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COMPETENCE OF FUTURE ENGLISH LANGUAGE TEACHERS IN OVERCOMING EMOTIONAL-VOLITIONAL BARRIERS IN PARTNERSHIP INTERACTION: ESSENCE AND STRUCTURE

Aim. The study aims to investigate the competence of future English language teacher in overcoming emotional-volitional barriers in partnership interaction, to identify the interrelationships between its structural components, and to delineate the role of this competence in professional teacher training.

Methods. To investigate the degree of development of this issue, the study employs theoretical analysis of scientific, psychological-pedagogical, and methodological literature, as well as normative-legal documents. To clarify the content of the studied concepts, generalization and systematization methods are applied. For summarizing the theoretical foundations of the issue and formulating conclusions, analysis and synthesis methods are used.

Results. The study structures competence into five interrelated components: motivational (defines the need, interest, and value-based attitude toward conscious mastering competence), cognitive (includes knowledge of the nature and typology of emotional-volitional barriers as well as the essence of partnership interaction), activity-practical (provides skills in preventing and overcoming emotional-volitional barriers and creating a barrier-free partnership environment), analytical-reflective (includes skills in observation, communication, evaluation, decision-making, and teamwork), and personal (comprising emotional and volitional stability, barrier resistance, and barrier prevention).

Additionally, it is established that ensuring the motivational component is effectively achieved through Keller's model. The development of the cognitive component requires the application of constructivist approaches that promote active student engagement, integration of new experiences, and the formation of strategic thinking skills. The study identifies tactics for preventing and overcoming barriers, including predictive-analytical, fostering a favorable partnership environment, developing emotional-volitional resilience, individualization, psychological-pedagogical support, and emotional-volitional regulation.

Conclusions. The results confirm the crucial role of competence in overcoming emotional-volitional barriers in partnership interaction to enhance the quality of professional teacher training. Integrating theoretical knowledge, practical skills, and personal qualities through well-defined structural components provides a solid foundation for developing effective pedagogical strategies and fostering a supportive, barrier-free educational environment.

KEYWORDS: *components, motivation, cognition, activity, reflection, personality, prevention and overcoming tactics.*

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Introduction

Social and educational transformations in Ukraine pose new demands on the preparation of future English language teachers, who play a key role in ensuring quality education and facilitating the integration of the national education system into the global space. These changes are reflected in regulatory documents that define principles, values, and approaches to modernizing the educational process.

The concept of the «New Ukrainian School» (until 2029) [20] emphasizes the necessity of implementing partnership pedagogy based on the principles of respect, kindness, trust, dialogue, shared leadership, equality, voluntary commitment, and adherence to agreements. These principles aim to consider students' subjective experiences, support their psychological well-being, and create a favorable partnership-based educational environment that fosters the development of competencies outlined in state standards.

In this context, the Basic Secondary Education Standard (2020) [21] identifies partnership as a central component in developing key competencies in the language and literature domain. Specifically, it highlights fostering students' ability to communicate in a foreign language by developing skills to express thoughts, participate in discussions, argue their positions, create texts that convey emotions and experiences, and engage in empathetic and constructive communication. Additionally, the standard underscores the importance of innovation, which includes adapting to changes, overcoming barriers, building confidence, and developing lifelong learning skills, encompassing the ability to identify personal needs, seek support, and work effectively individually and in a team. Furthermore, it emphasizes forming civic and social competencies related to democratic values, justice, equality, and respect for human rights.

The Professional Standard «Teacher of General Secondary Education Institutions» (2024) [22] details the value orientations of the educational process, highlighting respect for students' individuality, support for their autonomy and initiative, promotion of their physical and psychological development, creation of a safe environment, and the

affirmation of honesty, fairness, compassion, cooperation, and mutual respect. Particular attention is given to teachers' ability to regulate the educational process emotionally, specifically the development of psychological competence (B1), aimed at ensuring students' emotional comfort, self-esteem, and motivation, and emotional-ethical competence (B2), which includes the ability to manage emotions and develop emotional intelligence.

