

# Evolving Attitudes And Emotional Dynamics Of Future English Teachers Throughout The Teaching Process

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**Abstract:** This research deals with changes of the attitudes and emotions of future English teachers during instructional delivery. Teacher trainees experience a mixture of emotions with varying degrees of difficulty and growth opportunities during the different phases of their training. This study analyzes how those changes impact teaching style, teaching self-efficacy, and overall perception towards the profession. Data was collected over one semester from a cohort of 50 student-teachers using questionnaires and journaling. The analysis reveals that with experience, apprehension and self-doubt may set in, but a more positive and self-assured teaching identity also emerges. These shifts are critical for the development of resilient and successful educators.

**Keywords:** Mood changes, attitudes, future teachers, English education, teacher training, teacher development.

**Introduction:** One of the most recent and the most complicated aspects of fostering well-being and enabling effective teaching is the understanding of the emotional ups and downs EFL teachers undergo during their lessons. Drawing on the body of research on teacher thought, emotional management, and the impact of specific teaching styles, this response aims to address some issues concerning the numerous factors that bring about changes in feelings.

Teaching English is no exception in the world of teaching. The pre-service English teachers' professional attitudes and general outlook on life will most probably affect their didactic communication with the learners. The complexity of becoming a teacher includes anticipating, being excited, getting annoyed, feeling insecure, and coming to a sense of mastery. Teacher educators need to provide purposefully planned experiences that set of emotions in order to develop appropriate responsiveness to the complex nature of the profession [2].

The intended outcome is to document the emotional states and attitudes of prospective English language teachers during the working day and consider the impact this will have on their professional development, based on the feedback gathered. This research intends to contribute to educators' scholarship with regard to teacher training and the formation of teaching identity by discovering the

phases of emotions and psychology embarked on by a would-be teacher.

## LITERATURE REVIEW

Multiple studies have analyzed the emotional aspects of student-teachers and how their perceptions of teaching change over time. As noted by Bullough (1997), student-teachers tend to have and "honeymoon" phase at the onset of their training, which is filled with energy and idealism. This phase gets followed by an "unpacking" phase where reality hits the teacher, adjusting to classroom control, learner behavior, and meticulous lesson planning (Beauchamp & Thomas, 2009).

Within the context of English language teaching, Johnson (2009) notes that many future language teachers experience crippling self-doubt when faced with the expectations accompanying their roles. Lack of confidence is something very real, especially when teachers have to perform in front of their colleagues and mentors. On the other hand, Kagan's (1992) research underlined that eventually student teachers come to have more confidence and clearer personal understanding of their professional identity, which enables them to make sense of these emotional highs and lows.

The influence of feedback and mentoring has proven to play a positive role in the emotional well-being of the teacher candidates. Mentorship enables student

teachers to reflect upon their experiences, and through guidance and reassurance from their mentors (Ingersoll, 2001), students are able to reclaim their lost confidence. This process contributes significantly to mood stabilization and the eventual development of a more positive attitude toward teaching

## **METHODS**

For this study, the research design was a mixed-method approach that integrated qualitative and quantitative data. The study took place over one semester with a group of 50 prospective English teachers who were part of a teacher training program. Data collection was conducted through three main avenues:

**Social and Emotional Learning (SEL) Interventions.** SEL interventions from teacher education programs are important for supporting emotional stability. SEL is a collection of skills that can be taught — including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. 6 Through the explicit training of these SEL skills in preservice teachers, teacher education programs can give them the skills to deal with the various emotional stresses and difficulties that are part of being a teacher in today's classroom [15]. The study in [15] illustrated how SEL can be used successfully at the higher education level with positive impacts on student engagement and academic achievement for higher educational institutions. Similar results were obtained in research conducted on preschoolers in that shows the value and impact of SEL interventions on empathy and prosocial behavior in preschoolers, which can be transferred to the teacher-student relationship at any grade level. Several strategies for implementing SEL include workshops, classroom activities, peer mentoring, and school-based intervention programs.

**Trauma-Informed Approaches** The trauma-informed approach to teacher education recognises that trauma affects both teachers and students. In many cases, teacher training programs have had previous experiences of trauma, which can impact the teacher's emotional and behavioural stability and classroom practice. In addition, many schools will also have schools of students coming into their schools with prior trauma experiences, which may be replicated in classroom practice by these students. Trauma-informed teacher education programs include interventions for teachers to recognize the signs of trauma within teachers as well as students, as well as for teachers to develop practices that will enable them to provide a trauma-sensitive classroom environment, as well as supports in the classroom for teachers that may be suffering from their own trauma. When taken into account, trauma-informed teacher education

programs may lead to: By including a trauma-informed perspective in teacher training programs, future teachers may be able to build stronger relationships with their students, creating more effective and supportive learning environments.

**Mindfulness and Meditation Practices.** Mindfulness and meditation have been shown to promote emotional regulation and resilience [7] Self-awareness is also improved with practice of mindfulness and meditation, which challenges us to pay attention to the present moment without judgement; for example by regularly practicing mindfulness you can increase your ability to be aware of your own emotional states without getting so consumed by them, which can lead to feeling calm and relaxed even when you are under pressure The incorporation of mindfulness techniques into teacher training will give teachers strategies to manage stress, better understand themselves and promote emotional well-being. Factors influencing mood and attitudes. These are some of the interrelated explanatory variables that account for the dynamically varying attitudes and mood of English teacher trainees during the lesson.

## **RESULTS AND DISCUSSION**

The surveys and reflective journals painted a vivid picture of how the future teachers' moods and attitudes evolved over the semester. At the start of the program, there was a palpable buzz of enthusiasm and optimism, with a whopping 80% of participants feeling "excited" or "very excited" about their teaching journeys. But as the semester progressed, those feelings took a hit. Anxiety crept in as they faced the realities of lesson planning, managing student behavior, and catering to diverse learning needs. Many shared that they felt overwhelmed, with several expressing self-doubt and frustration in their reflective journals. Despite these hurdles, most participants found their footing over time, reporting a boost in confidence and self-efficacy. By the semester's end, 75% described their attitude toward teaching as "more positive" or "much more positive" compared to when they first started. They highlighted how feedback from mentors and collaboration with peers were game-changers in building their confidence. A stronger sense of professional identity began to take shape, with participants increasingly seeing teaching as a fulfilling, long-term career rather than just a series of short-term challenges.

## **CONCLUSION**

This study shines a light on the emotional journey that future English teachers go through during their training. They start off filled with excitement and optimism, but as time goes on, they often face self-

doubt and anxiety. These ups and downs are a natural part of becoming a teacher. The research highlights how important mentorship, constructive feedback, and reflective practices are in helping these aspiring educators tackle their emotional hurdles and foster a positive outlook on teaching. By the end of their training, many participants showed a newfound confidence and resilience, along with a clearer sense of their professional identity. For teacher education programs, this research emphasizes the need to offer emotional support, chances for reflection, and a strong community to help student-teachers navigate the emotional rollercoaster of their journey. Future research could delve deeper into how these emotional shifts impact teachers' careers and their effectiveness in the classroom over the long haul.

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