teachers, dean's office, social networks, and self-support. The author found that in complicated conditions (2020-2024), social support for students from a larger number of groups/sources (the total number of groups with high and medium levels of support) is received by master's students (9) compared to bachelor's students (7), women (7) compared to men (5), part-time students (9) compared to full-time (7), students of pedagogical specialties (9) compared to other specialties (6), students of the 2024 survey (9) compared to previous years 2020-2023 (6). The study shows that according to individual characteristics of the respondents (educational level, gender, form of study, specialty) family and self-support belong to the highest level of support; friends, fellow students, academic teachers, social networks have medium level of support; other groups demonstrate low and medium level of support. A trend of increasing support from social networks and professional psychologist was identified.

Keywords: social support; support groups; student adaptation; Covid-19 pandemic; martial state in Ukraine; online survey of students.

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ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR PREPARING FUTURE ENGLISH TEACHERS TO OVERCOME STUDENTS' EMOTIONAL-VOLITIONAL BARRIERS IN THE PROCESS OF PARTNERSHIP INTERACTION

The aim of the scientific article is to substantiate the organizational and pedagogical conditions for developing the competence of future English teachers in overcoming students' emotional and volitional barriers in the process of partnership interaction. The study identifies five structural-functional components of this competence: motivational, cognitive, activity-practical, analytical-reflective, and personal. Three key conditions for its formation are characterized: the creation of a partnership environment, the practice-oriented activity of the instructor, and the involvement of students in analytical and reflective practices. A system of interactive professional tasks (didactic, methodological, practical, and integrative) is proposed to facilitate the integration of theory and practice. The proposed model has scientific and methodological significance and requires further validation in institutions of higher pedagogical education.

Introduction. The quality of teacher education is widely recognized as a critical determinant of the effectiveness of the educational process and students' academic achievement. In light of contemporary educational transformations and global challenges, the training of future English teachers must encompass not only linguistic and methodological competencies but also psychological resilience, emotional intelligence, and strategies for overcoming personal and interpersonal barriers.

Particularly in the context of the war in Ukraine, the transition to online education, and the growing socio-emotional burdens within educational institutions, the issue of emotional-volitional barriers has gained urgency. These barriers affect both teachers and students, impeding effective collaboration and undermining the principles of partnership-based pedagogy (Glazkova et al., 2024; Glazkova et al., 2025). Moreover, as emphasized by I. Glazkova & O. Bukhalo (2019), such conditions have severe consequences for children in conflict zones, manifesting in psycho-emotional disturbances and difficulties in social adaptation. These realities necessitate that teachers be prepared to create emotionally supportive and psychologically safe educational environments, often in cooperation with mental health professionals.

A growing body of scholarship points to the importance of organizational and pedagogical conditions as foundational elements for effective educational systems. O. Savchenko (2012) defines these conditions as a set of interrelated pedagogical, psychological, and didactic factors that ensure coherence and structure in the learning environment. L. Khomych (1999) argues that such conditions foster students' engagement with pedagogical challenges, professional reflection, and critical thinking. S. Honcharenko (2011) further develops this perspective by highlighting the role of these conditions in harmonizing relationships among educational actors, thereby promoting both effective management and successful knowledge acquisition.

Within this framework, competency-based education has emerged as a central paradigm in the modernization of teacher training. O. Antonova & L. Maslak (2011) conceptualize this approach as grounded in the development of holistic and applicable knowledge systems. N. Bibik (2004) underscores the importance of shifting from content accumulation to outcome-oriented learning. O. Pometun (2004) contributes didactic models that translate the competency approach into instructional practice. S. Vitvytska (2011) interprets competence as an integrative construct encompassing knowledge, skills, values, and the capacity for autonomous action in complex and dynamic contexts.

Complementing these structural and theoretical perspectives are studies addressing the emotional and motivational aspects of professional competence. J. Madalińska-Michalak (2015) emphasizes the teacher's role in managing emotional dynamics in the classroom. I. Sukhopara (2020) focuses on the development of emotional self-awareness and empathy as key components of student engagement. M. Lemarchand-Chauvin & K. Tardieu (2018) examine the role of collegial emotional exchange in reducing stress and building supportive professional environments. E. Garneva, in collaboration with F. Satka (2024), explores the integration of moral values and pedagogical technologies to enhance intrinsic motivation. I. Onyshchenko (2019) demonstrates how internal motivation underpins instructional innovation and the formation of constructive student-teacher relationships.