The analysis of regulatory documents highlights the need to equip future English teachers with the competencies necessary for fostering partnership-based interaction, supporting students' psychological well-being, and effectively managing emotional and volitional challenges in the learning process. However, this relevance is further reinforced by insufficient resources and materials to adequately define the key components of such competence and provide clear guidance on what and how future English teachers must study to address these barriers. Current materials provide fragmented insights, focusing on emotional or motivational aspects while neglecting volitional challenges or their interrelation with emotional factors. Moreover, practical tools and recommendations for building the necessary skills are scarce, leaving a significant gap in understanding how to prepare teachers effectively. This underscores the urgent need for comprehensive, integrative approaches that not only identify the structural components of the competence but also provide detailed guidance on their development within the context of modern educational requirements.

Ukrainian or foreign scholars have not comprehensively studied the issue of developing the competence in overcoming emotional-volitional barriers in partnership interaction. However, pedagogical science includes research on theoretical and methodological aspects of the competency-based approach to education (O. Antonova, N. Bibik, I. Drach, O. Dubaseniuk, M. Holovan, V. Khymynets, L. Koval, L. Maslak, N. Mukan, M. Nahach, N. Nahorna, O. Pometun, O. Savchenko, S. Vitvytska, V. Zhyhir, and others), the development of emotional competence (M. C. Lemarchand-Chauvin, J. Madalińska-Michalak, I. Sukhopara, K. Tardieu, and others), motivational competence (E. Garneva,

I. Onyshchenko, F. Satka, O. Tsogla, and others), and the emotional-volitional culture of teachers (O. Ivats, A. Khlopek, T. Khoma, V. Oliinyk, T. Skrypai, V. Sokolovskyi, E. Solomka, and others). Significant contributions have also been made to research on tactics for overcoming psychological and pedagogical barriers (I. Glazkova, N. Horodetska, A. Massanov, N. Sopilko, L. Yaroslavskaya).

An essential prerequisite for identifying the structural components of the competence was our previous research [17-19] on the essence, typology, causes, and consequences of emotional and volitional barriers, as well as the principles and models of implementing partnership interaction in the educational process. These studies allowed us to define the emotional-volitional barriers in partnership interaction as a complex psychological phenomenon arising due to the influence of negative emotions and volitional difficulties, leading to the disorganization of cognitive activity, decreased motivation, and impaired interpersonal interaction among students. Consequently, overcoming these barriers becomes a key objective in future English teacher preparation, ensuring that they are equipped with strategies to support students in managing emotional and volitional challenges.

At the same time, the process of preparing future English teachers to address

these barriers is itself complicated by difficulties within faculty-student interaction. The recently published study on faculty and students' perspectives regarding these barriers [4] highlights that the war in Ukraine and the transition to online learning have exacerbated psychological exhaustion (85.6%), anxiety, social isolation, and motivational difficulties (78%), significantly hindering effective pedagogical communication and partnership. These challenges not only affect students' ability to engage in learning but also create obstacles for educators in helping students navigate emotional-volitional difficulties.

Given these complexities, it is crucial to establish a structured approach to developing the competence necessary for overcoming emotional-volitional barriers in partnership interaction. Thus, the study aims to identify the structural components of this competence. In accordance with this aim, the research objectives are as follows:

1. To define the interrelations between the structural components of this competence.
2. To explore the role of these components in the process of professional teacher preparation.
3. To analyze these components considering the current challenges and requirements of modern education.

Object and methods

The object of the study is the competence in overcoming emotional-volitional barriers in partnership interaction within the context of future teachers' professional preparation.

To investigate the degree of development of this issue, the study employs theoretical analysis of scientific,

psychological-pedagogical, and methodological literature, as well as normative-legal documents. To clarify the content of the studied concepts, generalization and systematization methods are applied. For summarizing the theoretical foundations of the issue and drawing conclusions, analysis and synthesis methods are used.

