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## List of abbreviations:

### in English:

- TEC – Teacher's Emotional Culture
- ITE – Initial Teacher Education
- EE – Emotional Education
- EG – Experimental Group
- CG – Control Group
- EI – Emotional Intelligence
- PEC – Pedagogy of Emotional Culture
- PEC – Pedagogy of Emotional Culture

### in Romanian:

- CEÎ – cultura emoțională a cadrului didactic
- FPCD – formarea profesională a cadrelor didactice
- EE – educație emoțională
- GC – grup de control
- GE – grup experimental
- IE – inteligență emoțională
- PCE – Pedagogia culturii emoționale

### in Russian:

- ЭКУ – эмоциональная культура учителя
- ППУ – профессиональная подготовка учителя
- ЭВ – эмоциональное воспитание
- КГ – контрольная группа
- ЭГ – экспериментальная группа
- ЭИ – Эмоциональный интеллект
- ПЭК – Педагогика эмоциональной культуры

## CONCEPTUAL FRAMEWORK OF THE RESEARCH

**The topicality of the research** is determined by the increasing demands imposed on the professional identity of teachers, as EC constitutes a system of key social competencies of the contemporary teacher in the twenty-first century. By emphasizing essential pedagogical competencies, specifically critical thinking, collaboration, communication, curiosity, creativity, emotional flexibility, and initiative, the analysis demonstrates that the teaching profession necessitate substantial emotional resources. Consequently, the cultivation of the emotional culture of teachers represents a fundamental prerequisite for ensuring the quality of instruction, enhancing resilience against professional burnout, and fostering a favorable educational environment [44, pp. 7–8].

The traditional framework of Initial Teacher Education (ITE), defined by the acquisition of professional competencies, is increasingly superseded by a broader perspective centered on the professional development of the teacher's personality. UNESCO actively advocates for the integration of emotional education within educational policy documents, thereby validating the international recognition of the importance of developing teachers' emotional culture [41, p. 18]. Thus, EC is represented by a system of values that are actively promoted and endorsed within the professional context, serving as a determinant in accomplishing the professional mission of nurturing the spiritual potential of youth. When operationalized through emotional competencies integrated into a charismatic pedagogical communication style, EC facilitates the regulation of emotional energy, ensures the optimization of professional conduct, and fosters self-development and professional satisfaction [10, pp. 19–20].

**The relevance of this research** is established by the requirement to address the challenges of emotional education, which constitutes a priority within teacher education, as EC constitutes the expression of teachers' professional mastery.

**The professional imperative to investigate teacher training for emotional education** is substantiated by the necessity of ensuring "social education for resilient human resources," given that human resources constitute the most valuable asset of society [40, p. 196]. Accordingly, the development of the EC of teachers is a condition for ensuring their professional effectiveness and the psychological well-being of students [27]. These arguments underline the necessity of a systemic approach to enhancing the EC of pre-service teachers, which, in our view, represents the key to the effectiveness of emotional education.

**Overview of the research context.** Over the past several decades, philosophy, social psychology, and general pedagogy have demonstrated a clear tendency toward the integration of socio-emotional competencies within teacher edu-

cation systems, with research reflecting the interdisciplinary study of EC, which contributes to enhancing the prestige and social status of the teaching profession.

Globally, prominent contributors to the research on emotional education include Thorndike (1930), Maslow (1950), Sartre, Gordon (1989), Ellis (1955), Albrecht (2005), Gardner (1983), Saarni (1999–2007), Bar-On (1985), Payne (1985), Mayer and Salovey (1990–1997), Mehrabian (1993), Goleman (1995–2008), Hein (1996), Wood and Tolley (2003), and Cosnier (2005). Scholarly literature extensively examines the model developed by Goleman (2009), which defines emotional intelligence as a system of socio-emotional competencies, including self-awareness, emotional self-regulation, motivation, empathy, and social skills [14], as well as the model of Bar-On (2007), which interprets emotional intelligence as interconnected social skills and behaviors [53], emphasizing that emotional education is necessary for the formation of personal identity.

Scholarly contributions to the study of the pedagogy of emotional culture are documented in the work of researchers from the Republic of Moldova: “the values of contemporary adult education” (Guțu, 2023); the axiology of education and the development of value orientations (Antonici, 2023); the concept of the “pedagogy of emotional culture,” the construct of teachers’ emotional culture, methodological approaches to the study and development of teachers’ emotional culture, and the concept of “education for emotional development and mental health” (Cojocaru-Boroazan, 2007–2026); the development of students’ emotional intelligence (Rusu, 2013); teachers’ professional development for assertive communication (Ianioglo, 2024); stress management competence in teacher education (Șhova, 2014–2026); the foundations of the pedagogy of tolerance, including the concepts of “pedagogical tolerance” and the “pedagogy of tolerance” (Țurcan, 2014–2026); emotional burnout among university teachers (Gorincioi, 2014); assertive communication in teaching (Bîrsan, 2017); the development of teachers’ emotional stability (Cerlat, 2017); an educational model grounded in emotional intelligence; and pedagogical paradigms focused on the development of emotional competencies (Androni, 2019). Researchers emphasize that the development of emotional culture constitutes a key factor in teachers’ professional success and personal growth.

**The conceptual framework of this research** is established upon scientific principles within the “Pedagogy of Emotional Culture” and “Higher Education Pedagogy,” as reflected in the works of Chabot (2005), regarding the theoretical foundations of emotional culture pedagogy, and Andreeva (2008–2025), concerning the structure and content of EC [23, p. 289]. In the Republic of Moldova, there is an increased interest in the development of the pedagogy of EC and in identifying the main directions of pedagogical training for emotional education. A significant contribution to the scientific substantiation of the pedagogy of

emotional culture is found in the works of Cojocar-Borozan (2007–2025), who develops the paradigm of teachers' emotional culture. The author emphasizes that the development of teachers' emotional culture facilitates the emotional education of students [10, 11, 12].

**The Research Problem.** Notwithstanding the expanding scholarly interest in the Pedagogy of Emotional Culture, significant contradictions persist, which impede the efficacy of professional teacher training for emotional education.

**The significance of this research** is grounded in the following contradictions: (a) the urgent societal demand for teachers with a high level of EC, contrasted with the lack of courses explicitly designed to prepare teachers for students' emotional education; (b) teachers' recognition of the importance of emotional education, juxtaposed with the insufficient development of the competencies required to address critical pedagogical challenges effectively.

Addressing these contradictions, contemporary pedagogical scholarship emphasizes: (a) the professional development of teachers to implement emotional education effectively, and (b) the enhancement of teachers' emotional culture, as deficiencies in emotional competence can undermine the overall effectiveness of the educational process. The scarcity of scholarly inquiry regarding the procedural dimensions of professional teacher education has necessitated the formulation of the central research question: *What constitutes the pedagogical framework for teacher preparation in the emotional education of students within the contemporary school setting?*

**The object of this study** is the process of professional preparation of teachers for the emotional education of primary school students.

**The aim of this research** is to design, substantiate, and implement *a pedagogical model for professional teacher training for emotional education in primary schools.*

**The hypothesis of this study** is grounded in the following assumptions: the professional development of teachers for the emotional education of students necessitates the cultivation of pedagogical competencies that contribute to the enhancement of the teacher's emotional culture as a model for the personal development of primary school students; the success of students' emotional education depends on the level of the teacher's emotional culture, with the use of pedagogical resources of the home-school partnership constituting a determining factor in this process.