In parallel, psychological studies have deepened our understanding of barriers to effective teaching and learning. N. Sopilko (2008) categorizes barriers as emotional, cognitive, and communicative, often rooted in prior negative experiences and low communicative competence. N. Horodetska (2009) frames these barriers as stress-induced responses to internal conflicts and external shifts, which can both inhibit and catalyze professional development. A. Massanov (2010) connects psychological barriers to emotional-volitional states such as frustration, proposing coping strategies including internal resource mobilization and goal adjustment. L. Yaroslavska (2010) introduces the concept of the

«pedagogical barrier,» describing its multidimensional character and dual function – both obstructive and developmental. Building on this, I. Glazkova (2013) conceptualizes barriers as potentially transformative experiences and advocates for their intentional use as pedagogical tools to stimulate reflective thinking, creativity, and volitional development.

Significant attention has also been directed toward the principles and practices of pedagogical partnership. O. Kokhanova (2012) conceptualizes subject-subject interaction as a system grounded in mutual autonomy, equality, trust, and value-based communication. She highlights the importance of parallel dynamics, such as freedom of action paired with partner awareness, and shared activity balanced by mutual responsibility. S. Shekhavtsova (2014) emphasizes the central role of student agency and the importance of structuring the learning process around students' interests and prior experiences. O. Kocherha (2019) offers a sequential model of effective partnership based on mutual understanding, negotiation, and compromise. Contributions by J. Radziewicz (1992) underscores the centrality of shared values, trust, and supportive relationships in establishing authentic educational partnerships. V. Didukh (2021), meanwhile, emphasizes the importance of success-oriented collaboration, a personally responsive instructional style, and co-constructive knowledge building.

While these studies have significantly expanded the theoretical and methodological understanding of teacher competence, emotional development, and partnership pedagogy, current research still lacks a focused analysis of the organizational and pedagogical conditions specifically needed to prepare future English teachers to overcome students' emotional-volitional barriers in the context of partnership interaction. The present study aims to address this gap by synthesizing these dimensions into a coherent conceptual foundation for future empirical exploration.

Objective. Given the identified research gap, this study aims to define and substantiate a system of organizational and pedagogical conditions for preparing future English teachers to overcome student's emotional-volitional barriers in the process of partnership interaction.

Methods. To achieve this objective, theoretical analysis of psychological-pedagogical and methodological literature was conducted, along with generalization of scientific findings and an analysis of personal teaching experience.

Results and discussion. Let us examine in greater detail the essence of the organizational and pedagogical conditions we have identified for the training of future English teachers to overcome students' emotional-volitional barriers in the process of partnership interaction, namely:

1. The creation of a partnership environment in the training process of future English teachers to overcome student's emotional-volitional barriers in the process of partnership interaction.

2. The orientation of the instructor's activities toward a practical, application-based approach in the training process of future English teachers to overcome student's emotional-volitional barriers in the process of partnership interaction.

3. The engagement of future English teachers in analytical and reflective activities in the training process of future English teachers to overcome student's emotional-volitional barriers in the process of partnership interaction.

The primary task in implementing the first condition is overcoming the stereotypical approach to partnership interaction and transitioning to qualitatively new principles for establishing collaborative relationships among the participants in the educational process. This entails the introduction of pedagogical partnership in both the «instructor-student» and «student-student» systems through dialogic interaction, where all participants act as equal partners, capable of collaboration and joint decision-making. Such an approach contributes to the formation of the competence components of future English teachers in overcoming students' emotional-volitional barriers in the process of partnership interaction, ensuring the development of their ability to adapt the educational process to various contexts and to interact effectively in complex pedagogical situations. The impact of the first condition on the formation of the competence components under study is presented in Table 1.