Results and discussion

The competency-based approach currently lacks a unified understanding. Scholars usually view it as a foundation for shaping a holistic, goal-oriented personality capable of humanistic choices and intellectual efforts. M. Nahach [12] sees it as a conceptual basis for educational policy, emphasizing practical orientation, skills development, adaptability, and transformative activities. N. Bibik [1] highlights the shift from knowledge-based to outcome-oriented

learning, ensuring graduates can meet market demands and solve real-life problems. L. Koval [11] interprets it as modernizing content while developing key and subject-specific competencies, and V. Khymynets [9] emphasizes fostering competencies that enable students to apply knowledge in various situations creatively.

In turn, competence is defined as a complex, integrated quality enabling individuals to effectively perform activities as

a whole rather than merely executing isolated elements or procedural actions. Competence combines knowledge, skills, experience, values, and attitudes, allowing individuals to address typical and non-standard tasks in real-life and professional contexts. It is rooted in synthesizing academic and life experiences, guiding individuals toward a practical, results-oriented approach. Modern scholars [15] also view competence as a criterion for evaluating professional capabilities, including qualifications, decision-making abilities, and problem-solving within a professional framework.

Teacher professional competence is an integrative formation grounded in theoretical knowledge, practical skills, personal qualities, and experience. It ensures readiness for pedagogical activity and a high level of self-organization. Its development occurs within professional training, representing a structured, systematic, and dynamic process involving participants in the educational environment of higher pedagogical institutions [23].

We define *competence in overcoming emotional-volitional barriers in partnership interaction* as an integrative and dynamic personal construct developed through professional training that combines comprehensive theoretical knowledge (of the nature, types, and functions of these barriers and the principles and models of partnership interaction), practical skills (including expressive, perceptive, empathetic, emotion regulation, diagnostic-predictive, intellectual, communicative, and tactical-implementation), analytical-reflective skills (such as observation, communication, evaluation, decision-making, and teamwork), and personal qualities (emotional and volitional stability, barrier resistance, and barrier prevention) thereby enabling the effective selection and application of strategies to prevent and overcome emotional-volitional barriers within a partnership-based educational environment.

According to the definition, we consider it appropriate to define the studied competence through five structural components:

1. Motivational component (need, interest, and attitude toward acquiring competence).
2. Cognitive component (mastery of knowledge related to competence content).
3. Activity-practical component (a set of skills enabling the application of

competence in various standard and non-standard situations).

4. Analytical-reflective component (ability to analyze, reflect, self-assess, and predict one's actions).

5. Personal component (a combination of qualities that shape an educator's ability to regulate emotions, maintain motivation, adapt to challenges, and foster a supportive learning environment).

The motivational component of competence in overcoming emotional-volitional barriers in partnership interaction is rooted in the motivation theories of P. Gollwitzer, R. Kanfer, J. Keller, L. Korn, J. Kuhl, V. Vroom, B. Zimmerman, and others. Motivation determines the direction, intensity, and persistence of effort in achieving educational goals. The division into intrinsic and extrinsic motives reflects the sources of an individual's drive: intrinsic motives, such as cognitive interest or the desire for professional development, are directly linked to behavior, whereas extrinsic motives depend on environmental factors.

Intrinsic motives include: cognitive (interest in knowledge, striving for understanding, and discovering new things); self-improvement (the desire to enhance oneself, knowledge, and skills); meaning-forming (understanding the significance of activities for personal growth); achievement (the drive to succeed and self-actualize), value-oriented (an internal focus on personally significant goals and values); self-esteem (awareness of competence and striving to meet personal standards); hedonic (satisfaction derived from the activity itself).

Extrinsic motives can foster development or hinder intrinsic motivation. Positive motives, such as recognition or rewards, stimulate productivity but may be short-lived. Negative motives, like fear of failure, can create emotional tension, reduce creativity, and lead to dependence on external control. Thus, extrinsic motives can simultaneously stimulate action and serve as barriers depending on their context. Additionally, behavior is shaped by internal dispositions (motives, values) and external conditions (stimuli). These factors interact, explaining why students with strong intrinsic motives adapt better and achieve more. Learning becomes meaningful when internal needs align with the opportunities provided by

the educational environment [16].

