychological resilience. The research hypothesis is that adapting social and emotional learning into the training of future educators contributes to the growth of their psychological resilience.

The study aims to determine the effectiveness of the social and emotional learning programme in developing psychological resilience in future educators. The goal was achieved through the following research objectives:

Develop a social and emotional learning programme using modern technologies (Canvas for Education, Quizizz, H5P).

determine the level of psychological resilience of students before and after the study, and the development of skills acquired by students based on their classes for preschool children;

Identify the advantages of social and emotional learning for training future educators, based on respondent surveys.

LITERATURE REVIEW

An analysis of approaches to social and emotional learning by MIN et al. (2024) showed that it can be built with an emphasis on resilience, attention, kindness, empathy, and attention development. This approach has an impact on the development of self-efficacy and the ability to adapt to excessive stress and stressful situations. Emphasis should be placed on the development of social and emotional competencies, which increases students' resilience and awareness of their actions on children's mental state (MIN et al., 2024). The development of a specific social and emotional learning programme was presented in the work of Labelle (2023). The Positive Action programme is designed to enhance the resilience of future educators, with a focus on meeting the evolving needs of students. The main objective of the programme is to develop students' character and understanding of ways to reduce negative influences on them. This initiative aims to enhance students' mental health and resilience (Labelle, 2023). Analysing existing research, the authors agree that focusing on the development of kindness, empathy and concentration in future educators is an essential tool. However, research needs to pay more attention to the pedagogical aspects that influence the formation of professional competence.

The article by AHMAD And ISMAIL (2024) also emphasises the development of emotional resilience in the training of future educators. Such training can be organised based on the dynamic processing of emotions that may arise during educational activities in the classroom. Training should also be based on the development of critical skills and be linked to the development of professional competence, career advancement, and emotional regulation. This process has a positive effect on reducing stress and increasing professional success (Ahmad, Ismail, 2024). Dallasheh (2024) suggests that so-

cial and emotional learning should be grounded in personal development, utilising the Big Five model. Its adaptation to the learning process is linked to the development of openness, conscientiousness, agreeableness, extraversion, and stress resistance in students. This approach to learning has demonstrated a positive impact on the development of a dynamic style of communication among students, fostering a positive group atmosphere, and promoting the use of critical thinking in subsequent pedagogical activities (Dallasheh, 2024).

Other strategies for social and emotional learning are discussed in the work by Gimbert, Miller, Herman, Breedlove and Molina (2021). A combined approach should be used to train school counsellors and educators, which will contribute to achieving high academic results. The educational process should incorporate tasks that aim to develop self-awareness, self-management, social awareness, communication skills, and responsibility (Gimbert, Miller, Herman, Breedlove, Molina, 2021). The authors of this article agree with published studies that a comprehensive approach to training future educators is necessary. However, research gaps are associated with the lack of specifically designed programmes for organising the educational process. This makes it difficult to accurately identify the elements of the curriculum that have the most significant impact on the development of critical thinking and psychological resilience.

Mateu-Pérez, Escobedo-Péiro, García-Baldán and Flores-Buils (2024) believe that personal development is the highest priority in the training of future educators. This will enable them to understand the content and strategies of professional activity and behaviour in adverse situations (Mateu-Pérez, Escobedo-Péiro, García-Baldán, Flores-Buils, 2024). The training of future educators should be based on an understanding of the psychosocial factors that influence children's activity (Belaire, Mualla, Ball, Ma, Berkey, Chen, 2024). Such an educational approach can ensure more structured learning and a healthy psychological atmosphere among children (Belaire, Mualla, Ball, Ma, Berkey, Chen 2024). Waghid

and Van Wyk (2024) believe that the presence of emotional support in professional training contributes to students' better adaptation. Such strategies enable students to overcome unpredictable challenges in learning and maintain psychological resilience (Waghid, Van Wyk, 2024). Boonma (2025) noted that developing perseverance and self-efficacy in future educators is possible by focusing on resilience, growth mindset, and mental well-being during the learning process.

Among students, this approach increases motivation, stress management, and emotional stability (Boonma, 2025). Academic workload and lack of emotional support have a negative psychological impact on students. Therefore, the training of future educators should take these limitations into account to improve students' literacy and psychological well-being. This ensures the development of emotional balance, adaptability, and academic stress management (Jin, Songsiengchai & Yang, 2025). The availability of emotional support for students during the learning process has a positive impact on the formation of a positive learning environment, enhancing the perception of information. However, attention must also be paid to students' ability to cope with stressful situations, which can be achieved by changing the approach to practical classes.