Table 1

The impact of the creation of a partnership environment in the training process of future English teachers to overcome student's emotional-volitional barriers in the process of partnership interaction

Components	Expected impact of the first condition
Motivational	Partnership interaction creates a trusting atmosphere where students feel valued participants in the educational process. This strengthens their intrinsic motivation, encourages collaboration, activates their cognitive interest, and fosters the desire to enhance professional skills.
Cognitive	Interaction within a partnership environment stimulates knowledge exchange and the collective analysis of the nature, typology, functions, and methods for overcoming emotional-volitional barriers. This contributes to the development of critical thinking, the ability to synthesize information, and the capacity to find practical solutions.
Activity-Practical	Collaborative task execution in a partnership environment enables students to develop skills in organizing cooperation, resolving conflicts, managing emotions, and sustaining student motivation. Such activities promote the formation of leadership qualities, communicative abilities, and effective teamwork in seeking ways to overcome emotional-volitional barriers.
Analytical-Reflective	Students acquire self-analysis and self-assessment skills through the discussion of outcomes, analysis of mistakes, and evaluation of achievements. They receive feedback that helps them better understand their reactions, refine their approaches to interaction, and develop adaptability.
Personal	A partnership environment fosters the development of emotional and volitional resilience in future teachers by promoting self-regulation, adaptability, and motivational resilience within educational interactions. Collaborative activities in such an environment enhance barrier resilience and prevention, as evidenced by the ability to anticipate potential difficulties, apply preventive strategies, and effectively overcome them in pedagogical practice.

Compiled by the authors.

Modern understanding of partnership interaction is based on subjectivity, which implies recognizing each participant in the educational process as having the right to uniqueness, freedom, activity, and autonomy, according to I. Bulakh & L. Dolynska (2002), partnership stimulates students' cognitive interests, ensures their individual-personal development, and allows them to take an active part in designing, organizing, and implementing educational activities. This enables students to feel responsible for the outcomes of their work, develop self-confidence, and build the positive experience necessary for their future professional endeavors.

S. Zhdanenko (2003) emphasizes the cooperative basis of human nature, which confirms the appropriateness of dialogue as a mechanism for subject-to-subject interaction. Special attention is given to the role of the teacher in creating a partnership environment. As noted by O. Dubaseniuk (2009), the teacher acts as a moderator who helps students realize their professional potential, motivates them to participate in the educational process actively, and creates situations for success. Such an environment stimulates intrinsic motivation, reduces emotional tension, and contributes to the practical overcoming of barriers. At the same time, N. Byrko (2014) underlines the importance of tolerance as a key professional quality of a teacher, which contributes to creating an atmosphere of trust and comfort.

Thus, the creation of a partnership environment provides the conditions for integrating the motivational, cognitive, activity-practical, analytical-reflective, and personal components of the competence of future English teachers. It contributes to the deep assimilation of knowledge. Based on pedagogical partnership principles, it forms the

practical skills necessary for effective work in the modern educational space.

The primary task in implementing the second condition is to activate future English teachers' creative and personal potential by modeling pedagogical situations, solving professional tasks, and employing interactive teaching methods that bring the educational process closer to the actual conditions of professional activity. This entails that students master effective strategies and tactics for overcoming emotional-volitional barriers, develop practical skills in organizing partnership interaction, and form the ability to adapt to challenging educational situations, improve their communicative skills, and create a safe and supportive academic environment. The impact of the second condition on the formation of the components of the competence under study is presented in Table 2.

Table 2

The impact of the orientation of the instructor's activities toward a practical, application-based approach in the training process of future English teachers to overcome student's emotional-volitional barriers in the process of partnership interaction

Components	Expected impact of the second condition
Motivational	*Theoretical training:* formation of intrinsic motivation to overcome barriers by understanding their nature and significance in professional activity. *Practical training:* increasing interest in solving real pedagogical situations. *Production internship:* developing confidence and motivation for interacting with students and colleagues within school settings. *Methodological training:* fostering interest in implementing modern methods in partnership interaction.
Cognitive	*Theoretical training:* deepening knowledge about barriers, their types, and methods for overcoming them. *Practical training:* applying knowledge in solving practical tasks. *Production internship:* testing the acquired knowledge in actual conditions of the educational process. *Methodological training:* improving methods for adapting knowledge to the needs of students.
Activity-Practical	*Theoretical training:* recognizing the role of partnership interaction in a teacher's activities. *Practical training:* developing communication skills, emotion management, and teamwork. *Production internship:* employing strategies and tactics to overcome barriers in actual conditions. *Methodological training:* developing the ability to adapt teaching methods to the needs of students.
Analytical-Reflective	*Theoretical training:* developing the ability to analyze and predict professional situations. *Practical training:* reflecting on completed tasks and seeking new approaches. *Production internship:* analyzing one's activities and integrating experience into professional development. *Methodological training:* evaluating the effectiveness of methods and improving approaches to organizing partnership interaction.
Personal	*Theoretical training:* understanding the role of emotional and volitional resilience in overcoming barriers. *Practical training:* developing skills in self-regulation, barrier resilience, and adapting to challenging situations.

