

UDC 37.091.33:811.111'276.6:159.922.7

**KORNYTSKA Yuliia** – PhD in Pedagogy, Associate Professor, Associate Professor at the Department of English for Humanities № 3, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", 37, Beresteyskyi Avenue, Kyiv, 03056, Ukraine

**ORCID:** <https://orcid.org/0000-0002-4781-0807>

**Scopus Author ID:** 57843433400

**ResearcherID:** AAK-1743-2020

**TULIAKOVA Kateryna** – PhD in Pedagogy, Associate Professor, Associate Professor at the Department of English for Humanities № 3, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute", 37 Beresteyskyi Avenue, Kyiv, 03056, Ukraine

**ORCID:** <https://orcid.org/0000-0002-4380-1161>

**Scopus Author ID:** 58341113800

**ResearcherID:** AAK-1927-2020

**DOI:** <https://doi.org/10.24919/2413-2039.20/52.9>

**To cite this article:** Kornytska, Yu., Tuliakova, K. (2025). Developing emotional regulation skills in ESP classroom. *Human Studies. Series of Pedagogy*, 20 (52), 69–75, doi: <https://doi.org/10.24919/2413-2039.20/52.9>

## DEVELOPING EMOTIONAL REGULATION SKILLS IN ESP CLASSROOM

**Summary.** *In modern education, especially under conditions of instability and crisis, developing students' emotional regulation skills is increasingly important for ensuring academic persistence, psychological well-being, and professional readiness. This paper addresses the growing need to integrate emotional regulation development into English for Specific Purposes (ESP) instruction and presents a pedagogical framework designed for this purpose. The relevance of such an approach is particularly evident in crisis-affected environments, such as wartime teaching in Ukraine, where students face heightened anxiety and cognitive fatigue that interfere with learning. The literature review demonstrates that emotional regulation is closely connected with cognitive flexibility, resilience, and goal-oriented behaviour; all essential for academic and professional success. Researchers emphasise that these skills can be effectively developed through both direct and indirect strategies embedded in classroom activities. The proposed framework categorises emotional regulation strategies as direct (mindfulness exercises, reflective writing, critical incident analysis) and indirect (role-play simulations, case studies, peer feedback). Applied within scaffolded ESP instruction, these strategies help students build emotional awareness and practise regulating emotions in realistic communicative contexts. The paper also acknowledges limitations related to classroom dynamics, educators' competencies, and institutional conditions. Further research should focus on long-term outcomes, cultural adaptability of the framework, and the role of digital resources in supporting emotional regulation in diverse and crisis-affected educational settings.*

**Key words:** *emotional regulation, English for Specific Purposes (ESP), resilience, crisis-affected education, pedagogical framework.*

**КОРНИЦЬКА Юлія** – кандидат педагогічних наук, доцент, доцент кафедри англійської мови гуманітарного спрямування № 3, Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського», Берестейський пр. 37, м. Київ, 030056, Україна

**ORCID:** <https://orcid.org/0000-0002-4781-0807>

**Scopus Author ID:** 57843433400

**ResearcherID:** AAK-1743-2020

**ТУЛЯКОВА Катерина** – кандидат педагогічних наук, доцент, доцент кафедри англійської мови гуманітарного спрямування № 3, Національний технічний університет України «Київський політехнічний інститут імені Ігоря Сікорського», Берестейський пр. 37, м. Київ, 030056, Україна

**ORCID:** <https://orcid.org/0000-0002-4380-1161>

**Scopus Author ID:** 58341113800

**ResearcherID:** AAK-1927-2020

DOI: <https://doi.org/10.24919/2413-2039.20/52.9>

**Бібліографічний опис статті:** Корницька Ю., Тулякова К. (2025). Developing emotional regulation skills in ESP classroom. *Людинознавчі студії: Серія «Педагогіка»*, 20 (52), 69–75, doi: <https://doi.org/10.24919/2413-2039.20/52.9>