A study of contemporary research in the field of training future educators has shown that research is more focused on psychological development. Still, insufficient attention is paid to the formation of professional competencies. To address existing gaps, attention should be paid to developing a training programme that will ensure the development of competitive specialists. Greater emphasis should also be placed on studying the effectiveness of social and emotional learning for specific student groups.

METHODS

3.1 RESEARCH PROCEDURE

The first stage of the study consisted of developing a social and emotional learning

programme aimed at training future educators. The training process included forming the theoretical understanding of future educators regarding the implementation of pedagogical activities. It also covered the development of practical skills through training and situational problem solving, as well as expanding practical opportunities through student interaction with pupils. The second stage of the study involved determining the level of psychological resilience in students. The students' results were compared before and after the study. The third stage of the study involved assessing the level of psychological resilience among students based on how they handled specific practical situations. The results of the third stage of the study were obtained during classes for preschool children. The fourth stage of the study involved identifying the advantages of social and emotional learning, as expressed by future educators.

3.2 SAMPLING

The study was made possible thanks to the participation of 148 third-year students from several higher education institutions who were pursuing careers as future educators. Among them were Lesya Ukrainka Volyn National University, the communal institution of higher education "Lutsk Pedagogical College" of the Volyn Regional Council, Stepan Gzhytskyi National University of Veterinary Medicine and Biotechnologies of Lviv, and Vasyl Stefanyk Pre-carpathian National University. Both third-year students with no prior experience in teaching preschool children and those with professional knowledge of educational activities but needing to expand their practical skills were involved in the study. The selection of students from other courses could have influenced the final results, as the training programme was aimed at students with a basic level of knowledge of educational activities.

This limitation was related to the possibility of developing the necessary level of practical knowledge among students, with a focus on developing psychological resilience. Students who had not been diagnosed with psycho-

logical anxiety, as verified by a psychologist's questionnaire, were also included in the study. All students participating in the study provided written consent. In addition, 200 children from preschool institutions were included, with permission from their parents. They were selected at random, based on agreements between the article's authors and the management of the educational institutions. Written consent was also obtained from university management and students to participate in the study. The study presents general results, which excludes their separate presentation depending on the gender distribution of respondents or information on individual groups.

3.3 METHODS

The following methods were used to conduct the study:

- The competency-based approach was used to develop a social and emotional learning programme. This method was initially designed to identify the necessary competencies that students should develop during their studies and to outline the strategies for achieving them. The development of the research programme was linked to the use of real pedagogical situations. The training consisted of 20 classroom sessions and 10 sessions in preschool institutions.

- The Connor-Davidson Resilience Scale (Connor, Davidson, 2023) was used to assess the level of psychological resilience among students. The scale was used to determine students' ability to recover from specific stressors. The analysis was based on students' ability to adapt to change, develop their focus, and regulate their emotions. These indicators were established while students were solving situational tasks and participating in training sessions.

- The level of psychological stability achieved by students was assessed using the *observation method*. The process involved assessing how future educators interacted with preschool children, how they organised the learning process for them, how they resolved conflicts, and how well students adapted and

self-regulated. The highest score students could achieve was 10.

- A survey method was used to assess the advantages of social and emotional learning among students. This involved evaluating the benefits proposed by the authors in learning and assigning them corresponding scores. If students believed that there were no advantages to such learning, they were asked to indicate this in the survey.

- The Student's t-test was used to compare the level of mental stability in students before and after the study and to provide statistical justification for the results. The correlation between the calculated data was considered to exist if the significance number was equal to 0.05 (TONG, 2025).

$$t = \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}} \quad (1)$$

M_1, M_2 – average values for student development assessment;

m_1^2, m_2^2 – dispersion of the obtained values.

- The assessment of the level of practical knowledge acquired by students during practical classes for preschool children was obtained using *Pearson's criterion calculations*. The use of Pearson's criterion was related to verifying the results obtained in comparison to the expected value. When calculating Pearson's criterion, the null hypothesis was taken into account (HAMID, 2025):

$$\chi^2 = \sum \frac{(O-E)^2}{E}, \quad (2)$$

O – values obtained;

E – predicted values.

