

Analysis of Teachers' Emotional States in The Research of Russian Scholars

Aynazarova Asiya Jumamuratovna

Associate Professor, Department of Pedagogy and Psychology, Karakalpak State University named after Berdakh, Uzbekistan

Jaqsimuratova Ziyada Shamurat qizi

1st-year Master's Student, Major in Applied Psychology, Karakalpak State University named after Berdakh, Uzbekistan

Received: 03 March 2026; **Accepted:** 28 March 2026; **Published:** 21 April 2026

Abstract: This article provides a comprehensive analysis of the emotional state of teachers and its influence on professional activity, drawing on scientific research conducted by Russian psychologists. Particular attention is paid to issues of occupational stress and emotional overload experienced by teachers in the course of their professional duties. The study emphasizes that emotional stability is a key psychological resource that significantly determines the effectiveness of the educational process and the quality of pedagogical interaction. The findings highlight the importance of developing emotional culture and professional activity in teachers to ensure sustainable educational outcomes.

Keywords: Emotional state, teacher psychology, occupational stress, Russian psychological research, emotional culture, professional activity.

Introduction: The effectiveness of the educational process largely depends on the psychological characteristics of the teacher's personality. Among these characteristics, the teacher's emotional state occupies a special place, as it manifests itself at all stages of pedagogical activity and directly influences the nature of interactions with students, the course of the lesson, and the outcomes of education. Therefore, the scientific analysis of the teacher's emotional state is considered one of the important tasks of psychology and pedagogy.

Today, as the tasks facing teachers are becoming increasingly complex, the number of required methods is also becoming extremely diverse and sophisticated. For this reason, if a teacher aspires to become a professionally competent educator, they must acquire extensive knowledge. In the past, it was sufficient to know one's subject, be familiar with the curriculum, and, if necessary, raise one's voice in the classroom. However, today pedagogy is evolving into a complex art

grounded in scientific principles. This implies that teachers are required to possess deep subject knowledge and master the techniques of their profession. In addition, teaching methodology demands from the teacher a sense of activity and collectivism imbued with the spirit of the school. A teacher must live as an integral part of the school community. In this regard, the relationship between teacher and student can reach such strength, transparency, and elevation that it becomes unparalleled within the entire spectrum of human relations [1; 228].

In psychological research, the emotional state is interpreted as an internal mechanism regulating an individual's activity. The scientific works of representatives of the Russian psychological school provide an important theoretical foundation for understanding the role of this state in pedagogical activity. In particular, in A.N. Leontyev's activity theory, emotions are explained as a motivational component of activity, while B.G. Ananyev рассматривает the

teacher's personality as a complex psychological system and defines emotional stability as a condition for professional success.

It should be noted that every theory of education imposes specific requirements on the teacher. In Rousseau's pedagogical views, the teacher is primarily a guardian who protects the child from corruption and negative influences. In Tolstoy's theory, the teacher must be morally pure and capable of influencing the child through personal example. In ascetic pedagogy, the educator is viewed as a person who knows how to enforce obedience, with the main principle expressed as: "Break the child's will, otherwise they will perish." In the work Domostroy, other qualities are required of the educator. It states: "Punish your son from a young age—he will comfort you in old age and bring beauty to your soul. Do not hesitate to beat the child: if you strike him with a rod, he will not die but become healthier; by striking his body, you save his soul from death." In Gayui's views, the teacher is seen as a hypnotist, and a good teacher is described as someone capable of influencing and persuading others, subordinating their will. In the theories of Pestalozzi and Fröbel, the educator is regarded as a gardener of children. Blonsky, on the other hand, interprets the educator as an engineer in anthropotechnics or pedotechnics, that is, a specialist in the technology of shaping a human being alongside cultivating plants and animals. Many researchers have compared the teacher's work with artistic activity, emphasizing individual creativity as a central issue. Conversely, scholars such as Comenius believed that "the method of educating a person should be mechanical, that is, it should be so precisely defined that the studied and performed activities cannot fail." He referred to teaching as a didactic machine. Pestalozzi also supported this viewpoint.