## ФОРМУВАННЯ НАВИЧОК ЕМОЦІЙНОЇ РЕГУЛЯЦІЇ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ

**Анотація.** У сучасній освіті, особливо в умовах нестабільності та криз, розвиток навичок емоційної регуляції у студентів набуває дедалі більшого значення для забезпечення академічної стійкості, психологічного добробуту та готовності до професійної діяльності. У статті розглядається актуальна потреба інтеграції розвитку емоційної регуляції в навчання англійської мови за професійним спрямуванням (ESP) та представлено педагогічну модель, розроблену з цією метою. Актуальність такого підходу особливо помітна в умовах освіти, що постраждала від кризи, зокрема у воєнний час в Україні, коли студенти стикаються з підвищеною тривожністю та когнітивною втомою, що ускладнює навчальний процес. Огляд літератури демонструє тісний зв'язок емоційної регуляції з когнітивною гнучкістю, стресостійкістю та орієнтацією на досягнення цілей – ключовими факторами академічного та професійного успіху. Дослідники підкреслюють, що ці навички можна ефективно розвивати завдяки поєднанню прямих і непрямих стратегій, інтегрованих у навчальні завдання. Запропонована модель класифікує стратегії емоційної регуляції як прямі (вправи усвідомленості, рефлексивне письмо, аналіз критичних інцидентів) та непрямі (рольові ігри, аналіз кейсів, взаємне оцінювання). Застосування цих стратегій у поступовому навчанні ESP сприяє формуванню емоційної обізнаності та практиці регулювання емоцій у реалістичних комунікативних ситуаціях. Автор також визнає обмеження, пов'язані з динамікою навчальних груп, рівнем підготовки викладачів і організаційними умовами. Подальші дослідження мають бути спрямовані на вивчення довготривалих результатів, адаптацію моделі до різних культурно-освітніх контекстів та використання цифрових ресурсів для підтримки розвитку емоційної регуляції в умовах різноманітних та кризових навчальних ситуацій.

**Ключові слова:** емоційна регуляція, англійська мова за професійним спрямуванням (ESP), стресостійкість, освіта в умовах кризи, педагогічна модель.

**Introduction.** In today's fast-changing and unpredictable world, emotional regulation has become an essential skillset for both personal and professional success. It enables individuals to manage stress, remain focused, and make thoughtful decisions under pressure – abilities that are crucial for navigating complex situations (Bjureberg & Gross, 2024). In education, such challenges bring both responsibility and opportunity for educators to support students beyond subject knowledge. Educators are in a strong position to help learners develop strategies for managing emotional responses, dealing with uncertainty, and building resilience. Such resilience becomes even more urgent during crises, when instability place additional psychological strain on individuals and communities. A particularly striking example is Ukraine, where the ongoing full-scale war underscores the critical importance of emotional regulation for coping with extreme adversity. Under such severe conditions, the ability to regulate emotions effectively can be key to mental well-being

and strengthening resilience. Ukrainians are facing heightened levels of anxiety and cognitive fatigue, with students especially vulnerable, as their emotional maturity and coping skills are still developing (Riso, 2024; Polyvianaia et al., 2025). Consequently, many struggle to handle stress and remain focused on learning (Noor et al., 2023; Swarnalatha & Janardhanam, 2021). In this context, building emotional regulation skills is not merely an educational goal, but a pressing necessity for supporting student well-being, academic persistence, and long-term resilience.

**Current Research Overview.** Emotional regulation is increasingly recognised as essential for academic success, as it helps students manage stress, maintain focus, and overcome challenges. It is closely linked to cognitive flexibility, resilience, and goal-oriented behaviour (Ferreira et al., 2020; Lee & Cho, 2024), and not only supports learning but also prepares students for future professional and social demands. Integrating emotional regulation strategies into teaching practices has been shown to improve academic

outcomes while fostering emotional intelligence and adaptability, both of which are critical for career success and social cohesion (Bergin et al., 2024; Năstasă et al., 2022; Stockinger et al., 2021). This connection between emotional adaptability and broader life success extends beyond the classroom. Individuals who demonstrate emotional agility tend to perform better in leadership roles and collaborative settings (Fernandes et al., 2023). Educators, therefore, play a dual role: they not only support the development of these competencies in their students but also model emotionally competent behaviour, contributing to a positive and resilient learning environment.