3.4 TOOLS

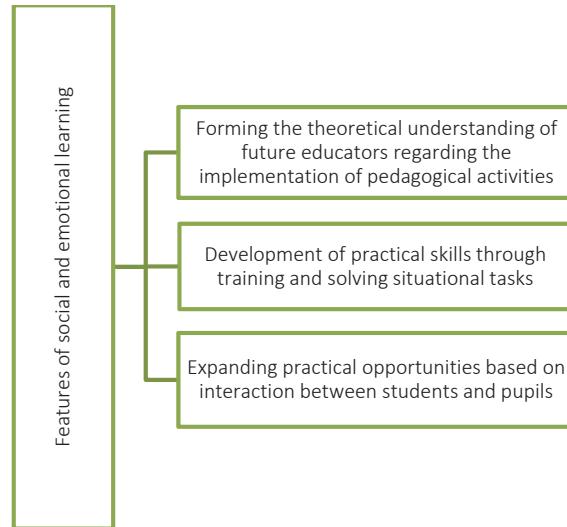
The primary tools used for the study were Canva for Education, Quizizz, and H5P. The use of interactive platforms enabled the enhancement of the learning process for students' theoretical understanding of information (Canva for Education and Quizizz), facilitated training sessions, and supported the resolution of situational problems (H5P).

Another tool used in the study was Jotform, which facilitated the survey among students. The survey forms were designed using Jotform, enabling the collection of necessary data and assigning scores from 0 to 5 to each advantage of social and emotional learning.

4 - RESULTS

To understand the mechanisms that contribute to the formation of mental resilience in future educators, the authors developed a social and emotional learning programme. The programme combined traditional and modern mechanisms. The elements of the programme are presented in Figure 1.

Figure 1- Elements of the social and emotional learning programme



Source: Created by the authors (2025).

The formation of theoretical knowledge involved understanding basic terminology, methods of psychological and pedagogical activity, the characteristics of preschoolers' motivation, and behavioural culture. It was also necessary to focus on understanding the principles of children's overall development, using both interactive and traditional teaching approaches. The use of the Canva for Education platform was associated with unusual ways of presenting information (using didactic cards and presentations), which facilitated the perception of educational materials. The consolidation of theoretical information by future educators was implemented using the Quizizz platform. The application of the platform involved the use of various forms of testing, incorporating gamification and feedback.

The development of practical skills through training and solving situational tasks influenced the possibility of expanding theoretical knowledge and understanding of situations that could arise in the learning process. This approach aimed to develop situational professional thinking and knowledge of reflective reasoning in solving specific tasks. The use of training sessions and situational tasks was designed to build communication skills. This, in turn, contributed to a better understanding of how to interact not only with other students but also with preschool children in their future professional activities.

The process influences the formation of students' resistance to stress and the maintenance of emotional balance during significant stress, as well as their understanding of approaches to pedagogical ethics and the implementation of the educational process. The use of the interactive service H5P facilitated the development of situational tasks, which encouraged students' active participation in the educational process.

The expansion of practical opportunities based on interaction between students and pupils was implemented twice a week, which included solving pedagogical situations, perceiving various pedagogical scenarios and ways of solving them. This influenced the understanding of the principles of using professional games, creating approaches to organising the educational process, preparing for stressful situations, and ensuring pedagogical activities for the further educational process. Thus, it was possible to determine the reactions of children to specific conditions, which provided insight into how to tailor an individual approach to each student.

After the training, the level of psychological resilience in students was assessed before and after the study. The assessment was carried out according to the criteria of psychological resilience (emotional self-regulation, adaptability, stress resistance, and self-confidence). The results are presented in Table 1.

Table 1- Level of psychological resilience among students, as determined during the study

Skills acquired	Before training			After training			Student's t-test (tabulated value: 2,776)
	Number of students, %	Mean	SD	Number of students, %	Mean	SD	
Emotional self-regulation	31	0,432	0,053	93	0,781	0,09	2,981
Adaptability	24	0,427	0,042	96	0,791	0,094	3,005
Stress resistance	21	0,416	0,034	94	0,783	0,085	2,974
Self-confidence	18	0,409	0,029	91	0,763	0,081	2,986

Source: Created by the authors (2025)Ç.