**Research Objectives:**

1. To establish the theoretical and practical foundations of emotional education and emotional culture;
2. To elucidate the scientific essence of the concepts of teacher professional training, EC, emotional education, and emotional intelligence;

3. To conduct an axiological analysis of the university curriculum for the professional preparation of teachers in the emotional education of primary school students;
4. To determine the levels and developmental characteristics of pre-service teachers' readiness to implement emotional education;
5. To develop the theoretical framework and to empirically validate *the pedagogical model for professional teacher training for emotional education in primary schools*;
6. To elaborate and implement *a conceptual framework for the emotional education of primary school students within the context of the school–family partnership*, and as well as to establish the pedagogical conditions that facilitate the professional teacher preparation for emotional education of primary school students.

**Research Methods:** theoretical analysis of the research problem; curricular analysis; pedagogical observation; comparative analysis; pedagogical experiment; survey methodology and psychometric testing; modeling of the teacher professional development process; and the application of mathematical and statistical methods for the processing of experimental data, including Pearson's correlation coefficient (for instrument validation), Student's t-test for dependent samples, and Cronbach's alpha.

**The novelty and scientific contribution of this research** lie in clarifying the theoretical foundations of *teacher professional training, emotional culture, emotional education, and emotional intelligence*; in developing *a pedagogical model for professional teacher training for emotional education in primary schools*, outlining the conditions, objectives, content, methods, and strategies that enhance students' emotional intelligence; in designing and implementing *a framework for the emotional education of primary school students within the school–family partnership*; and in providing a comparative scientific analysis of experimental data that demonstrates the effectiveness of the pedagogical model.

**The findings of this study, which address a significant scholarly problem,** concern the curricular content, methodological framework, and the established pedagogical conditions for the professional training of teachers in the emotional education of primary school students.

**The theoretical significance of the research** lies in presenting a synthesis of theoretical models of emotional culture and emotional education; establishing the scientific foundations for the professional training of primary school teachers in emotional education by identifying, scientifically substantiating, and describing the pedagogical conditions that ensure such professional training; justifying the praxiological value of the *framework for the emotional education of primary school students within the school–family partnership*; and formulating scientific

conclusions and key recommendations for the initial and continuing professional training of primary school teachers.

**The practical value of the research** resides in the implementation and experimental validation of *a pedagogical model for professional teacher training for emotional education in primary schools*; the systematic development, refinement, and integration of the *PEC* curriculum into university practice; the preparation and publication of a university textbook designed to prepare primary school teachers for the implementation of emotional education and to foster the EC of pre-service teachers; the application of the pedagogical model and the *framework for the emotional education of primary school students within the school–family partnership* during professional development and in-service training; the development and utilization of a diagnostic instrument to assess the professional preparedness of primary school teachers for emotional education; and the formulation of evidence-based recommendations regarding the emotional education of primary school students.

**Validation and Implementation of Research Findings** were carried out through theoretical investigations and experimental studies conducted within the Department of Educational Sciences at Alecu Russo State University of Bălți during the period 2020–2025, within both initial and in-service teacher education for primary school teachers.

**Scholarly Publications.** The research findings have been disseminated through 19 publications, including 4 articles in accredited scientific journals, 14 papers published in the proceedings of national and international scientific and practical conferences, and one university textbook for academic staff and students, published in Romania.

**Volume and structure of the thesis:** an introduction, three chapters, general conclusions, recommendations, references, 15 appendices, and includes 28 tables and 15 figures.

**Keywords:** emotional culture, professional training, students, primary school teacher, emotional education, emotional development, emotional intelligence, primary school students.

## DISSERTATION CONTENT

**The Introduction** establishes the relevance and current state of the research problem, defines the aim and objectives, highlights the study’s scientific novelty, originality, and theoretical and practical significance, and further outlines the implementation of findings, the volume and structure of the dissertation, and its key terms.

**Chapter One, “Scientific Foundations of Emotional Education and Emotional Culture,”** contains a theoretical study of EE as a scientific problem of high practical relevance, as well as the principles, structure, and content of the concepts

of “emotional education,” “professional training,” “emotional culture,” and “emotional intelligence.” The term emotional education, which emerged in the mid-1990s within the context of positive psychology, is defined as “the continuous process of promoting emotional development alongside cognitive development” [24]. The scientific essence of EE consists in the development of emotional intelligence in terms of affective competencies. Emotional competencies are the result of the increase of the emotional quotient (EQ), including a system of beliefs about the need for emotional discipline, knowledge about emotional life, and a set of emotional skills that enable the appropriate direction of emotional energy for social integration.

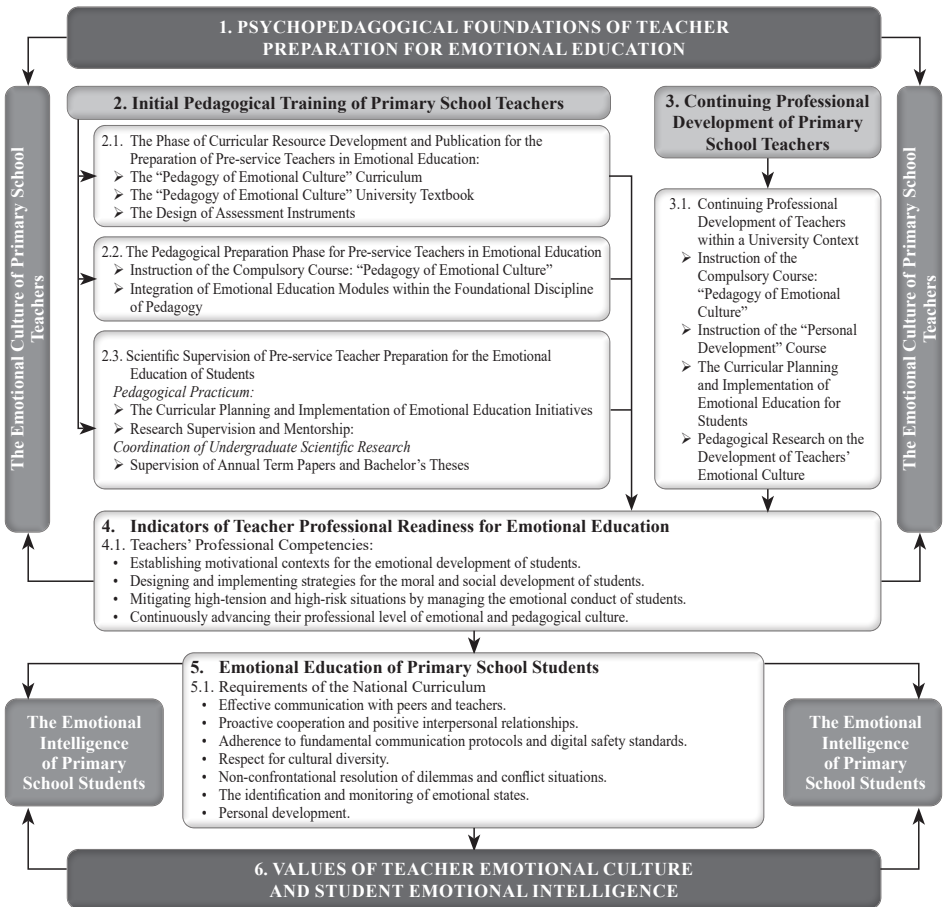
The chapter presents an analysis of scholarly approaches to the theoretical models of EC and EE, including the axiological approach to the concept of EE, the reflexive-actional approach to the content of EE, and scientific conclusions regarding the professional preparation of future teachers for the EE of primary school students.

The pedagogical literature identifies specific strategies for emotional regulation, namely the modulation of emotional intensity and the management of emotion-eliciting situations [14, 26]. According to Ablueva (2016), the developmental stages of EE comprise: (a) the perception of emotions; (b) self-reflection; and (c) the regulation of emotions to mitigate stress [22, pp. 269–276]. The most advanced manifestation of EE is emotional maturity, which necessitates a sense of responsibility for personal emotional experiences both toward the self and toward other members of society. Within the relatively brief period from 2011 to 2024, the conceptual framework of EC has undergone a significant evolution.