The need for emotional regulation becomes particularly salient in times of crisis, when heightened stress can undermine the well-being of both students and educators. Armed conflicts, pandemics, and socio-political instability increase anxiety and mental fatigue, making it harder for students to concentrate and manage their emotions (Karakasidou et al., 2024; Stockinger et al., 2021). In these contexts, the educator's role in providing support and guidance becomes particularly critical. Haratyan and Yanling (2022) demonstrate that the COVID-19 pandemic exposed serious shortcomings in emotional support systems in education, revealing the need for structured emotional support within classroom practice. Extending this perspective, Ben-Eliyahu et al. (2021) show that during periods of armed conflict, students' sense of threat disrupts their ability to regulate emotions and maintain academic performance, underlining the value of targeted self-regulation strategies. These findings highlight the critical need to support students in developing emotional regulation and resilience to help sustain focus and learning in times of extreme stress.

In response to these challenges, researchers increasingly emphasise integrating emotional regulation strategies into routine teaching practices. Evidence indicates that such integration can enhance student engagement, foster resilience, and support sustained academic performance (Putri, 2024; Romano et al., 2020). Jennings (2018) promotes trauma-sensitive pedagogical approaches that enable educators to identify and respond to manifestations of student distress. Similarly, Gueldner, Feuerborn, and Merrell (2020) suggest that integrating social-emotional learning into routine classroom activities supports both academic performance and students' long-term social-emotional development.

Among educational domains, foreign language instruction, in particular, offers a rich context for developing emotional regulation

skills. The cognitive demands, communication challenges, and performance anxiety typical of language learning create opportunities for students to practise managing stress and adapting to uncertainty (Bielak & Mystkowska-Wiertelak, 2024; Topal, 2024). As noted by Năstasă et al. (2022), emotional intelligence and resilience are key predictors of success in demanding learning environments, making the language classroom an ideal space to cultivate these competencies. In this setting, students develop linguistic, communicative, and emotional flexibility, along with professional communication skills that will serve them beyond academic settings.

The reviewed literature clearly shows that emotional regulation plays a key role in students' academic success, personal growth, and future professional development. These findings strongly support the need to integrate emotional regulation into English for Specific Purposes instruction – especially during times of crisis, when building resilience and adaptability becomes even more critical.

**This paper aims** to propose a pedagogical framework for English for Specific Purposes (ESP) instruction that incorporates the development of emotional regulation skills.

**Main research findings.** In response to the evolving demands placed on students in challenging and unpredictable environments, the proposed framework integrates the development of emotional regulation alongside professional language training. Drawing on recent research and classroom experience, the framework organises strategies into two complementary categories: *direct* and *indirect*.

*Direct strategies* engage learners in explicit practices that build emotional awareness and help manage emotions constructively. These include activities such as mindfulness warm-ups, reflective writing, and critical incident discussions. Such practices enable students to recognise emotional triggers, cope with academic anxiety, and respond to complex situations with greater composure.

*Indirect strategies* are embedded into language learning tasks that promote cognitive flexibility, linguistic precision, and interpersonal competence. Through case study analysis, role-play simulations, and peer feedback, students not only strengthen professional communication but also gain confidence in navigating collaborative tasks and social interactions.

Together, these strategies form a cohesive framework supporting emotional resilience, academic perseverance, and adaptive behaviour in both academic and professional contexts. This

integrated approach reflects current research, which highlights that emotional regulation is most effectively developed through a combination of focused practice and authentic learning experiences mirroring real-world challenges (Romano et al., 2020; Bielak & Mystkowska-Wiertelak, 2024). An overview of these strategies, along with their classification and targeted outcomes, is presented in Table 1.

The table outlines how direct and indirect strategies support emotional regulation, linguistic precision, cognitive flexibility, and interpersonal competence. Complementing this, Figure 1 illustrates how the strategies interconnect to build key competencies, highlighting the framework’s relevance for ESP learners (Fig 1).