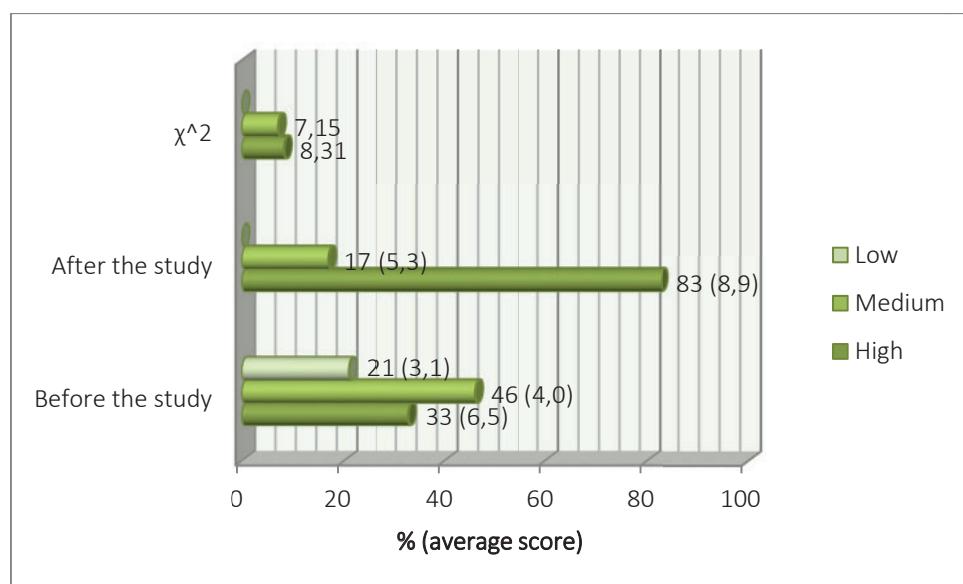
Based on the results obtained, it was established that adaptability was the most pronounced criterion of psychological stability among students after completing the training. The development of this skill enabled students to adapt to new situations that arose during the learning process. The development of adaptability was achieved through the transformation of students' behaviour, changes in thinking and flexibility of emotional responses. Adaptability was associated with stress resistance, which in turn influenced the perception of stress and the ability to maintain a necessary level of productivity. This affected the students' ability to perceive stress more calmly and control a given situation. Stress resistance ensured the formation of a positive attitude and the presence of strength to solve educational tasks.

Emotional self-regulation influenced the ability to adapt one's feelings to a particular situation. This is associated with students' conscious choice to maintain psychological balance in various situations. The process was related to the development of logical thinking, which allowed them to understand the con-

sequences of their own emotions. This made it possible to eliminate impulsive actions and make correct decisions. Self-confidence contributed to improved perception of educational materials and their practical application. This allowed them to perceive their abilities in a positive light and achieve their goals. Self-confidence among students was formed based on positive thinking and understanding of their value. The results obtained regarding the level of psychological stability of students were confirmed using statistical calculations, namely Student's t-test. The results obtained before and after the study exceed the tabulated value of 2.776, at which the p-value should be equal to 0.05. This confirms the absence of a linear relationship between the obtained indicators.

During the study, the level of psychological resilience developed by students was determined based on their ability to resolve specific practical situations. The practical situations involved conducting classes for preschool children, which influenced the assessment of high, medium, and low levels of psychological resilience. The results are presented in Figure 2.

Figure 2 - Level of practical skills acquired by students during interaction with preschoolers (tabular value $\chi^2=3.84$)



Source: Created by the authors (2025).

A comparison of students' results before and after the study showed a positive impact of social and emotional learning on the development of students' psychological resilience. The results obtained were related to the correct perception of the pedagogical situation and its resolution depending on the task set. High results among students were achieved based on the development of emotional intelligence and cognitive flexibility. This influenced the ability to perceive the educational process from different perspectives and to seek more effective approaches to conducting classes. The process influenced students' ability to avoid impulsive decisions. Emotion management enabled them to adhere to the planned lesson strategy, which contributed to the creation of a healthy classroom atmosphere.

High results were also achieved due to the social support from teachers, which resulted from the application of their advice. Since the learning process involved solving situational tasks, students developed endurance skills,

which in turn influenced their ability to cope with heavy workloads and interact effectively with preschoolers. This process involved establishing interaction between preschoolers, selecting physical exercises and tasks to engage their interest. The absence of impulsive reactions facilitated the selection of flexible strategies for teaching and adapting to the organisation of activities for a separate group of children. Based on the statistical calculation of Pearson's coefficient, differences were found between the levels of practical skills of students. Significant results of differences are reflected at a high level ($\chi^2=8.31$), which exceeds the normative table value at $p < 0.05$ by 2.2 times ($\chi^2=3.84$).