Thus, we can observe that each particular conception of the pedagogical process is associated with a specific view on the nature of the teacher's work. Therefore, the new approach emerging in modern pedagogy, which strives to create a new system of education, simultaneously gives rise to a new system of pedagogical psychology—that is, a scientific field that substantiates it theoretically. This new system of pedagogical psychology, aiming to explain all aspects and elements of the educational process based on a unified idea, naturally leads to a new understanding of

the teacher's work [1; 220].

The presented approaches demonstrate that, throughout the history of pedagogy, the requirements placed on the teacher's personality and professional activity have not been uniform, but have varied depending on how the essence of the educational process has been understood. This, in turn, has directly influenced not only the organizational and methodological aspects of the teacher's work, but also their psychological state and emotional experiences. In particular, the interpretation of the teacher as a supervisor, an enforcer, a "mechanical performer," or, conversely, as a creative individual closely connected with life, has determined the level of emotional tension in professional activity, the form of responsibility experienced, and the characteristics of internal acceptance of the pedagogical role. From this perspective, there arises a need in pedagogical psychology to consider the emotional state as an independent and significant psychological factor in the analysis of teaching activity.

Thus, theoretical views on the pedagogical process serve as a methodological basis for identifying the factors that shape the psychological state of the teacher's personality and highlight the relevance of scientifically analyzing the teacher's emotional state within the framework of this study.

The personal psychological characteristics of a teacher are among the key factors determining the effectiveness of pedagogical activity. In particular, their emotional state directly affects the course of the lesson, interactions with students, and educational outcomes. Therefore, in pedagogical psychology, it is essential to scientifically analyze the emotional characteristics of teachers, including temperament and emotional stability. Emotional state influences not only the flow of the lesson but also relationships with students and the results of education. From this standpoint, the analysis of personal psychological characteristics of teachers—especially emotionality and types of temperament—is of great importance.

According to the research of representatives of the Russian psychological school, emotional characteristics are determined by the speed, intensity, and duration of an individual's feelings. In accordance with the Heymans–Le Senne classification, emotionality is

analyzed through three dimensions:

Emotionality (E+/E-) — the strength or weakness of emotional expression;

Activity (A+/A-) — the level of striving for activity;

Primary/Secondary nature (P/V) — the rapidity or persistence of emotional responses.

Based on these criteria, eight types of temperament are distinguished, each exerting a different influence on teaching activity:

Nervous type (E+, A-, P) — strong and unstable emotions, quick fatigue, inclination toward new pedagogical methods;

Sentimental type (E+, A-, V) — deeply emotional, retains long-term pedagogical experiences, sensitive and kind toward students;

Choleric (impetuous) type (E+, A+, P) — cheerful, active, demonstrates high energy during lessons;

Passionate type (E+, A+, V) — dedicated, determined, deeply committed to pedagogical goals;

Sanguine type (E-, A-, P) — calm, optimistic, creates a positive classroom atmosphere;

Phlegmatic type (E-, A-, V) — composed, stable, establishes calm and consistent relationships with students;

Amorphous type (E-, A+, P) — emotionally indifferent, low activity;

Apathetic type (E-, A+, V) — prefers solitude, emotionally detached [2; 352].

In addition, K. Leonhard's typology of emotional personalities (1989) provides a deeper explanation of the teacher's emotional stability and adaptability to the social environment:

Affective-labile — rapidly changing emotions, high level of interaction with students during lessons;

Affective-exalted — intense emotional reactions, increases pedagogical motivation but also prone to excessive stress;

Emotive — compassionate, sensitive to art and nature, creates a caring atmosphere in the pedagogical process;

Anxious — prone to worry, strongly feels responsibility, cautious in organizing the lesson.