The figure illustrates how direct and indirect strategies complement one another, supporting emotional awareness, linguistic precision, interpersonal regulation, cognitive flexibility, and professional readiness. These interconnections underscore the framework’s practical relevance for ESP learners and set the stage for a closer look at how the strategies are applied in the classroom and why they were chosen.

The practical application of these strategies within ESP instruction is built on scaffolded learning, allowing students to progressively develop emotional regulation alongside professional communication skills.

Direct strategies begin with emotional priming activities, like brief guided mindfulness exercises

Table 1

ESP Strategies and Outcomes

Category	Strategy	Expected Outcome
Direct	Mindfulness-based warm-ups and cool-downs	Emotional awareness, attention control
	Reflective writing tasks	Emotional insight, cognitive flexibility
	Emotion-focused discussions & debates	Interpersonal regulation, professional discourse
	Collaborative projects with emotional check-ins	Team adaptability, conflict resolution
	Critical incident method	Decision-making under pressure, adaptability
Indirect	Vocabulary & functional language instruction	Linguistic precision, empathy
	Case study analysis	Analytical thinking, emotional reasoning
	Self-assessment & peer feedback	Self-reflection, feedback literacy
	Role-play & simulations	Emotional control in dynamic communication
	EI mini-modules	Empathy, adaptability, professional readiness

Source: compiled by the author based on Romano et al. (2020); Bielak & Mystkowska-Wiertelak (2024); Putri (2024); Ben-Eliyahu et al. (2024); and classroom practice observations.

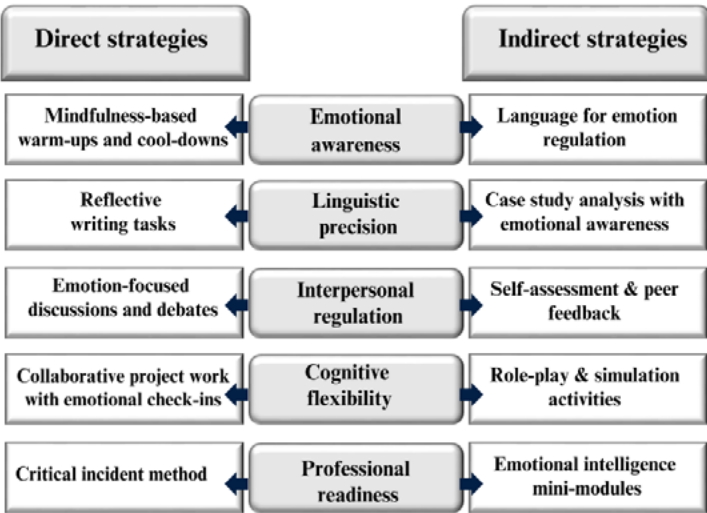


Fig. 1. Strategies and competencies in ESP contexts

where students visualise calm professional settings in English. Reflective writing then encourages them to explore emotional responses to tasks such as simulated interviews or team discussions. Classroom discussions and critical incident analyses further allow students to examine emotionally charged scenarios (e.g. like handling client dissatisfaction) and consider emotionally intelligent alternatives.

Indirect strategies are integrated into collaborative tasks and authentic communication activities. Case studies prompt students to analyse workplace conflicts, identify emotional triggers, and practise de-escalation language. Role-plays simulate high-pressure interactions, encouraging empathetic communication and reframing techniques. Peer feedback and self-assessment, supported by checklists, guide students in evaluating both language use and emotional responses. Together, these activities support integrated skill development aligned with the emotional and cognitive demands of professional communication.

The selection of both direct and indirect strategies is grounded in recent research highlighting the interplay between explicit emotional regulation practice and the development of cognitive, linguistic, and interpersonal competencies (Romano et al., 2020; Bielak & Mystkowska-Wiertelak, 2024). Emotional regulation in professional contexts extends beyond personal self-control; it is closely tied to communicative competence, empathy, and adaptive reasoning. By integrating strategies that target these areas through structured, practical activities – as described above – the framework aligns with pedagogical models advocating holistic learner development (Jennings, 2018; Putri, 2024).