Substantial contributions to the development of the term emotional competence were made by scholars such as D. Goleman, J. Gottman, E. V. Libina, N. A. Aminov, Y. M. Bludov, V. V. Suvorova, G. V. Yusupova, and others. According to Dolev and Leshem (2017), emotional competence is defined as the capacity of an individual to coordinate emotions and goal-directed behavior [34, p. 22]. The main function of a teacher’s emotional competence is to strengthen the moral and psychological well-being of participants in the educational process [52, p. 213]. An analysis of contemporary ITE suggests that the EC of teachers is developed to the extent that the instructional process mirrors the structure of their professional activity. This developmental process is characterized by a holistic, sequential, and continuous framework; it implements a personalized creative approach to student education and is oriented toward the subjective position of students as bearers of universal values [24, pp. 16–18].

**Chapter 2, “Methodological Foundations of Teacher Training for the Emotional Education of Primary School Students,”** delineates the principles, aims, objectives, and content of the university curriculum designed for the professional preparation of teachers in the domain of EE for primary-level learners.

During curriculum evaluation, it was observed that, at the university level, pedagogical content incorporates recommendations for the deployment of educational technologies that facilitate personalized learning trajectories through specialized instructional forms, methods, and techniques, while concurrently addressing the criteria for their effective implementation. However, an analysis of the pedagogical curriculum indicated that the axiological and affective dimensions of professional preparation are not currently prioritized as fundamental components; it further revealed a lack of interdisciplinary cohesion within the study of pedagogical disciplines. These findings establish the theoretical premises for the development of a pedagogical model aimed at preparing primary school teachers for EE within a higher education context (Figure 1).



**Figure 1. A Pedagogical Model for the Professional Preparation of Pre-service Primary Teachers in Emotional Education**

The pedagogical model presented reflects a systemic, scientifically grounded vision of the professional training of primary school teachers for the implementation of students' emotional education; it has an integrative character, allowing it to be approached as an instrument for conceptualizing the university training of teachers, whose components include procedures that contribute to the development of EC.

The pedagogical model delineates the framework of professional preparation by integrating theoretical knowledge of student emotional development, emotional intelligence, and pedagogical interaction with the strategic deployment of emotional education technologies. A primary emphasis is placed on the incorporation of axiological content designed to foster the development of a professional EC among teachers. The procedural-technological component reflects a comprehensive set of instructional forms, methods, and instruments that facilitate the implementation of the model. This framework is designed to utilize active and interactive methodologies (such as role-playing, the analysis of pedagogical case studies, and structured reflection) to foster the development of emotional and reflective skills, empathy, and self-regulation. A fundamental characteristic of the model is its focus on the integration of theoretical and practical training, ensuring the application of knowledge within authentic pedagogical scenarios while maintaining a developmental environment.

**The development and publication of curricular resources for the professional readiness of primary school teachers in emotional education.** The rationale for incorporating the PEC course into the pedagogical curriculum is grounded in the emergence of this innovative field in 2010 and its subsequent development toward recognition as a distinct branch of pedagogical science. The implementation of the university textbook for the PEC course (M. Borozan, I. Paiul, 2023) is justified by the evolving professional demands concerning teachers' emotional culture. The teaching profession, in particular, requires substantial emotional resources to manage the ongoing emotional challenges inherent in daily professional activity [44].

**The pedagogical preparation stage of pre-service teachers for emotional education.** The PEC course is a compulsory component of the curriculum, structured around five principal thematic modules that define the role of emotional culture pedagogy in preparing teachers to design and implement emotional education. The curriculum addresses the pedagogical conditions for children's emotional development, the cultivation of emotional self-awareness, recognition, and understanding of others' emotional states across diverse social contexts, alongside broader social competencies. The proposed pedagogical model demonstrates scientific novelty, conceptual coherence, and practical relevance, supporting the systematic development of teacher readiness for emotional education and its effective integration into the instructional practices of pedagogical

universities. Furthermore, this study provides a scientific rationale for the *Conceptual Framework for the Emotional Education of Primary School Students within the context of school–family partnerships* and establishes the necessity of implementing the pedagogical model for the professional training of teachers in the emotional education of primary school students, integrating theoretical and practical foundations to foster emotional intelligence in educational environments with multiple affective challenges. More broadly, pedagogical research underscores the value of framing methodological outcomes as a scientifically grounded conceptual framework [41] (Fig. 2).



**Figure 2. The conceptual framework for the emotional education of primary school students within the context of the school–family partnership**

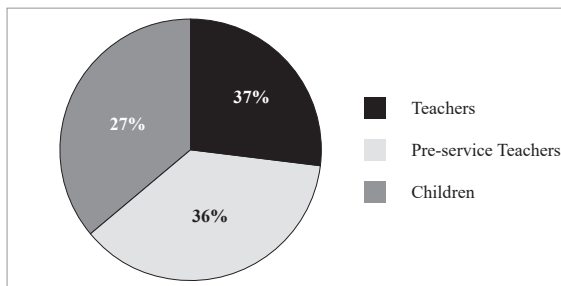
The findings confirm the feasibility of incorporating specialized courses and modules into teacher education programs aimed at developing the emotional competencies of primary school teacher.

**Chapter 3, “The Technology of Professional Training for Teachers in Students’ Emotional Education”** delineates the experimental pedagogical procedures implemented across the diagnostic (pre-intervention), formative (intervention), and control (post-intervention) stages. These procedures generated the empirical data used to characterize the profiles and levels of readiness of both pre-service and in-service teachers for delivering emotional education.

Although the theoretical foundations of EE (as elaborated in Chapters 1–2) remain in a state of ongoing development, a critical review of the psychological and pedagogical literature indicates that the professional preparation of primary school teachers for students’ emotional education is marked by conceptual ambiguity and a paucity of standardized methodologies for the diagnosis of teacher preparedness levels.

Building upon these considerations, the experimental research involved the development of an original instrument designed to assess the professional readiness of teachers for EE. This questionnaire identifies the proficiency levels of key competencies among both in-service and pre-service teachers required for effective emotional instruction. The primary objective of the instrument is to determine the readiness of teachers for EE, encompassing their awareness of the significance of such preparation and the development of core competencies, including emotional intelligence, empathy, reflection, and self-regulation skills. Conceptually, the instrument is grounded in a competency-based approach and assesses the following key competencies: (a) creating motivational learning contexts; (b) designing and implementing moral and socio-emotional development; (c) managing students’ socio-emotional behavior; and (d) developing one’s own emotional and professional culture. These competencies are organized across *cognitive, affective, practical, and motivational domains*, enabling a comprehensive diagnostic evaluation of readiness for EE.

The development of the instrument adhered to rigorous psychometric requirements, resulting in a 4×5 matrix structure consisting of 20 items. The distribution of tasks ensured a uniform proportional ratio of 20% per dimension and 25% per competency. The questionnaire comprises 20 statements evaluated on a 4-point Likert scale, reflecting the frequency and confidence with which relevant educational practices are implemented. This methodological framework enabled the identification of four distinct levels of professional readiness: low, satisfactory, proficient, and advanced. The validation of the instrument was conducted in successive phases. The pilot study involved a sample of 702 respondents, including in-service teachers, university-level students, and primary school students (Figure 3).