The educational process involved identifying the existing advantages of social and emotional learning. The results were obtained with the help of students who participated in the study, focusing on the practical approach of such education. The final indicators are presented in Figure 3.

Figure 3 - Advantages of social and emotional learning based on the responses of future educators



Source: Created by the authors (2025).

Based on the students' responses, the advantages of social and emotional learning were identified. It was found that this educational approach had a positive effect on reducing professional burnout. This is related to future educators' understanding of the specifics of professional activity and their readiness for complex and unpredictable situations. Thus, the approach influenced better interaction with children and a focus on the importance of their work. Social and emotional learning also had an impact on the active development of professional experience. The process was linked to understanding one's responsibilities, recognising possible mistakes in learning, and adopting an individualised approach to learning. The formation of professional and pedagogical stability was related to the psychological readiness of students for learning.

The process was associated with the distribution of workload and the consolidation of theoretical material into practical applications. The development of professional communication in the learning process contributed to resolving conflicts in learning and expressing one's own opinions. Professional communication was designed to maintain linguistic culture, which in turn fostered trusting relationships between future educators and preschool children. Such training was also focused on preparing for real pedagogical situations, with an emphasis on selecting constructive teaching approaches following classes in preschool institutions.

5 DISCUSSION

Social-emotional learning fosters the development of emotional intelligence and helps overcome barriers to learning. Such training is crucial for future educators, as it empowers them to promote a positive atmosphere within the preschool group. This influences the comprehensive development of children and is focused on social well-being (AIRIN & MD SHARIFF, 2025). The development of self-awareness and empathy skills during teacher training contributes to better interaction with the group of students. This affects the ability to provide

the necessary level of social support and adaptation of children to a new group (Ramos-Díaz, Fernández-Zabala, Axpe, Goñi, 2025). Social-emotional learning should be based on the emotional support of the teacher, which ensures better adaptation of students. This impacts the development of self-efficacy, academic resilience, and students' interest in the learning process (Guo, Wang, Li, Wang, 2025).

Based on the analysis of published articles, it was found that the effectiveness of social and emotional learning depends on the support provided to students by teachers. This affects the ability to ensure faster adaptation to the learning process and the possibility of group interaction with students. The results of our study were based on a comprehensive approach to social and emotional learning. Therefore, attention was paid to combining pedagogical, psychological, practical, and interactive strategies for training future educators. The process utilised digital platforms, including Canva for Education, Quizizz, and H5P, to help students assimilate information and complete internships in preschool education institutions.

Generative artificial intelligence can contribute to the development of social and emotional learning, which is associated with receiving emotional personalised feedback. However, the use of artificial intelligence in the learning process must be based on an ethical approach, additional control over teaching by teachers, and consideration of cultural sensitivity. This enables the performance of tasks that align with social and emotional norms, fostering empathy, social skills, and self-awareness (Henriksen, Creely, Gruber, Leahy, 2025). The use of digital tools in the learning process promotes psychological resilience. The use of social learning improves professional literacy, mental well-being and psychological resilience. Digital tools can also be used in the future to prepare preschool children, which will contribute to their readiness for school and the formation of psychological well-being (Meng, Yan, Abbas, Shankar, Subramanian, 2023).

Social-emotional learning, facilitated by artificial intelligence, enhances student engage-

ment and learning. These results are associated not only with an individual approach to each student but also with the creation of an emotionally supportive environment. Based on this approach, students can achieve greater academic success and emotional stability (Zong, Yang, 2025). The use of the Meta-MILE structure enables the implementation of social and emotional learning through a virtual environment that provides personalised interaction and social collaboration. With the help of gamification elements, it is possible to focus on practical strategies for developing professional skills, which improves student competence (Yeganeh, Fenty, Chen, Simpson, Hatami, 2025). The creation of training programmes based on artificial intelligence ensures load distribution, which reduces anxiety and depression. This is associated with a broader understanding of professional skills and strategies for achieving them (Zhai, Zhang, Rong, Rong, 2025).

Published works aim to utilise artificial intelligence in the educational process, which facilitates the distribution of workload among students and ensures their psychological readiness for professional activity. This has influenced not only the achievement of professional skills by students, but also the development of self-regulation, adaptability, stress resistance, and self-confidence. However, students focused solely on developing practical skills in the virtual world. The results of our work aimed to engage students in expanding their practical skills through training and solving situational tasks. This contributed to understanding examples of specific situations, understanding strategies for responding to stress and additional workload. To apply the knowledge they had acquired, future educators were involved in conducting classes for preschool children. This approach contributed to the expansion of their professional skills and understanding of situations that could hurt the atmosphere within a group of children.