Developing intrinsic motives is essential for preparing future English teachers to help students overcome emotional-volitional barriers. Educators' cognitive motives foster students' interest in learning, while self-improvement and meaning-forming motives enable teachers to adapt to diverse educational situations. Value-oriented motives enhance sensitivity to individual needs, creating a safe environment, while achievement and self-esteem model persistence and confidence,

reducing students' anxiety and improving problem-solving skills.

However, negative motives complicate teacher preparation and give rise to competitive, emotionally driven, and identity-related barriers. The key task is to create conditions where intrinsic and extrinsic motives harmonize. J. Keller's [8] MVP (Motivation, Volition, Performance) model includes six segments which can be used to overcome the issue (Fig. 1).

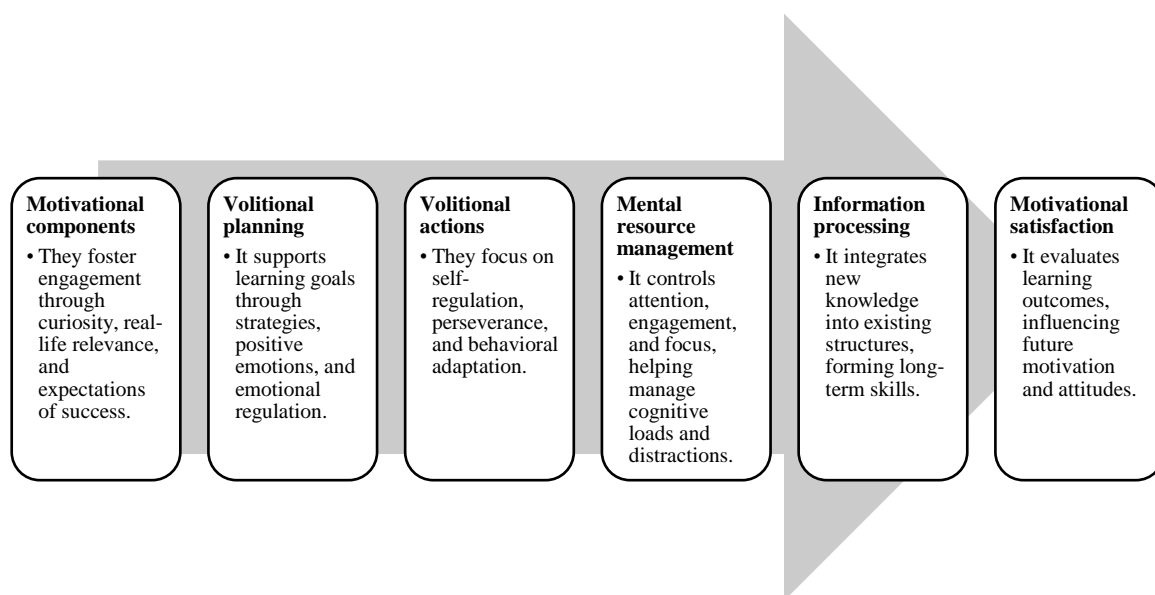


Fig. 1 – Keller's segments of the MVP model

Compiled by the author according to [8].

The motivational component is closely tied to students' agency and is best realized through pedagogical partnerships. Partnership fosters motivation by involving students and teachers in co-designing curricula, developing materials, and reflecting on the educational process. Co-creation enhances critical thinking, deepens understanding, and increases responsibility.

Thus, the motivational component of competence fosters knowledge interest, a value-based attitude, motivation for self-improvement, readiness for interaction, and volitional focus. It develops through intrinsic motivation, overcoming barriers, integrating motivational and volitional aspects, and employing partnership pedagogy.

The cognitive component of competence in overcoming emotional-volitional barriers in

partnership interaction is based on knowledge about the essence, typology, and functions of such barriers, along with strategies, methods, and principles for implementing partnership interaction in education. This knowledge aligns with understanding the cognitive process as an internal activity reflecting interactions between consciousness and the environment, influenced by external (content, teacher skills) and internal factors (personality traits, cognitive abilities, motivation, prior experience).