**Figure 3. Sample Composition of the Experimental Study**

Analysis of the data during the diagnostic stage of the experiment revealed significant differences between the groups. Findings concerning the cohort of in-service teachers (n=262) indicate a sufficient level of development in the pedagogical competencies required for EE. Significant challenges were observed in teachers' ability to manage high-risk situations and to cultivate their own emotional competence, highlighting the need to redesign professional development programs that prioritize the practical implementation of EE (Table 1).

**Table 1. Mean Scores for Emotional Education Competency Components among Teachers (n = 262)**

Competencies	Components				Core Indicators
	Cognitive	Affective	Practical	Motivational	
1.	3,5	3,3	3,2	3,4	3,35
2.	3,4	3,2	3,1	3,3	3,25
3.	3,2	3,0	3,0	3,1	3,08
4.	3,1	3,0	2,9	3,2	3,05

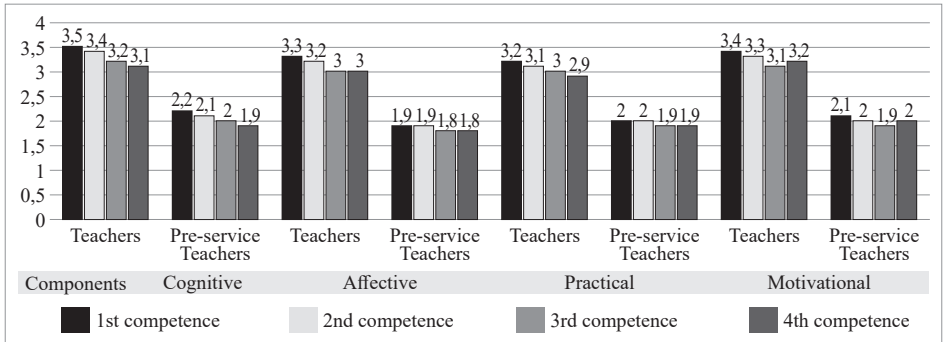
\* Competencies:

1. Creates motivational learning contexts
2. Designs and implements moral and socio-emotional development
3. Prevents risk-related situations and manages student behavior
4. Advances one's own emotional and professional culture

In contrast to in-service teachers, pre-service teachers (n=254) demonstrated significantly lower levels of competency development, with mean scores ranging from 1.90 to 2.05, which correspond to the low and satisfactory proficiency levels. The cognitive and motivational dimensions exhibit higher levels of development, whereas the affective and practical dimensions remain underdeveloped. The predominant proficiency level among pre-service teachers is satisfactory (up to 52.8%), while a substantial proportion is categorized as low (up to 29%). Fewer than 4% of participants achieved an advanced level of readiness, indicating insufficient preparation for the delivery of EE and emphasizing the necessity

of curricular innovation in teacher education programs. A comparative analysis of experimental data for in-service and pre-service teachers revealed significant disparities across all evaluated dimensions of the identified competencies.

In-service primary school teachers demonstrate superior proficiency across all competency indicators of readiness for EE. This elevated performance is particularly evident within the practical and affective dimensions, which necessitate sustained efforts toward self-development and self-regulation to enhance the EC validated through pedagogical practice (Figure 4).



**Figure 4. Comparative Analysis of Experimental Data Between In-service and Pre-service Teachers Regarding Pedagogical Competencies for EE**

Pre-service teachers demonstrated a predominantly reproductive level of knowledge and insufficiently developed practical skills regarding EE. These findings indicate a professional requirement for targeted pedagogical interventions designed to foster the specific competencies associated with EC.

During the pedagogical experiment, the developmental level of emotional intelligence (EI) among primary school students was assessed (Table 2).

**Table 2. Mean Emotional Intelligence Indicators for Children Aged 6–8 and 9–11 (n=186)**

Emotional Intelligence Scale	6 to 8 years (n=94)	9 to 11 years (n=92)
Emotional Awareness	4,8	6,1
Emotional Self-Regulation	4,3	5,5
Self-Motivation	4,5	5,9
Empathy	4,4	6,0
Emotion Recognition	4,7	6,3
<b>Overall Emotional Intelligence Level</b>	<b>23,0</b>	<b>30,8</b>

Empirical findings indicate that for primary school students aged 6–8, the developmental level of emotional intelligence is predominantly moderate, ap-

pearing near the lower threshold of the established norm. Conversely, students aged 9–11 exhibit positive developmental dynamics, a shift attributed to developmental progression. The proportion of students demonstrating a high level of emotional intelligence increases significantly in the 9–11 age cohort, reaching 29%, whereas this percentage remains below 10% in the 6–8 age group. These data confirm that the enhancement of emotional intelligence levels is dependent upon both chronological age and the impact of educational interventions. Consequently, the professional preparation of teachers for EE is conceptualized as pedagogical training actions focused primarily on the behavioral dimension; however, the readiness level of pre-service teachers remains insufficient. A notable discrepancy exists between theoretical preparation and practical application regarding EE. Therefore, the cultivation of an EC among pre-service teachers requires systematic methodological support during the initial stages of professional formation. These findings served as the empirical foundation for the development of the *pedagogical model for professional teacher training for emotional education in primary schools*. This model was empirically validated during the formative phase of the pedagogical experiment, which involved the systematic development of professional competencies identified as underdeveloped among both pre-service and in-service teachers during the diagnostic phase.

Experimental activities during the formative phase involved both in-service and pre-service teachers. The sample comprised 40 in-service teachers in the Experimental Group (EG) and 54 in the Control Group (CG), alongside 52 pre-service teachers in the EG and 48 in the CG. These activities focused on the practical implementation of the pedagogical model within ITE and CPD programs, facilitated by a specialized curriculum integrated into both the instructional and research components (Table 3).

**Table 3. The Teacher Preparation Program Operationalized through the Pedagogical Model**

Target Audience	Courses / Disciplines	Methods, Techniques, Organizational Forms, and Resources
Students (1st cycle)	Pedagogy of EC (core course)	Lectures, seminars, interactive discussions; textbook, tests, video materials, PEC manual
	Pedagogy, Psychology (Integrated approach)	Case studies, reflective exercises, emotional mapping, gamified methods
	Personal Development (modular course)	Self-regulation training, positive visualization exercises, mini-projects
Students (practical training)	Practicum in primary classrooms	Masterclasses, observation journals, methodological consultations, direct work with students

Target Audience	Courses / Disciplines	Methods, Techniques, Organizational Forms, and Resources
Students (research activities)	Term papers and theses	Research projects, presentations, participation in conferences
In-service teachers (continuous professional development)	Professional development course (72 hours)	Lectures, practical workshops, pedagogical trainings; methodological guidance
In-service teachers (teaching practice)	School-based professional activity	Interactive lessons with students, mentoring, self-analysis, supervision

The implementation of the pedagogical model is centered upon the core curriculum, PEC, which facilitates the integrated development of the knowledge, skills, and professional dispositions essential to EE. The curriculum encompasses the theoretical foundations of affective instruction alongside the advancement of the constituent elements of emotional intelligence, incorporating practice-oriented assignments specifically designed to cultivate empathy, professional reflection, and self-regulation. Each thematic unit adopts a modular structure, ensuring pedagogical flexibility across diverse instructional formats. Particular emphasis was placed on the organization of practicum-based instructional formats aimed at developing the practical and affective dimensions of professional competence. During seminars addressing topics such as *Stress in Pedagogical Practice* and *Pedagogical Tolerance*, evidence-based methods including case studies, role-playing, and guided exercises in self-reflection and emotional regulation were employed. The utilization of interactive techniques, such as the *Emotional Mirror*, facilitated the development of pre-service teachers' capacity for emotional recognition and reflection, while fostering empathic responsiveness and reflective pedagogical praxis. These sessions ensured a seamless transition from theoretical understanding to the applied use of EE strategies.