Additionally, the dual structure responds to growing expectations that educators support not only academic performance but also student

well-being and resilience, particularly in times of uncertainty and stress (Ben-Eliyahu et al., 2021). Embedding emotional regulation within ESP instruction acknowledges that learners approach language tasks within complex social and emotional environments. The inclusion of scenario-based, hands-on activities ensures that students can rehearse emotionally intelligent responses in realistic settings, building confidence and transferable skills. These strategies aim to equip students with the flexibility, composure, and emotional insight needed to navigate challenges effectively, fostering both academic perseverance and long-term professional and social success.

**Conclusions.** The proposed framework addresses the challenges of unstable learning environments by using ESP classes to develop emotional regulation skills. It integrates direct and indirect strategies to support students' emotional well-being, enhance academic performance, and build resilience through mindfulness, reflection, and communicative tasks such as role-plays and case analyses.

While the framework offers practical value, its effectiveness may vary due to classroom dynamics, student diversity, and educators' emotional competencies. Implementation also depends on adequate training and institutional support, which can be challenging in resource-limited or crisis-affected settings. Nonetheless, with proper professional development, the framework can serve as a useful tool for integrating emotional regulation into teaching practice, helping educators both model and support these skills.

Further research should focus on finding practical solutions to the challenges of integrating emotional regulation into ESP instruction. This includes three key directions: long-term impact, cultural adaptability, and the use of digital tools, especially in remote or crisis-affected settings.

## BIBLIOGRAPHY

1. Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students / L. E. Năstăsă et al. *Forests*. 2022. Vol. 13, no. 5. P. 758. URL: <https://doi.org/10.3390/f13050758>.
2. Ben-Eliyahu A. Sustainable Learning in Education. *Sustainability*. 2021. Vol. 13, no. 8. P. 4250. URL: <https://doi.org/10.3390/su13084250>.
3. Bielak J., Mystkowska-Wiertelak A. Emotions and emotion regulation in L2 classroom speaking tasks: A mixed-methods study combining the idiodynamic and quantitative perspectives. *The Modern Language Journal*. 2024. URL: <https://doi.org/10.1111/modl.12950>.
4. Bjureberg J., Gross J. J. Changing the emotion process: The role of emotion regulation. *Change in Emotion and Mental Health*. 2024. P. 49–70. URL: <https://doi.org/10.1016/b978-0-323-95604-8.00015-0>.
5. Effectiveness of a Social-Emotional Learning Program for Both Teachers and Students / C. Bergin et al. *AERA Open*. 2024. Vol. 10. URL: <https://doi.org/10.1177/23328584241281284>.
6. Fernandes V., Wong W., Noonan M. Developing adaptability and agility in leadership amidst the COVID-19 crisis: experiences of early-career school principals. *International Journal of Educational Management*. 2023. URL: <https://doi.org/10.1108/ijem-02-2022-0076>.