Constructivist theories, emphasizing continuous knowledge reconstruction, explain how learning occurs by aligning new information with prior knowledge. Learning spans cognitive, affective, interpersonal, and psychomotor domains, requiring changes in existing structures for effective knowledge

acquisition. Deep learning involves understanding, critical evaluation, and integration of ideas, fostering strategic thinking, while surface learning focuses on rote memorization without meaningful connections. Teachers should design programs to encourage critical thinking and synthesis, transforming students' misconceptions about learning as mere fact memorization.

Central to Kolb's cyclical model [10], experiential learning includes concrete experience, reflection, abstract conceptualization, and active experimentation, enabling students to analyze and apply knowledge in practical contexts. Students' diverse experiences – educational, helpful, and personal – enhance their ability to understand barriers, develop empathy, and experiment with strategies for overcoming challenges.

Situated learning highlights the role of context and collective understanding through shared practices, suggesting that knowledge is best acquired in real-life settings. This is supported by activity theory [3], which sees learning as transforming activities influenced by social and cultural factors. These approaches emphasize the importance of active student engagement, as well as teachers' practice.

Teachers play a crucial role in creating conditions for effective learning, acting as facilitators who help students structure information, integrate knowledge with experience, and apply it in practice. Developing the cognitive component of competence requires applying constructivist principles, using real examples, analyzing situations, and fostering reflective and experiential learning, enabling future English teachers to address emotional-volitional barriers effectively.

The cognitive component is realized through mastering relevant skills and abilities, forming *the activity-practical component of competence in overcoming emotional-volitional barriers in partnership interaction*.

According to I. Glazkova [6], the key abilities are the following:

1. Expressive: the ability to convey emotions through facial expressions, gestures, and verbal communication; control emotional behavior.

2. Perceptual: the ability to recognize and assess emotions and analyze emotional subtexts.

3. Empathy: the ability to understand others' emotional states and maintain emotional contact.

4. Emotion regulation: the ability to manage emotional responses and optimize emotional energy.

5. Diagnostic and predictive: the ability to anticipate challenges and select appropriate barrier-management strategies.

6. Intellectual: the ability to analyze, synthesize, problem-solve, and apply logical reasoning.

7. Constructive: the ability to set goals, develop plans and design strategies for overcoming barriers.

8. Communication: the ability to facilitate dialogue, prevent conflicts, and establish effective communication.

However, we should also distinguish tactical-implementation skills, which are essential for effectively applying strategies and tactics to overcome barriers.

For the first time, I. Glazkova defined a strategy as a consciously chosen set of operations to solve a specific problem or achieve a goal. At the same time, a tactic was described as a set of methods, techniques, and approaches for implementing the strategy [7]. In dealing with pedagogical barriers, the researcher introduced prevention and overcoming strategies, along with tactics such as forecasting, facilitation, support, guidance, autogenic training, stimulation, development, and collaboration. However, developing and implementing effective strategies and tactics remain key in designing methods to address emotional-volitional barriers in partnership interaction.

In the subsequent research, Glazkova et al. [5] also identified specific strategies and tactics for overcoming psychological barriers, emphasizing their importance in the educational process. Among these, they highlighted communication and information strategies, psychological and pedagogical support strategies, training strategies, and corporate culture strategies. These approaches focus on maintaining continuous interaction between all subjects of the educational process, fostering emotional well-being, developing adaptability and resilience, and creating an inclusive and barrier-free learning environment.

Considering the binary nature of the emotional-volitional barrier, which can serve

both positive (developmental) and negative (destructive) functions [17; 18], we identify two main strategies: prevention and overcoming.

The prevention strategy is driven by the need to avoid the negative consequences of barriers, requiring fewer time and resource investments than overcoming them. Its implementation is justified by the destructive impact of barrier on students' activities and the possibility of prevention through risk anticipation and elimination.

Conversely, the overcoming strategy involves active engagement to transform the

student's meaning structures, foster self-actualization, and promote development. This strategy eliminates the destructive effects of barriers and leverages their developmental potential. It is also aimed at fostering the ability for constructive adaptation and behavioral optimization among participants in the educational process.