The systematic implementation of the pedagogical model was predicated upon three complementary methodological frameworks: *the interdisciplinary integrated approach*, which embeds affective components across the broader curriculum; *the discipline-specific approach*, involving the introduction of a specialized standalone course; and the *competency-based modular approach*, focused on the development of specific professional abilities.

A fundamental component of the intervention was the pedagogical practicum, during which pre-service teachers designed and implemented instructional activities that incorporated elements of EE. This involved the systematic observation of students' emotional states and engagement in structured self-analysis of their teaching practice, a process that contributed to the maturation of professional reflection and the consolidation of practical competencies. Furthermore, master-

classes were utilized as an effective format to enhance pre-service teachers' ability to identify, interpret, and foster student emotional responses. The use of case-based methods, visual materials, and collaborative group work promoted active engagement and supported the development of sustained professional competencies. Concurrently, students engaged in research activities, including the completion of term papers and theses focused on EE, which contributed to the deepening of theoretical knowledge and the advancement of analytical competencies.

Professional development for in-service teachers in the experimental group was structured as a comprehensive 72-hour CPD program. This initiative comprised theoretical and practical modules specifically designed to enhance the emotional competencies essential for pedagogical practice (Table 4).

**Table 4 . Experimental Intervention Program for In-Service Teachers**

Instructional Domain	Implementation Modalities and Content	Objectives
Courses and lectures	The „PEC” course (72 hours).	Theoretical and practical acquisition of EE.
Specialized Masterclasses	Masterclasses and practicum-based sessions: <i>Emotions in the Instructional Environment</i> , <i>Self-Regulation Strategies</i> , and <i>Pedagogy of Empathy</i> .	Development of specific competences for emotional interaction.
Pedagogical Practicum	Design and implementation of instructional units incorporating affective content.	Application of EE strategies in authentic instructional settings.
Evaluation of Learner Outcomes	Formal assessment, systematic observation, and behavioral analysis.	Assessment of students' emotional development levels.
Scholarly Inquiry and Reflective Practice	Portfolio, case-study analysis, and reflective journals.	Enhancing reflexive engagement in student-teacher interactions

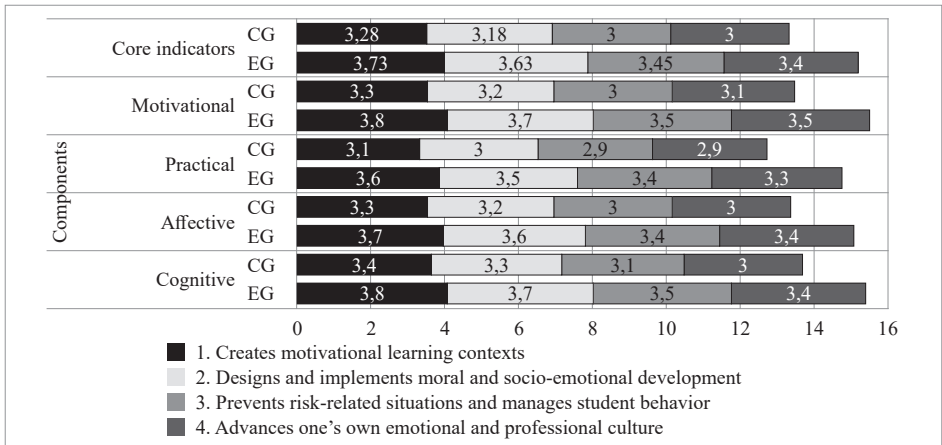
The work with in-service teachers involved participation in masterclasses and training sessions. This process included the design, implementation, and evaluation of instructional units incorporating elements of EE. The methodology required the maintenance of reflective journals and pedagogical portfolios, as well as the systematic assessment of students' emotional development. Particular emphasis was placed on the development of competences related to self-regulation, reflection, and the management of the classroom emotional climate. To this end, specific techniques were employed, such as „*The Emotional Radar*,” „*The Teacher as Mediator*,” „*Developmental Milestone*,” and „*The Classroom Emotional Chart*.” These methods are oriented toward the formation of intentional pedagogical behavior and the advancement of teacher emotional culture.

A secondary component of the model involves the integration of parental engagement within the EE process. Collaboration with the family unit adhered to the principles of partnership and encompassed training mastreclasses, consultations, and collaborative practical activities. This approach facilitated the establishment of a holistic educational environment, supporting the emotional development of the learner within both the school and domestic contexts. The implementation of the pedagogical model was comprehensive, systemic, and practice-oriented, ensuring the integration of EE within teacher professional preparation. This framework facilitated the advancement of all emotional competence constituents, specifically the cognitive, affective, practical, and motivational domains, while addressing the discrepancy between theoretical preparation and practical application. Furthermore, the model fostered a sustained disposition toward professional and personal self-improvement.

*The validation of the pedagogical model* was conducted at two levels, specifically targeting pre-service and in-service teachers. This dual-level approach ensured the continuity and integrity of the professional preparation process regarding the EE of primary school students. Comparative data obtained throughout the various phases of the experiment reflect both quantitative and qualitative shifts in the structure of emotional and pedagogical competencies. A comparative analysis of experimental values between the diagnostic and control stages facilitated the evaluation of the pedagogical model efficacy.

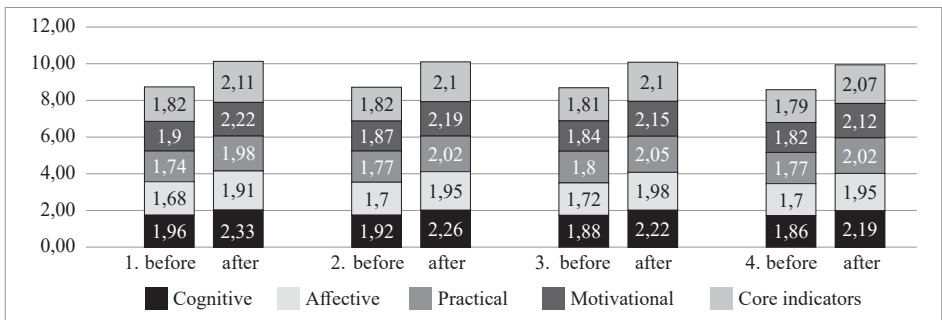
A consistent trend is observed across other competencies where the Experimental Group (EG) maintained a mean advantage of 0.4 to 0.5 points, which confirms the systemic influence of the intervention program. The results of the Student's t-test confirm the statistical significance of the identified differences ( $p < 0.05$ ), demonstrating the high efficacy of the pedagogical intervention. A longitudinal analysis of the EG data from the pre-intervention to the post-intervention phase (Figure 5) reveals a significant increase in pedagogical competencies. The most pronounced advancements were recorded in emotional awareness, where the aggregate indicator rose from 3.15 to 3.73. Furthermore, a significant increase was observed within the practical dimension of emotional regulation, indicating the successful development of the practical skills of the teachers.

The results of the Student's t-test for dependent samples show statistically significant improvements across all competences ( $p \leq 0.001$ ), demonstrating the high effectiveness of the formative stage of the experiment. Similar patterns were observed among the student cohort. At the summative stage, the experimental group achieved higher scores across all competency components compared with the control group, with the largest gains evident in the cognitive and practical domains.



**Figure 5. Mean Scores for Pedagogical Competencies in EE among In-Service Teachers in the EG (n=40) during the Diagnostic and Control Stages**

Empirical data pertaining to the experimental cohort of pre-service teachers indicate a statistically significant increase in performance indicators across all assessed competency domains. Particularly pronounced advancements are observed within the first and second competencies, which substantiates the effective cultivation of the fundamental pedagogical mechanisms of EE among the participants (Figure 6).