7. Ferreira M., Martinsone B., Talić S. Promoting Sustainable Social Emotional Learning at School through Relationship-Centered Learning Environment, Teaching Methods and Formative Assessment. *Journal of Teacher Education for Sustainability*. 2020. Vol. 22, no. 1. P. 21–36. URL: <https://doi.org/10.2478/jtes-2020-0003>.
8. Haratyan F., Yanling Z. Emotion Regulation in Education in Chaotic Era of COVID-19 Pandemic. *International Conference on "Literature, Humanities, Social Sciences & Management"*. 2022. URL: <https://doi.org/10.17758/dirpub12.ed11221010>.
9. Jennings P. A. *Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching*. Norton & Company, Incorporated, W. W., 2018. 224 p.
10. Karakasidou E., Galanakis M., Tsitsas G. Editorial: Well-being and education: current indications and emerging perspectives. *Frontiers in Psychology*. 2024. Vol. 15. URL: <https://doi.org/10.3389/fpsyg.2024.1496914>.
11. Lee J. E., Cho G. P. The mediating Effects of Cognitive flexibility and Emotional Regulation Ability on the Relationship between Self-efficacy and School Life Adjustment of High School Students. *Korean Academy Welfare Counseling*. 2024. Vol. 13, no. 1. P. 31–49. URL: <https://doi.org/10.20497/jwce.2024.13.1.31>.
12. Mental health of university students twenty months after the beginning of the full-scale russian-Ukrainian war / M. Polyvianai et al. *BMC Psychiatry*. 2025. Vol. 25, no. 1. URL: <https://doi.org/10.1186/s12888-025-06654-1>.
13. Noor A., Agarwal N., Imran Latif S. A Comparative Analysis of Emotional Maturity and Academic Performance among Secondary School Students: Comparative Analysis of Emotional Maturity and Academic Performance. *International Journal of Emerging Trends in Education*. 2023. Vol. 1, no. 2. P. 22–29. URL: <https://doi.org/10.5281/ijete.v1i2.10>.
14. Putri G. A. Social Support and Educational Resilience: A Systematic Review of Students Facing Academic Challenges. *Vifada Journal of Education*. 2024. Vol. 2, no. 2. P. 24–44. URL: <https://doi.org/10.70184/hnxrcx44>.
15. Riso S. The Ukraine crisis: The mental health toll of the war | European Foundation for the Improvement of Living and Working Conditions. *Home | European Foundation for the Improvement of Living and Working Conditions*. URL: <https://rb.gy/bh2udn>.
16. Social and emotional learning in the classroom, second edition: promoting mental health and academic success / K. W. Merrell et al. Guilford Publications, 2020. 268 p.
17. Stockinger K., Rinas R., Daumiller M. Student adaptability, emotions, and achievement: Navigating new academic terrains in a global crisis. *Learning and Individual Differences*. 2021. Vol. 90. P. 102046.
18. Students' Trait Emotional Intelligence and Perceived Teacher Emotional Support in Preventing Burnout: The Moderating Role of Academic Anxiety / L. Romano et al. *International Journal of Environmental Research and Public Health*. 2020. Vol. 17, no. 13. P. 4771. URL: <https://doi.org/10.3390/ijerph17134771>.
19. Swarnalatha T., Janardhanam V. Impact of academic stress and emotional maturity on mental health among nursing college students. *Global journal for research analysis*. 2021. P. 39–40. URL: <https://doi.org/10.36106/gjra/9001353>.
20. Topal İ. H. The place of emotions in language education from an emotional intelligence perspective. *Forum for Education Studies*. 2024. Vol. 2, no. 4. P. 1832. URL: <https://doi.org/10.59400/fes1832>.

## REFERENCES

1. Ben-Eliyahu, A. (2021). Sustainable learning in education. *Sustainability*, 13(8), 4250. <https://doi.org/10.3390/su13084250>
2. Bergin, C., Tsai, C.-L., Prewett, S., Jones, E., Bergin, D. A., & Murphy, B. (2024). Effectiveness of a Social-Emotional Learning Program for Both Teachers and Students. *AERA Open*, 10. <https://doi.org/10.1177/23328584241281284>
3. Bielak, J., & Mystkowska-Wiertelak, A. (2024). Emotions and emotion regulation in L2 classroom speaking tasks: A mixed-methods study combining the idiodynamic and quantitative perspectives. *The Modern Language Journal*. <https://doi.org/10.1111/modl.12950>.
4. Bjureberg, J., & Gross, J. J. (2024). Changing the emotion process: The role of emotion regulation. In *Change in Emotion and Mental Health* (p. 49–70). Elsevier. <https://doi.org/10.1016/b978-0-323-95604-8.00015-0>
5. Fernandes, V., Wong, W., & Noonan, M. (2023). Developing adaptability and agility in leadership amidst the COVID-19 crisis: experiences of early-career school principals. *International Journal of Educational Management*. <https://doi.org/10.1108/ijem-02-2022-0076>
6. Ferreira, M., Martinsone, B., & Talić, S. (2020). Promoting Sustainable Social Emotional Learning at School through Relationship-Centered Learning Environment, Teaching Methods and Formative Assessment. *Journal of Teacher Education for Sustainability*, 22(1), 21–36. <https://doi.org/10.2478/jtes-2020-0003>
7. Haratyan, F., & Yanling, Z. (2022). Emotion regulation in education in the chaotic era of the COVID-19 pandemic. In *Proceedings of the 43rd Portugal International Conference on Education, Literature, Humanities, and Social Sciences*. DIRPUB. [https://www.dirpub.org/images/proceedings\\_pdf/ED11221010.pdf](https://www.dirpub.org/images/proceedings_pdf/ED11221010.pdf)
8. Jennings, P. A. (2018). *Trauma-Sensitive Classroom: Building Resilience with Compassionate Teaching*. Norton & Company, Incorporated, W. W.