To operationalize these strategies, we outline a set of tactics designed explicitly for preventing and overcoming emotional-volitional barriers in partnership interaction (Table 1).

Table 1

Tactics for preventing and overcoming emotional-volitional barriers

Prevention Tactics	Overcoming Tactics
<p>1. <i>Predictive-analytical tactic</i> uses diagnostic tools to analyze students' psychophysiological, cognitive, and volitional characteristics, assessing emotional states, motivation levels, stress factors, and adaptability. A deep analysis helps predict potential difficulties in the learning process and develop preventive strategies in advance. In a partnership environment, this tactic is crucial for strengthening trust and mutual understanding between students and teachers.</p> <p>2. <i>Fostering a favorable partnership environment tactic</i> establishes a safe, fair, and open learning atmosphere by promoting trust, cooperation, and emotional security. This includes clear and fair rules, activities like ice-breakers, team-building, and warm-ups to reduce tension and encourage collaboration. Additionally, it empowers students to make independent decisions with teacher support, fostering reflection, responsibility, and confidence while helping them recognize strengths, overcome fear of mistakes, and engage in constructive interactions.</p> <p>3. <i>Developing emotional-volitional resilience tactic</i> enhances students' ability to manage stress, stay motivated, and build independence through strategies that align learning with their interests and goals. This involves breaking tasks into smaller steps, encouraging self-expression through creative activities (essays, posters, role-playing), and teaching psychological self-regulation techniques such as relaxation, visualization, and positive self-talk. These approaches promote emotional resilience, reduce anxiety, and strengthen self-esteem and intrinsic motivation.</p>	<p>1. <i>Individualization tactic</i> focuses on tailoring learning tasks and approaches to individual student characteristics, preparedness, and emotional needs. By providing personalized educational trajectories, this tactic reduces stress, increases engagement, and fosters students' active participation in partnership interaction.</p> <p>2. <i>Psychological-pedagogical support tactic</i> emphasizes collaborative efforts between teachers and students to address barriers effectively through support (involves problem discussion, task planning, and positive feedback, either through direct recommendations or indirect motivation to build confidence), accompaniment (includes attentive observation by the teacher to create conditions for independent work, reducing fear of mistakes and building students' confidence), collaboration (encourages interaction between students, teachers, and parents, strengthening cognitive activity, motivation, emotional stability, and shared responsibility for outcomes), motivation-through-success (recognizes even minor achievements and sets realistic yet ambitious goals to build a sense of accomplishment and drive for learning), social integration (promotes participation in group projects or collaborative activities to develop trust and reduce isolation).</p> <p>3. <i>Emotional-volitional regulation tactic</i> helps students manage emotional challenges through relaxation techniques (breathing exercises, meditation, and methods like TPR (Total Physical Response) to reduce stress and enhance focus), emotional influence (leverages visual elements (colors, graphics), and auditory stimuli (music, rhythm) to improve students' emotional states during tasks), reflective practices (encourages self-analysis through reflective journals, helping students evaluate their emotional responses and identify solutions to problems).</p>

Compiled by the author.

Some tactics apply to both prevention and overcoming strategies, reflecting the integrative nature of pedagogical practice. Effective prevention reduces barriers while overcoming them enhances future resilience.

Thus, *the analytical-reflective component of competence in overcoming emotional-volitional barriers in partnership interaction* is essential for helping educators understand, address, and prevent emotional-volitional barriers, fostering an effective partnership-based learning environment.

Reflection is a multidimensional process of analyzing and evaluating experience, forming the basis for planning future actions. It helps educators develop professional insight and assess successes and mistakes. Analytical-reflective thinking also integrates metacognition, critical, and creative thinking, linking theory with practice [14]. The foundation of analytical-reflective thinking consists of five interconnected skills: observation, communication, evaluation, decision-making, and teamwork [2].

Observation helps identify educational challenges, transforming them into pedagogical tasks. Using notes, audio, and video materials broadens perspectives in experience analysis, enables the anticipation of challenges, and allows for strategy adjustments.

Communication fosters trust between teachers and students. Using reflective journals, portfolios, and discussions structures problems, stimulates collaboration, and enhances pedagogical flexibility.