**Figure 6. Mean Scores for EE Competency Components among Students in the EG (n = 52) (Diagnostic and Control Stages of the Experiment)**

The analysis of distributional patterns (Table 5) substantiates the quantitative findings: the proportion of students attaining advanced and proficient levels increased, whereas the incidence of low-level achievement decreased significantly, most notably within the experimental cohorts.

**Table 5. Distribution (%) of Students Aged 6–8 in the EG (n = 30) by Levels of Emotional Intelligence (Diagnostic and Control Stages of the Experiment)**

Stage	Dimension	Level	%	Stage	Dimension	Level	%
Diagnostic stage	Emotional awareness	High	13.3%	Control stage	Emotional awareness	High	50.0%
		Moderate	60.0%			Moderate	43.3%
		Low	26.7%			Moderate	6.7%
	Emotion regulation	High	10.0%		Emotion regulation	High	46.7%
		Moderate	56.7%			Moderate	43.3%
		Low	33.3%			Low	10.0%
	Self-motivation	High	6.7%		Self-motivation	High	36.7%
		Moderate	63.3%			Moderate	53.3%
		Low	30.0%			Low	10.0%
	Empathy	High	10.0%		Empathy	High	40.0%
		Moderate	60.0%			Moderate	50.0%
		Low	30.0%			Low	10.0%
	Emotion recognition	High	13.3%		Emotion recognition	High	43.3%
		Moderate	63.3%			Moderate	46.7%
		Low	23.4%			Low	10.0%

The empirical data delineating the impact of the pedagogical intervention on the cultivation of emotional intelligence among primary school students are of particular scholarly significance. An analysis of the results presented in Table 6 reveals a substantial increase in the proportion of students within the experimental cohorts demonstrating advanced proficiency in emotional intelligence, accompanied by a commensurate reduction in the incidence of low-level achievement. The most improvements were observed specifically across the emotional awareness scales.

**Table 6. Distribution (%) of Students Aged 9–11 in the Experimental Group (n = 30) by Levels of Emotional Intelligence (Diagnostic and Control Stages)**

Stage	Dimension	Level	%	Stage	Dimension	Level	%
Diagnostic stage	Emotional awareness	High	16.7%	Control stage	Emotional awareness	High	33.3%
		Moderate	60.0%			Moderate	56.7%
		Low	23.3%			Low	10.0%
	Emotion regulation	High	13.3%		Emotion regulation	High	26.7%
		Moderate	63.3%			Moderate	60.0%
		Low	23.3%			Low	13.3%
	Self-motivation	High	10.0%		Self-motivation	High	23.3%
		Moderate	66.7%			Moderate	63.3%
		Low	23.3%			Low	13.3%
	Empathy	High	16.7%		Empathy	High	26.7%
		Moderate	60.0%			Moderate	60.0%
		Low	23.3%			Low	13.3%
	Emotion recognition	High	20.0%		Emotion recognition	High	30.0%
		Moderate	60.0%			Moderate	56.7%
		Low	20.0%			Low	13.3%

Within the CG, observed changes were negligible and consistent with normative developmental maturation. This lack of significant progression highlights the indispensability of systematic interventions specifically designed for EE to facilitate the cohesive development of emotional intelligence. Consequently, through the operationalization of the Conceptual Framework of Emotional Culture via the implementation of the proposed pedagogical model, the findings of the formative phase validate the efficacy of enhancing the professional competencies and EC of in-service teachers, while simultaneously fostering a positive developmental trajectory among the primary school students. The formative phase yielded a statistically significant increase in the emotional and pedagogical competencies of both teachers and primary school students within the experimental cohorts. The most substantial advancements were identified within the cognitive and motivational domains, thereby validating the efficacy of the implemented model.

The findings establish that in-service teachers exhibit a higher degree of professional proficiency compared to pre-service teachers, particularly within the affective and practical dimensions. Regarding the emotional intelligence of the primary school students, baseline diagnostic data generally indicated a mean distribution characterized by a persistent incidence of low-level values. Nevertheless, the pedagogical intervention facilitated a statistically significant increase in advanced proficiency for EE, contrasting with the negligible dynamics observed within the Control Group. Furthermore, a clear interdependent correlation was substantiated between the professional readiness of teachers and the commensurate development of primary school students' emotional intelligence, specifically within the domains of emotional awareness and emotion recognition.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

The theoretical and empirical investigation of teacher training in EE yields the following conclusions:

1. It was established that EE constitutes an integral component of the educational process, playing a significant role in the formation of students' harmonious personalities. Contemporary educational trends require teachers to ensure the coherent development of students' emotional abilities. The scientific synthesis presented in the first chapter clarified the concepts of *professional training*, *emotional intelligence*, *emotional culture*, and *emotional education*, reconsidered from the perspective of the historical evolution of the educational sciences. ***The research demonstrates that clarifying the meaning of these concepts provides the theoretical foundation for the professional training of teachers to implement EE for primary school students.***

2. The study of the professional training of primary school teachers for EE showed that the issue under investigation is insufficiently addressed, since *emo-*

*tional culture reflects both the level of emotional maturity and the quality of communicative interactions.* This demonstrates theoretically that the effectiveness of EE depends directly on the teacher's level of emotional culture.

3. The analysis of pre-service teachers' readiness to implement EE in primary school contexts facilitated *a clearer conceptual articulation and theoretical grounding of EE, with particular emphasis on its contribution to the holistic development of primary school students. From this perspective, readiness for EE is understood as a complex, evolving process of professional formation at the university level, manifested across the motivational–axiological, cognitive, and reflective–practical dimensions.* The examination of the theoretical foundations of teacher training in EE supported the identification and structuring of a set of relevant indicators including *a sustained motivation to engage in EE, the depth and applicability of theoretical knowledge concerning students' emotional development, the formation of value-based professional orientations, the development of pedagogical competencies necessary for the implementation of EE, and the progression of both professional and personal growth through ongoing reflective practice.* The findings contribute to a more comprehensive understanding of teacher professional preparation and provide a coherent theoretical and methodological basis for further research, as well as for the improvement of pedagogical training practices. At the same time, they inform the continued development of the conceptual framework of teacher education by offering clearly defined reference points for the analysis and enhancement of pre-service training programs for primary school teachers.

4. The theoretical and empirical inquiry *established the levels and defining characteristics of teachers' readiness for emotional education* as an integrative and multidimensional construct encompassing motivational, cognitive, emotional-reflective, and practice-oriented dimensions, while also revealing that many teachers encounter difficulties in designing and implementing emotional education, despite possessing, at a functional level, an understanding of emotional life mechanisms, the ability to apply specific methodologies, assess the development of students' emotional intelligence, integrate emotional learning across school subjects, manage conflict situations, and encourage the explicit expression of emotions in the educational process.

5. *The axiological analysis of the university curriculum for the professional preparation of primary school teachers in EE* enabled the identification of value orientations related to both the emotional development of students' personalities and EE. It was established that the values of emotional culture, including empathy, respect, emotional responsibility, tolerance, self-regulation, and reflective capacity, are promoted implicitly. The curriculum is predominantly composed of informational content, while the axiological and emotional dimensions are weakly repre-

sented in both the intended learning outcomes and the substantive curricular content. *A gap is evident between the formally declared educational objectives and the actual level of readiness of future teachers to implement EE. The analysis confirmed the need for a systematic axiological reconstruction of the university curriculum to integrate the values of emotional culture coherently and explicitly throughout the educational process* and to ensure a supportive educational environment. The analysis contributes to a theoretical understanding of the challenges inherent in teacher professional preparation.