According to the theory of P.V. Simonov (1984), emotions characteristic of each temperament type

determine pedagogical effectiveness in the classroom: choleric teachers tend to be aggressive and active, melancholic teachers are cautious and prone to fear, while sanguine and phlegmatic teachers are more likely to create a positive and stable environment [2; 355].

Thus, the study of the teacher's emotional state and temperament makes it possible to increase the effectiveness of the pedagogical process, create a positive classroom environment, and apply individual pedagogical approaches.

In Russian psychological research, the concept of emotional culture holds significant importance. Emotional culture is defined as the individual's ability to understand, regulate, and effectively use emotions in interaction with others. In modern pedagogical literature, it is interpreted as "the cultivation of emotions and emotional responsibility toward one's own experiences and others." G.A. Yastrebova considers the emotional culture of a teacher as "the richness of emotional experience, mechanisms for regulating one's emotional states, the ability to express emotions in accordance with pedagogical goals, and the aspiration to improve experience through reflection." O.M. Kuleba defines emotional culture as "an integral, systemic, and dynamic formation of personality, including pedagogical behavior style, empathy, creativity, reflection, stability, and emotional-volitional control; its development is expressed through professional stability" [4;57]. At the same time, N.A. Rachkovskaya explains the emotional culture of a future teacher as "a developed emotional sphere, a value-based attitude toward students' emotions, emotional control, and the ability to create a positive emotional background in the pedagogical process" [3;8].

Emotional culture forms the emotional competence of a teacher, which includes the following key components:

Identifying and understanding one's own emotions — awareness of feelings and their causes;

Managing one's emotions — controlling anger and stress, maintaining emotional balance in pedagogical situations;

Identifying and understanding others' emotions — using empathy to understand students' emotional states and choose appropriate pedagogical approaches;

Managing others' emotions — creating a positive

pedagogical environment and preventing problematic emotional situations.

In this way, the teacher's emotional culture enhances the effectiveness of the pedagogical process, fosters a positive classroom environment, and enables the application of individualized pedagogical approaches. At the same time, it ensures the teacher's personal development, social adaptability, and professional stability.

The analysis shows that the teacher's emotional state is a central psychological factor determining the effectiveness of the pedagogical process. Representatives of the Russian psychological school—A.N. Leontyev, B.G. Ananyev, and others—have conceptualized emotions as a motivational component of activity and revealed their role in pedagogical practice on a theoretical basis. Research demonstrates that, depending on the teacher's personal psychological characteristics, emotional stability, and temperament, the course of lessons, interaction with students, and educational outcomes differ significantly.

Moreover, the concept of emotional culture is considered in pedagogical psychology as an essential component of a teacher's professional competence. Studies by G.A. Yastrebova, O.M. Kuleba, and N.A. Rachkovskaya indicate that emotional culture involves not only understanding and regulating one's own emotions but also the ability to comprehend others' emotional states and exert constructive influence within the pedagogical process.

These competencies strengthen the teacher's professional stability, improve lesson effectiveness, and contribute to creating a positive emotional classroom environment.

From this perspective, in the research of the Russian psychological school, the teacher's emotional state and emotional culture are considered as a unified whole. They are analyzed as tools that regulate not only the organizational and methodological aspects of pedagogical activity but also its psychological and socio-interactive dimensions. As a result, emotional state and emotional culture serve as a solid scientific foundation for determining the teacher's professional identity, career success, and pedagogical effectiveness.

REFERENCES

1. Vygotsky, L.S. *Pedagogical Psychology*. Moscow, 1926.
2. Ilyin, E.P. *Emotions and Feelings*. Moscow, 2001.
3. Rachkovskaya, N.A. *Pedagogical Conditions for the Development of Emotional Culture of Future Teachers*. Abstract of Dissertation, 2001.
4. Kuleba, O.M. "Emotional Culture as a Component of Professional-Pedagogical Culture of University Teachers." 2007, No. 2.