Evaluation ensures an objective analysis of educational practices by integrating theory and practice, assessing outcomes, and improving teaching methods.

Decision-making develops the ability to formulate hypotheses, define pedagogical tasks, and find optimal solutions under constraints, enhancing adaptability and flexibility.

Teamwork encourages collective problem-solving through interdisciplinary projects, collaborative research, and reflective discussions, helping educators refine strategies and make informed decisions.

Thus, *the analytical-reflective component* is essential for teachers' professional growth, improving teaching quality, and overcoming emotional-volitional

barriers in partnership interaction. Strengthening these skills fosters a student-centered educational environment, supporting harmonious collaboration in the learning process.

The *personal component* is a fundamental aspect of a future teacher's competence in overcoming emotional-volitional barriers in partnership interaction, encompassing emotional stability, volitional stability, barrier resistance, and barrier prevention. These qualities shape an educator's ability to regulate emotions, sustain motivation, anticipate and manage challenges, and foster a supportive learning environment.

Researchers [24; 13] have examined the impact of teachers' personal qualities, including emotional stability, self-efficacy, and motivation, on students' learning effectiveness. The findings indicate that teachers with high self-rated emotional stability and self-efficacy tend to have a more positive perception of the learning environment, both from their own perspective and that of their students [24]. Additionally, teacher motivation has been identified as a key factor influencing students' academic achievement, with enthusiasm and professional commitment fostering a supportive educational environment and enhancing students' intrinsic motivation [13]. These results highlight the importance of developing teachers' professional and personal qualities to improve learning outcomes.

We characterize this component by four key qualities:

1. Emotional stability ensures teachers maintain composure, regulate emotional responses, and manage stress, fostering a safe, engaging learning environment. It encompasses emotional self-regulation to prevent impulsive reactions, resilience to stress for maintaining professional balance, and behavioral consistency to establish a stable and predictable classroom atmosphere.

2. Volitional stability enables persistence, self-discipline, and goal orientation, allowing educators to overcome challenges, sustain motivation, and demonstrate professional resilience. This includes impulse control for managing frustration, perseverance in achieving objectives, and adaptive problem-solving to navigate complex pedagogical situations

effectively.

3. Barrier resistance allows teachers to perceive barriers as challenges rather than obstacles, ensuring emotional and behavioral control in complex situations. It integrates cognitive flexibility for adjusting strategies, self-efficacy to reinforce confidence in overcoming challenges, and an internal locus of control, fostering independence and proactive engagement in addressing pedagogical difficulties.

4. Barrier prevention equips educators with predictive and strategic thinking skills, enabling them to anticipate potential challenges, implement proactive solutions, and minimize disruptions in the learning process. It includes decision-making

flexibility for immediate and well-reasoned responses, adaptive pedagogical actions to create a constructive learning environment, and emotional resilience to sustain patience and professional stability.

Together, these interconnected qualities form the foundation of a teacher's psychological resilience, adaptability, and ability to foster effective partnership interaction. A well-developed personal component not only enhances an educator's own professional well-being but also contributes to the emotional and cognitive development of students, reinforcing a constructive and barrier-free educational environment.

Conclusions

The conducted study confirms the importance of competence in overcoming emotional-volitional barriers in partnership interaction as a fundamental component of professional teacher preparation. This competence integrates motivational, cognitive, activity-practical, analytical-reflective, and personal aspects, which collectively enhance educators' ability to navigate emotional and volitional challenges while fostering an effective learning environment.

The research findings indicate that a well-developed motivational component encourages intrinsic learning motivation, self-improvement, and professional growth, reinforcing the educator's commitment to partnership-based teaching. The cognitive component ensures that teachers acquire essential theoretical knowledge regarding emotional-volitional barriers and strategies for their management, while the activity-practical component enables them to apply these strategies effectively in diverse pedagogical contexts. The analytical-reflective component supports continuous self-assessment and adaptive decision-making, strengthening professional resilience. Finally, the personal component fosters emotional stability,

volitional strength, and barrier resistance, allowing teachers to maintain a supportive and inclusive learning environment.