**6. The design and scientific substantiation of the pedagogical model for professional teacher training for EE in primary schools** enabled the identification of the pedagogical conditions that integrate *motivational–axiological, cognitive, and reflective–practical dimensions*. The experimental implementation of the pedagogical model was carried out within the university instructional process and included the diagnostic, formative, and control stages. *The statistical results of the pedagogical experiment reflect the positive development of teachers’ readiness for EE* and indicate potential for adapting the model to meet the requirements related to the development of students’ emotional intelligence.

**7. The comprehensive theoretical and methodological investigation, supported by empirical evidence**, facilitated the development of a scientific framework that reflects trends in EE and clarifies its theoretical essence as a purposeful, systematic process for developing students’ emotional intelligence and fostering socially responsible behavior in primary school students. *The framework for the EE of primary school students within the school–family partnership is based on a system of scientific approaches*, including value-based, systemic, learner-centered, and competency-based perspectives, *principles* of partnership, trust, dialogue, cultural alignment, and continuity of educational influence, and *pedagogical conditions*. The structure of the framework defines the mechanisms of interaction between school and family. The practical validation of the framework, implemented through the pedagogical model, confirmed the effectiveness of the pedagogical conditions, as reflected in the increase in students’ emotional competence. Comparative analysis of the experimental data demonstrated the effectiveness of the pedagogical interventions, thereby confirming the research hypothesis.

### **Methodological Recommendations**

#### **For Primary School Teachers:**

- Create an emotionally supportive classroom environment.
- Develop students’ emotional intelligence.
- Integrate the objectives of EE into the educational process.
- Continuously improve professional preparation for EE.
- Increase their own level of emotional culture.

### **For Parents of Primary School Children:**

- Cooperate with the school.
- Create a safe and emotionally secure home environment.
- Promote children's emotional literacy.
- Strengthen emotional self-regulation skills.
- Support children in emotionally challenging situations.
- Encourage positive emotions and achievement.

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# ANNOTATION

PAIUL Irina

## PROFESSIONAL TEACHER TRAINING IN EMOTIONAL EDUCATION

Chişinău, 2026

**Thesis structure:** introduction, three chapters, general conclusions and recommendations, a bibliography comprising 250 sources, annotations in Russian, Romanian, and English, a list of abbreviations, 140 pages of main text, 28 tables, 15 figures, and 15 appendices.

**Publications on the thesis topic:** 19 scientific works, including 4 articles in accredited scientific journals, 14 articles published in the proceedings of international and national conferences, and one university textbook for students published in Romania.

**Key concepts:** emotional culture, professional training, university students, primary school teachers, emotional education, emotional development, emotional intelligence, primary school students.

**The aim of the research** is to design, theoretically validate, and implement a *pedagogical model for the professional training of teachers in the emotional education of primary school students*.

**Research objectives:** to establish the theoretical and empirical foundations of emotional education and emotional culture; to elucidate the conceptual frameworks of teacher professional development, emotional culture, emotional education, and emotional intelligence; to conduct an axiological evaluation of the university curriculum regarding the readiness of teachers for the implementation of emotional education in primary school students; to identify the levels and defining characteristics of pre-service teacher readiness to facilitate emotional education; to formulate and empirically validate *a pedagogical model for the professional training of teachers in the emotional education of primary school students*; to design and implement *a framework for the emotional education of primary school students within the school–family partnership*; and to define the pedagogical conditions supporting effective teacher professional development aimed at fostering student emotional growth.

**The novelty and scientific contribution of this research** lie in clarifying the theoretical foundations of teacher professional training, emotional culture, emotional education, and emotional intelligence; in developing *a pedagogical model for the professional training of teachers in the emotional education of primary school students*, outlining the conditions, objectives, content, methods, and strategies that enhance students' emotional intelligence; in designing and implementing *a framework for the emotional education of primary school students within the school–family partnership*; and in providing a comparative scientific analysis of experimental data that demonstrates the effectiveness of the pedagogical model.

**The results**, which contribute to addressing a significant scientific problem, relate to the design and implementation of professional training for primary school teachers, aimed at fostering the emotional development of primary school students.

**The theoretical significance of the research** lies in presenting a synthesis of theoretical models of emotional culture and emotional education; establishing the scientific foundations for the professional training of primary school teachers in emotional education by identifying, scientifically substantiating, and describing the pedagogical conditions that ensure such professional training; justifying the praxiological value of the *framework for the emotional education of primary school students within the school–family partnership*; and formulating scientific conclusions and key recommendations for the initial and continuing professional training of primary school teachers.

**The practical value of the investigation** resides in the implementation and experimental validation of *a pedagogical model for the professional training of teachers in the emotional education of primary school students*; the systematic development, refinement, and integration of the *Pedagogy of Emotional Culture* curriculum into university practice; the preparation and publication of a university textbook designed to prepare primary school teachers for the implementation of emotional education and to foster the emotional culture of pre-service teachers; the application of the pedagogical model and the *framework for the emotional education of primary school students within the school–family partnership* during professional development and in-service training; the development and utilization of a diagnostic instrument to assess the professional preparedness of primary school teachers for emotional education; and the formulation of evidence-based recommendations regarding the emotional education of primary school students.

**The implementation of the scientific results** was achieved through theoretical research and experimental studies, conducted within the Department of Educational Sciences at the State University of Bălţi between 2020 and 2025, during the initial and continuing professional training of primary school teachers.

# АННОТАЦИЯ

ПАЮЛ Ирина

## «ПРОФЕССИОНАЛЬНАЯ ПОДГОТОВКА УЧИТЕЛЯ К РЕАЛИЗАЦИИ ЭМОЦИОНАЛЬНОГО ВОСПИТАНИЯ»,

Кишинёв, 2026

**Структура диссертации:** введение, 3 главы, общие выводы и рекомендации, библиография из 250 источников, аннотации (русском, румынском и английском языках), список аббревиаций, 140 pagini de text de bază, 28 таблиц и 15 рисунков и 15 приложений.

**Публикации по теме исследования:** 19 работ: 4 статьи в научных аккредитованных журналах, 14 научных статей в сборниках материалов национальных и международных научно-практических конференций и 1 учебное пособие для студентов опубликованное в Румынии.

**Ключевые слова:** эмоциональная культура, профессиональная подготовка, студенты, учитель начальных классов, эмоциональное воспитание, эмоциональное развитие, эмоциональный интеллект, учащиеся младшего школьного возраста.

**Цель исследования** заключается в разработке, научном обосновании и практической имплементации Педагогической модели профессиональной подготовки учителей к эмоциональному воспитанию учащихся начальных классов.

**Задачи исследования:** выявление теоретических и практических основ эмоционального воспитания и эмоциональной культуры; описание научной сущности понятий «профессиональная подготовка учителя», «эмоциональная культура», «эмоциональное воспитание», «эмоциональный интеллект»; аксиологический анализ университетского куррикулума профессионального формирования учителей к эмоциональному воспитанию учащихся младшего школьного возраста; определение уровней и особенностей готовности студентов – будущих учителей к реализации эмоционального воспитания; теоретическое обоснование и экспериментальная проверка *Педагогической модели подготовки учителей к эмоциональному воспитанию учащихся начальных классов*; научная разработка и внедрение *Концепции эмоционального воспитания учащихся начальных классов в контексте партнерства школа-семья* и создание педагогических условий влияющие на качество ППУ к эмоциональному воспитанию учащихся начальных классов.