9. Karakasidou, E., Galanakis, M., & Tsitsas, G. (2024). Well-being and education: Current indications and emerging perspectives. *Frontiers in Psychology*, 15, Article 1496914. <https://doi.org/10.3389/fpsyg.2024.1496914>
10. Lee, J. E., & Cho, G. P. (2024). The mediating Effects of Cognitive flexibility and Emotional Regulation Ability on the Relationship between Self-efficacy and School Life Adjustment of High School Students. *Korean Academy Welfare Counseling*, 13(1), 31–49. <https://doi.org/10.20497/jwce.2024.13.1.31>
11. Merrell, K. W., Gueldner, B. A., Feuerborn, L. L., & Weissberg, R. P. (2020). *Social and Emotional Learning in the Classroom, Second Edition: Promoting Mental Health and Academic Success*. Guilford Publications.
12. Năstasă, L. E., Cocoradă, E., Vorovencii, I., & Curtu, A. L. (2022b). Academic Success, Emotional Intelligence, Well-Being and Resilience of First-Year Forestry Students. *Forests*, 13(5), 758. <https://doi.org/10.3390/f13050758>
13. Noor, A., Agarwal, N., & Saifi, I. L. (2023). A Comparative Analysis of Emotional Maturity and Academic Performance among Secondary School Students: Comparative Analysis of Emotional Maturity and Academic Performance. *International Journal of Emerging Trends in Education*, 1(2), 22-29. <https://doi.org/10.5281/ijete.v1i2.10>
14. Polyvianaia, M., Yachnik, Y., Fegert, J. M., Sitarski, E., Stepanova, N., & Pinchuk, I. (2025). Mental health of university students twenty months after the beginning of the full-scale Russian-Ukrainian war. *BMC Psychiatry*, 25(1). <https://doi.org/10.1186/s12888-025-06654-1>
15. Putri, G. A. (2024). Social Support and Educational Resilience: A Systematic Review of Students Facing Academic Challenges. *Vifada Journal of Education*, 2(2), 24–44. <https://doi.org/10.70184/hnxcx44>
16. Riso, S. (2024). The Ukraine crisis: The mental health toll of the war (WPEF24033). European Foundation for the Improvement of Living and Working Conditions. <https://www.eurofound.europa.eu/sites/default/files/2024-03/wpef24033.pdf>
17. Romano, L., Tang, X., Hietajärvi, L., Salmela-Aro, K., & Fiorilli, C. (2020). Students' trait emotional intelligence and perceived teacher emotional support in preventing burnout: the moderating role of academic anxiety. *International Journal of Environmental Research and Public Health*, 17(13), 4771. <https://doi.org/10.3390/ijerph17134771>
18. Stockinger, K., Rinas, R., & Daumiller, M. (2021). Student adaptability, emotions, and achievement: Navigating new academic terrains in a global crisis. *Learning and Individual Differences*, 90, 102046. <https://doi.org/10.1016/j.lindif.2021.102046>
19. Swarnalatha, T., & Janardhanam, V. (2021). Impact of academic stress and emotional maturity on mental health among nursing college students. *Global journal for research analysis*, 39–40. <https://doi.org/10.36106/gjra/9001353>
20. Topal, İ. H. (2024). The place of emotions in language education from an emotional intelligence perspective. *Forum for Education Studies*, 2(4), 1832. <https://doi.org/10.59400/fes1832>