	Production internship: applying strategies of emotional self-control, anticipating difficulties, and managing professional challenges. *Methodological training:* integrating knowledge about emotional-volitional mechanisms into practical activities and developing the ability to create a favorable learning environment.

Compiled by the authors.

The focus of the instructor's activity on a practice-oriented approach to preparing future English teachers involves the development of pedagogical thinking, which enables individuals to adapt to contemporary challenges, avoid stereotypical approaches, establish cause-and-effect relationships, find unconventional solutions to problems, navigate new conditions, justify conclusions, and model practice-oriented situations. Practice-oriented learning is implemented through a gradual transition from lectures to interactive teaching methods, which include modeling pedagogical situations, and further to professional activities during teaching practice. This approach ensures the integration of theory and practice and facilitates students' professional development.

Given the necessity of integrating theoretical and practical training, the implementation of a system of interactive professional tasks is particularly important, as it contributes to the formation of key components of future English teachers' competence. These tasks cover various aspects of professional training, including motivation development, mastery of teaching methodologies, enhancement of pedagogical thinking, and professional reflection, thereby ensuring students' competence in overcoming emotional and volitional barriers in partnership interaction. Below is the structure of this system, adapted to the studied competence (see Table 3).

Table 3

The system of interactive professional tasks for developing the competence of future English teachers in overcoming students' emotional and volitional barriers in the process of partnership interaction

Type of task and its content	Functional purpose of the task
I. Didactic tasks	
1. Task for mastering the theoretical foundations of emotional-volitional barriers in partnership interaction	– To develop an understanding of the concept of «emotional-volitional barriers in partnership interaction» along with their typology and functions; – To raise awareness of the role of emotions and will in the professional activity of an English teacher; – To develop the ability to analyze the causes and consequences of these barriers.
2. Task for studying the mechanisms of partnership interaction	– To master the principles of subject-to-subject interaction; – To recognize the importance of trust, collaboration, and dialogue in overcoming barriers; – To develop skills in establishing effective interpersonal relationships.
II. Methodological tasks	
1. Task for developing methodological competence	– To conduct micro-teaching with an emphasis on overcoming emotional-volitional barriers in partnership interaction; – To model lessons considering the causes and consequences of potential barriers; – To develop skills in applying tactics for preventing and overcoming emotional-volitional barriers in partnership interaction.

2. Task for developing reflective skills	– To analyze conducted lessons regarding the implementation of collaborative interaction and overcoming emotional-volitional barriers; – To identify ways to improve one's professional activity; – To develop an individual professional development plan.
III. Practical tasks	
1. Task for solving practical cases related to overcoming barriers	– To work in groups on actual or simulated situations involving the emergence of emotional-volitional barriers in pedagogical activity; – To develop strategies and tactics for preventing and overcoming barriers in collaborative interaction.
2. Task for simulating pedagogical situations	– To conduct role-playing games to practice skills in emotion management, conflict resolution, and motivating students in educational activities; – To adapt one's behavior to meet the needs of students and create a favorable emotional climate.
IV. Integrative tasks	
1. Development and implementation of a mini-project for organizing a barrier-free partnership environment	– To integrate theoretical knowledge and practical skills in an actual or simulated situation; – To create innovative approaches to organizing barrier-free collaborative interaction; – To demonstrate leadership and communication skills in teamwork.
2. Analysis and presentation of successful cases of overcoming emotional-volitional barriers in teaching	– To study successful examples from one's own experience or the pedagogical practices of other professionals; – To recognize the role of pedagogical partnership in professional activity; – To foster a positive attitude toward overcoming challenges.

Compiled by the authors.