Considering the evolving demands of modern education, the study highlights the necessity of integrating structured pedagogical interventions that enhance emotional-volitional resilience, promote reflective learning, and cultivate partnership-based pedagogical approaches. The competency-based model developed in this research aligns with contemporary educational needs, offering a framework for improving teacher preparation programs.

Ultimately, the research underscores the need for further empirical investigations to assess the effectiveness of various training methodologies and intervention strategies in real educational settings. Future studies should focus on refining educational technologies and developing practical recommendations for enhancing teacher preparedness in overcoming emotional-volitional barriers. Strengthening this competence will contribute to the professional growth of future educators and foster a barrier-free, student-centered learning environment.

Conflict of interest

The author declares that there is no conflict of interest regarding the publication of this manuscript. Furthermore, the author has fully adhered to ethical standards, including those related to plagiarism, data falsification, and duplicate publication.

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КОМПЕТЕНТНІСТЬ МАЙБУТНІХ УЧИТЕЛІВ АНГЛІЙСЬКОЇ МОВИ У ПОДОЛАННІ ЕМОЦІЙНО-ВОЛЬОВИХ БАР'ЄРІВ У ПАРТНЕРСЬКІЙ ВЗАЄМОДІЇ: СУТНІСТЬ І СТРУКТУРА

Мета. Дослідження спрямоване на вивчення компетентності майбутніх учителів англійської мови в подоланні емоційно-вольових бар'єрів у партнерській взаємодії, визначення взаємозв'язків між її структурними компонентами та окреслення ролі цієї компетентності у професійній підготовці педагогів.

Методи. Для дослідження рівня розробленості цієї проблеми використано теоретичний аналіз наукової, психолого-педагогічної та методичної літератури, а також нормативно-правових документів. Для уточнення змісту досліджуваних понять застосовано методи узагальнення та систематизації. Для підсумування теоретичних основ досліджуваної проблеми та формулювання висновків використано методи аналізу та синтезу.

Результати. Дослідження структурує компетентність на п'ять взаємопов'язаних компонентів: мотиваційний (визначає потребу, інтерес і ціннісне ставлення до свідомого засвоєння компетентності),

когнітивний (охоплює знання про природу та типологію емоційно-вольових бар'єрів, а також сутність партнерської взаємодії), діяльнісно-практичний (забезпечує навички запобігання та подолання емоційно-вольових бар'єрів і створення безбар'єрного партнерського середовища), аналітико-рефлексивний (включає навички спостереження, комунікації, оцінки, прийняття рішень і роботи в команді) та особистісний (складається з емоційної та вольової стійкості, бар'єростійкості та бар'єропревентивності).

Крім того, встановлено, що ефективного забезпечення мотиваційного компонента досягається за допомогою моделі Келлера. Розвиток когнітивного компонента потребує застосування конструктивістських підходів, що сприяють активній участі студентів, інтеграції нового досвіду та формуванню стратегічного мислення. Дослідження визначає тактики запобігання та подолання бар'єрів, зокрема прогностично-аналітичну, формування сприятливого партнерського середовища, розвитку емоційно-вольової стійкості, індивідуалізації, психолого-педагогічної підтримки та емоційно-вольової регуляції.

Висновки. Отримані результати підтверджують ключову роль компетентності подолання емоційно-вольових бар'єрів у партнерській взаємодії для підвищення якості професійної підготовки педагогів. Інтеграція теоретичних знань, практичних умінь та особистісних якостей через чітко визначені структурні компоненти створює надійну основу для розробки ефективних педагогічних стратегій і сприяє формуванню підтримувального, безбар'єрного освітнього середовища.

КЛЮЧОВІ СЛОВА: компоненти, мотивація, когніція, діяльність, рефлексія, особистість, тактики запобігання та подолання.

Конфлікт інтересів

Автор заявляє, що конфлікту інтересів щодо публікації цього рукопису немає. Крім того, автор повністю дотримувався етичних норм, включаючи плагіат, фальсифікацію даних та подвійну публікацію.

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