**Научная новизна и оригинальность исследования** состоит в: описании научной сущности понятий «профессиональная подготовка учителя начальных классов», «эмоциональная культура учителя», «эмоциональное воспитание», «эмоциональный интеллект учащихся»; теоретической разработке *Педагогической модели подготовки учителей к эмоциональному воспитанию учащихся начальных классов*, отражающей условия, цели, содержание, формы и специфические стратегии, способствующие повышению эмоционального интеллекта учащихся; теоретической разработке *Концепции эмоционального воспитания учащихся младшего школьного возраста в контексте партнерства школа-семья* и в научной сравнительной интерпретации экспериментальных данных, доказывающих эффективность данной педагогической модели.

**Полученные результаты, способствующие решению важной научной проблемы в исследовании,** относятся к проектированию и реализации профессиональной подготовки учителей начальных классов к эмоциональному воспитанию учащихся младшего школьного возраста.

**Теоретическая значимость исследования** состоит в: представлении научного синтеза теоретических моделей эмоциональной культуры и эмоционального воспитания, выявлении научных основ педагогической подготовки учителей к эмоциональному воспитанию обучающихся посредством выявления, теоретического обоснования, описания педагогических условий, обеспечивающих профессиональную подготовку будущих учителей к эмоциональному воспитанию учащихся начальных классов; аргументации практической значимости нами разработанной *Концепции эмоционального воспитания учащихся младшего школьного возраста в контексте партнерства школа-семья* и в формулировке научных выводов и рекомендаций, значимых для начальной и непрерывной педагогической подготовки учителей начальных классов.

**Практическая значимость исследования** заключается во: внедрении и экспериментальной проверке *Педагогической модели подготовки учителей к эмоциональному воспитанию учащихся начальных классов*; научной разработке, переосмыслении содержания и внедрении в университетскую практику куррикулума учебного курса *Педагогика эмоциональной культуры*; разработке и в публикации учебного пособия *Педагогика эмоциональной культуры* для преподавателей и студентов, ориентированной на подготовку учителей к эмоциональному воспитанию учащихся и стимулировании развития эмоциональной культуры будущих учителей; внедрении педагогической модели и *Концепции эмоционального воспитания учащихся младшего школьного возраста в контексте партнерства школа-семья* на курсах повышения квалификации и переквалификации; разработке и использовании авторского диагностического опросника предусмотренного для оценки профессиональной готовности учителя к эмоциональному воспитанию; научной разработке практических рекомендаций касающихся эмоционального воспитания учащихся младшего школьного возраста.

**Внедрение результатов исследования** осуществлялось на кафедре «Педагогические науки», Бельского Государственного Университета имени Алеку Руссо, (период 2020-2025), а также представлены на курсах повышения квалификации учителей начальных классов.

# ADNOTARE

PAIUL Irina

## „FORMAREA PROFESIONALĂ A CADRULUI DIDACTIC PENTRU REALIZAREA EDUCAȚIEI EMOȚIONALE A ELEVILOR”,

Chișinău, 2026

**Structura tezei:** introducere, trei capitole, concluzii generale și recomandări, bibliografie din 250 de surse, adnotare (rusă, română, engleză), lista abrevierilor, 140 pagini de text de bază, 28 de tabele, 15 figuri, 15 anexe.

**Publicații la tema tezei:** 19 lucrări științifice dintre care: 4 articole în reviste științifice acreditate, 14 articole în lucrările conferințelor internaționale și naționale și un manual universitar pentru studenți publicat în România.

**Concepte – cheie:** cultura emoțională, pregătirea profesională, studenți, învățător la clasele primare, educație emoțională, dezvoltare emoțională, inteligență emoțională, elevi de vârstă școlară mică.

**Scopul cercetării:** conceperea, fundamentarea științifică și implementarea practică a Modelului pedagogic de formare profesională a învățătorilor pentru educația emoțională a elevilor din clasele primare.

**Obiectivele cercetării:** determinarea fundamentelor teoretice și practice ale educației emoționale și ale culturii emoționale; descrierea esenței științifice ale conceptelor formare profesională a învățătorului, cultura emoțională, educație emoțională și inteligență emoțională; analiza axiologică a curriculumului universitar de formare profesională pentru educația emoțională a elevilor claselor primare; determinarea nivelurilor și a particularităților pregătirii studenților-pedagogi pentru realizarea educației emoționale; elaborarea teoretică și a verificarea experimentală a *Modelului pedagogic de formare profesională a învățătorilor pentru educația emoțională a elevilor din clasele primare*; elaborarea științifică și implementarea Concepției educației emoționale a elevilor din clasele primare în contextul parteneriatul școală-familie și crearea condițiilor pedagogice care facilitează formarea profesională pentru educația emoțională a elevilor din clasele primare.

**Noutatea și originalitatea științifică a cercetării** constă în: descrierea esenței științifice ale conceptelor formare profesională a învățătorului, cultura emoțională, educație emoțională și inteligență emoțională; elaborarea teoretică a *Modelului pedagogic de formare profesională a învățătorilor pentru educația emoțională a elevilor din clasele primare* care reflectă condițiile, scopurile, conținuturile, formele și strategiile specifice care facilitează sporirea la elevi a nivelului de inteligență emoțională; elaborarea teoretică și implementarea *Concepției educației emoționale a elevilor din clasele primare în contextul parteneriatul școală-familie* și interpretarea științifică comparată a datelor experimentale care certifică eficiența modelului pedagogic.

**Rezultate obținute ce contribuie la soluționarea unei probleme științifice importante în cercetare** se referă la proiectarea și realizarea formării profesionale a învățătorilor din clasele primare pentru educația emoțională a elevilor de vârstă școlară mică.

**Semnificația teoretică a cercetării** constă în: prezentarea sintezei teoretice a modelelor de cultură emoțională și educație emoțională, stabilirea fundamentelor științifice ale formării profesionale a învățătorilor pentru educația emoțională a elevilor prin identificarea, întemeierea științifică și descrierea condițiilor pedagogice care asigură formarea profesională a învățătorilor pentru educația emoțională a elevilor din clasele primare; argumentarea valorii praxiologice a Concepției educației emoționale a elevilor din clasele primare în contextul parteneriatul școală-familie și formularea concluziilor științifice și a recomandărilor importante pentru formarea profesională inițială și continuă a învățătorilor din clasele primare.

**Valoarea practică a investigației** constă în: implementarea și validarea experimentală a *Modelului pedagogic de formare profesională a învățătorilor pentru educația emoțională a elevilor din clasele primare*; elaborarea științifică, reconsiderarea conținutului și implementarea în practica universitară a curriculumului la disciplina de studiu Pedagogia culturii emoționale; elaborarea și publicarea manualului universitar pentru studenți, orientat spre pregătirea învățătorilor din clasele primare pentru educația emoțională și spre stimularea dezvoltării culturii emoționale a viitorilor învățători; implementarea modelului pedagogic și a *Concepției educației emoționale a elevilor din clasele primare în contextul parteneriatul școală-familie* la cursurile de calificare și recalificare profesională; elaborarea și valorificarea chestionarului de diagnosticare a gradului de pregătire profesională a învățătorilor din clasele primare pentru educația emoțională a elevilor și elaborarea științifică a recomandărilor practice referitoare la educația emoțională a elevilor de vârstă școlară mică.

**Implementarea rezultatelor științifice** s-a realizat prin cercetări teoretice și studii experimentale valorificate în cadrul catedrei Științe ale educației a Universității de Stat din Bălți în perioada anilor 2020-2025 în procesul de formare inițială și continuă a învățătorilor din clasele primare.

**PAIUL Irina**

**PROFESSIONAL TEACHER TRAINING  
FOR EMOTIONAL EDUCATION**

**Specialty 531.01 – General Theory of Education**

**ABSTRACT  
of the Doctoral Dissertation in Educational Sciences**

**CHIȘINĂU, 2026**

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