Solving interactive professional tasks is a key means of implementing the model for training future English teachers to overcome students' emotional-volitional barriers in the process of partnership interaction. It contributes to developing professional qualities such as independence, the ability to reflect, resilience in the face of difficulties, and an awareness of the importance of organizing interaction within an educational environment built on partnership, collaboration, and empathy. In addition, it develops skills in lesson planning and delivery that consider the subject's specifics, as well as readiness to overcome emotional-volitional difficulties.

The proposed system of interactive professional tasks should be implemented through innovative forms of organizing the educational process: lectures (dialogue lecture, discussion lecture, debate lecture, problem-research lecture), practical classes (training, webinars, master classes), as well as production practice, which create conditions for intellectual co-creation between instructors and students, ensure a comfortable, educational environment, and contribute to the effective resolution of tasks related to collaborative interaction in the professional activities of future teachers.

The primary task of the third condition is to stimulate future English teachers toward professional self-determination and the formation of a stable personal «self-concept» that reflects their pedagogical identity. This includes systematic reflection on one's activities in overcoming students' emotional-volitional barriers in the process of partnership interaction, which contributes to an awareness of the teacher's role as both a facilitator and a partner in the educational process. The conditions for creating a safe reflective environment aim to develop students' ability to analyze their professional actions, assess their effectiveness, and plan paths for self-improvement. The impact of the third condition on the formation of the components of the competence under study is presented in Table 4.

Table 4

The impact of the engagement of future English teachers in analytical and reflective activities in the training process of future English teachers to overcome student's emotional-volitional barriers in the process of partnership interaction

Components	Expected impact of the third condition
Motivational	Analytical-reflective activities help raise awareness of personal motivation to overcome emotional-volitional barriers and the importance of collaborative relationships in professional practice; reflecting on one's achievements stimulates intrinsic motivation for self-development and learning.
Cognitive	Reflective analysis of pedagogical situations enables deeper assimilation of knowledge about the nature, causes, and consequences of emotional-volitional barriers; understanding the interconnection between theoretical concepts and actual practical tasks enhances cognitive activity.
Activity-Practical	The use of analytical-reflective tools in actual pedagogical tasks fosters the development of skills in emotion management, organizing collaboration, and adapting to the learning environment; reflection allows for adjusting actions for more effective interaction.
Analytical-Reflective	Continuous engagement in analytical-reflective activities builds the ability to self-assess, analyze one's professional actions, and develop strategies for overcoming barriers; reflecting on results helps cultivate adaptability, critical thinking, and strategic planning.
Personal	Reflective analysis of one's emotional state and behavioral responses contributes to developing emotional and volitional resilience, forming self-regulation skills, and anticipating challenges in professional practice. Ongoing self-assessment and interaction analysis enhance barrier resilience, strengthen confidence in one's pedagogical actions, and improve the personal qualities necessary for effective collaborative interaction.

Compiled by the authors.

Reflection, as a mechanism for becoming aware of one's achievements, mistakes, and prospects, contributes to the ability to self-assess, critically analyze one's experience, and adapt to professional challenges. It helps future teachers analyze their professional activities, adjust chosen interaction strategies, and develop practical approaches to organizing a collaborative educational environment. As a result, students acquire tools to enhance their pedagogical skills, develop emotional intelligence, and improve the quality of the learning process.

Reflection is a multifaceted phenomenon that encompasses self-knowledge, self-analysis, and an awareness of the structure of interactions with other participants in the educational process. According to researchers (L. Koval, 2015; N. Poviakel, 1998), professional reflection involves establishing cause-and-effect relationships between pedagogical phenomena, generating innovative approaches to solving educational tasks, and adapting one's

activities to modern challenges. In this context, analytical-reflective activities help future teachers understand not only their actions but also the needs of their students, which is an essential component of effective pedagogical practice.

Professional reflection is also linked to students' recognition of the importance of collaborative interaction in the educational process. As noted by M. Savchyn (2002), reflective skills develop most actively in conditions of subject-to-subject interaction, which encourages students to rethink behavioral and cognitive stereotypes. Through working on practical tasks, analyzing case studies, and evaluating the results of their activities, students learn to justify their own decisions, adapt pedagogical strategies, and create a comfortable emotional environment for interacting with students.