The lack of necessary teacher training and cultural adaptation can hurt the organisation of social and emotional learning. These obstacles can be overcome through the proper allocation of resources and the availability of sys-

tematic support that fosters social awareness and self-regulation (Van Pham, 2024). Hybrid learning, which involves studying disciplines from related specialities, can be used to train future educators. The additional use of innovative technologies provides the opportunity to develop comprehensive training programmes, which have an impact on the flexibility of the learning process and the preservation of core values. The use of innovative technologies facilitates the adaptation of course content to specific learning situations. It influences changes in approaches to presenting information, thereby expanding students' practical skills (Najjar, Roushanel, Bitar, Hleihel, 2025).

Published articles highlight the potential for training future educators through hybrid learning and systematic support. Such teaching strategies were developed based on an analysis of approaches that hinder the formation of social and emotional learning. In our article, a more comprehensive approach was applied, which had a positive impact on the development of students' practical skills and their ability to use them during direct interaction with preschoolers. This approach was developed based on the authors' own experience, which included positive strategies for the development of future educators. During the study, not only were the results obtained by students determined, but also the level of psychological resilience, which enabled the identification of the advantages of such a learning process for students.

A comparison of published works with our article revealed that the features of existing works are related to the implementation of social and emotional learning, based on the correct choice of learning tools. This involved selecting interactive tools, focusing on social support, and considering cultural sensitivity. The results of our work are aimed at developing a comprehensive social and emotional learning programme that includes the use of digital technologies (Canva for Education, Quizizz, H5P). The choice of this teaching strategy helped to confirm the research hypothesis. This was also achieved by combining pedagogical and psychological approaches in

teaching through the assimilation of theoretical materials, participation in training sessions and interaction with preschool children. Attention was also paid to determining the level of psychological resilience and practical effectiveness based on the preparation of preschoolers and the general advantages of such training, which confirmed the research hypothesis.

5.1 RESTRICTIONS

The limitations of the work are related to the development of psychological resilience in future educators, which excludes a detailed study of ways to develop emotional intelligence. Combining these criteria will enable a more in-depth approach to teaching, focusing on the search for effective pedagogical solutions. Focusing on such ways of minimising stress will help determine how it affects student performance. The restrictions on the student sample were related to the course of study, which will be expanded in the future with the help of students in their second to fourth years. This will enable the assessment of the potential for developing psychological resilience in future educators, depending on their varying levels of training and education.

5.2 RECOMMENDATIONS

Expanding the social and emotional learning programme is beneficial not only for future educators but also for teachers. However, to achieve this, attention must be paid to choosing the right research approaches. The authors of the article recommend using a comprehensive approach, which involves studying theory using digital platforms such as Canva for Education, Quizizz, and H5P.

Focusing on training and solving situational problems will broaden the practical understanding of professional activities. Practical skills can be further expanded by having students conduct classes with preschoolers. This will prepare future educators for unpredictable and stressful situations.

CONCLUSIONS

The relevance of this study lies in the selection of an effective social and emotional learning programme for developing psychological resilience in future educators. Expanding not only the professional skills of future educators but also developing their psychological resilience will enhance the work of preschool institutions. This has a significant impact on the quality of interaction between teachers and students, as it fosters emotional balance and well-being.

The results of the training demonstrated that students achieved a high level of psychological resilience. This was associated with the development of adaptability (96%), stress resistance (94%), emotional self-regulation (93%) and self-confidence (91%). The psychological resilience that was developed ensured that students maintained the necessary level of productivity and psychological balance. This influenced the students' ability to resolve practical situations effectively when interacting with preschool-aged children. Social and emotional learning had a positive impact on reducing professional burnout (4.9) and gaining professional experience (4.8). It also contributed to the development of professional and pedagogical resilience (4.6), preparation for solving real pedagogical situations (4.5), and the enhancement of professional communication (4.4). These advantages of the study had a positive impact on solving complex professional situations and maintaining the psychological resilience of future educators.

The practical significance of the article lies in the development of an effective programme of social and emotional learning that contributes to the development of professional skills and psychological resilience in future educators. The study's prospects focus on the possibility of adapting social and emotional learning for the training of future educators, depending on different levels of professional development, based on the involvement of 1st-, 2nd-, 3rd-, and 4th-year students.

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