An important aspect of reflection is its connection with developing an intrinsic need for lifelong learning, which, according to L. Koval (2015),

is the foundation of professional growth. By engaging in analytical-reflective activities, future teachers acquire skills in self-education, self-development, and self-improvement, which contribute to developing critical thinking, flexibility in decision-making, and the ability to innovate – qualities necessary for organizing a collaborative educational environment.

Thus, reflection becomes a fundamental mechanism that ensures the effective professional development of future English teachers. It integrates personal and professional experiences, cultivates the ability for conscious pedagogical activity, and serves as the basis for building collaborative relationships, which are the keys to a high-quality educational process.

Conclusions. The organizational and pedagogical conditions developed for preparing future English teachers to overcome students' emotional-volitional barriers in the process of partnership interaction constitute a theoretically grounded and methodologically structured system aimed at addressing the challenges of modern education. These conditions are designed to facilitate the formation of a professional competence that integrates emotional resilience, volitional regulation,

and the ability to build constructive interaction within a partnership-based educational environment.

The scientific and methodological significance of the proposed conditions lies in their focus on the systemic integration of interactive learning, reflective practices, and partnership pedagogy, which are essential for future teachers' professional growth. These conditions can serve as a foundation for designing practice-oriented training modules that align with current trends in teacher education.

Prospects for further research include the empirical validation of the proposed organizational and pedagogical conditions and the development of a structural-functional model of training. Additionally, attention should be given to testing and refining a system of professional tasks aimed at overcoming emotional-volitional barriers, ensuring their adaptability and effectiveness in real educational contexts.

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ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ ДО ПОДОЛАННЯ ЕМОЦІЙНО-ВОЛЬОВИХ БАР'ЄРІВ УЧНІВ У ПРОЦЕСІ ПАРТНЕРСЬКОЇ ВЗАЄМОДІЇ

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Метою наукової статті є дослідження організаційно-педагогічних умов підготовки майбутніх учителів англійської мови до подолання емоційно-вольових бар'єрів учнів у процесі партнерської взаємодії. Для досягнення мети використано методи аналізу психолого-педагогічної та методичної літератури, узагальнення наукових фактів та аналізу власного педагогічного досвіду. У статті схарактеризовано сучасний етап розвитку вищої освіти в Україні, що супроводжується необхідністю системних змін задля підвищення якості підготовки педагогічних кадрів у контексті глобальних освітніх трансформацій.

Виокремлено ключові чинники, що забезпечують інтеграцію теоретичних знань і практичних умінь, а також визначено їх вплив на формування професійної компетентності майбутніх педагогів. У межах дослідження окреслено п'ять структурно-функціональних компонентів компетентності у подоланні емоційно-вольових бар'єрів учнів у процесі партнерської взаємодії: мотиваційний, когнітивний, діяльнісно-практичний, аналітико-рефлексивний та особистісний. Виокремлено три основні умови підготовки майбутніх учителів англійської мови у контексті розглянутої компетентності: перша – створення партнерського середовища в процесі підготовки майбутніх учителів англійської мови до подолання емоційно-вольових бар'єрів учнів у процесі партнерської взаємодії; друга – спрямованість діяльності викладача на практико-орієнтований характер підготовки майбутніх учителів англійської мови до подолання емоційно-вольових бар'єрів учнів у процесі партнерської взаємодії; третя – залучення майбутніх учителів англійської мови до аналітико-рефлексивної діяльності під час їхньої підготовки до подолання емоційно-вольових бар'єрів учнів у процесі партнерської взаємодії. Проаналізовано їх завдання та вплив на формування визначених компонентів досліджуваної компетентності. Також розроблено систему інтерактивно-фахових завдань (дидактичних, методичних, практичних та інтегративних), що сприяє поєднанню теорії з практикою.

Представлені положення можуть бути використані як концептуальна основа для подальшої експериментальної перевірки ефективності організаційно-педагогічних умов у межах професійної підготовки майбутніх учителів.

***Ключові слова:** майбутні вчителі англійської мови, емоційно-вольові бар'єри, партнерська взаємодія, організаційно-педагогічні умови, практико-орієнтованість, аналітика, рефлексія, інтерактивно-фахові завдання.*