

Chapter # 33

DEVELOPING EMOTIONAL LITERACY, SUPPORT OF EMOTION REGULATION AND PSYCHOLOGICAL RESILIENCE IN THE CONTEXT OF LEARNING PROGRAMS

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ABSTRACT

The chapter presents the main findings of a research project aimed at methodology for developing and strengthening resilience and emotional literacy for teachers. The aim of this thesis is to find out what are the needs of today's teachers in the area of emotional literacy and the appropriateness of applying the proposed training programme. In the theoretical section, the concepts of emotion, emotion regulation, social skills and communication, resilience and their relevance to the profession of teachers are explained. The training programme is developed for continuous training of teachers in the form of presentations. The outputs of the project include an empirically validated, theory-based methodology manual for teachers to strengthen their psychological resilience. Teachers' practice and experience indicate a strong need for further training in the area of emotions and emotion management. After completing the training programme, the teachers' expectations were met and they expressed their satisfaction with the implementation of the emotional skills training and the promotion of their self-development. The programme was designed to stimulate teachers' interest in further exploring ways of learning. In the future the preparation of webinars for the acquisition of the methodology in the form of a short-term training programme for teachers using e-learning.

Keywords: emotional literacy, regulation, resilience, learning program, training of teachers.

1. INTRODUCTION

As part of the crosscutting literacy agenda for education (SVP, 2023/831:7-A2140), we have focused on developing and strengthening social and emotional literacy in schools. Social and emotional literacy is an important part of strengthening a person's psychological resilience (Ungar, Theron, & Höltge, 2023). In a rapidly changing world, reflection on learning, action and expression, communication, should be an essential part of the educational process. Moreover, the mental health of teachers has been deteriorating in recent years (Madarasová Gecková, Husárová et al., 2023; Cefai, Simões, & Caravita, 2021). The main goals of education include, among others, that also teachers develop appropriate key competences, knowledge and gradually cultivate a foundation of interest in lifelong learning, as well as an interest and need for meaningful activity and creativity in general. Teacher training has a significant impact on the quality of education. Updating teachers' knowledge is not only important in vocational subjects. No less it is also necessary to improve their mental skills. Teachers are exposed to time pressures, demands on decision-making processes, conflict resolution, managing professional tasks, communicating with superiors, colleagues and parents. For these reasons, there is a significant need for teacher self-development programmes.

Understanding emotions, their importance in life management and consciously working with them will help educators to manage and cope with these situations. Deepening self-awareness brings the ability to understand other people. Increasing their capacity for empathy will also enable them to develop empathy in their students. By gaining self-esteem and self-confidence, the educator can also find ways and willingness to support pupils, parents and colleagues. Improving social awareness allows for a more effective influence on others. A deeper understanding of motivation and its impact on success helps to use this knowledge to motivate students more effectively in education. The essence of the modern understanding of the educational process is activity, independence and creativity. Emotionality, intelligence and mental resilience are complementary. The main objective of the proposed teacher education programme is to acquire knowledge and improve professional competences in the field of individual components of emotional intelligence and psychological resilience and to be able to use them in pedagogical activities.

1.1. The Research Area Current State of Research

Key competences are a set of knowledge, skills, competences and attitudes of value that enable an individual to know, act effectively, evaluate, communicate and understand, integrate into social relationships and develop as a person. It is thus the ability to apply one's education in work, family and personal life. These competences are formed gradually, because of personal practical activity and experience, and are applicable in practical life. At the same time, they also change in quality and value throughout life, have the potential for continuous development and are a source of personal flexibility.

By guiding, supporting and reinforcing reflection, the teacher will improve his/her ability to learn more autonomously, to perceive his/her personal potential and to take responsibility for his/her own learning and self-development. The use of activating, interactive teaching methods is a prerequisite for the effectiveness and implementation of literacy development, including social and emotional literacy. The choice of how and when to implement the development of individual literacies is the responsibility of the school. The above principles are respected in the development of our methodological guide in applied research. The alarming increase in the number of people at risk of risky behaviour, depression, violence, various forms of addictive behaviours, as well as disinterest in culture, is related to fundamental deficiencies in the educational, or educational, especially relational, environment (Madarasová Gecková, Husárová et al., 2023; Cefai et al., 2021; TTS, 2024). Both psychology and current neuroscience findings confirm that there is a typical, ontogenetically innate tendency for humans to relate specifically to close and trusted people, to seek mutual unity and understanding with other people, and to seek meaning and deeper significance in their being, life, and the world around them (Shotter, 2017; Cozolino, 2014; Gergen, 2009). Psychological resilience has also been explored in the global scientific and professional literature in relation to issues of emotionality and sociability.

2. THEORETICAL BACKGROUND

2.1. Emotions

Perceiving emotions and thinking about them is essential for emotional regulation. Emotion regulation is aimed at maintaining, strengthening, or suppressing emotions and their expression. If emotions are excessively suppressed, a certain emptiness and distance is created. Conversely, if they get out of control and are exaggerated, they can become morbid and bothersome. The ability to keep emotions under control is the key to a satisfying

emotional life. Emotion regulation is the process by which an individual influences what emotions he will have, how he will experience and express them. With the help of emotion regulation, it is possible to achieve that a person remains calm in stressful situations, knows how to defend himself against feelings of fear and quickly regenerates after negative feelings.

According to (Schulze & Roberts, 2007), self-regulation can be perceived as a form of problem solving with the aim of mitigating the difference between reality and the target value of a given internal state. In this case, teachers' self-regulatory activities aim to change the current emotional state to the target state.

According to Martinčėková (Martinčėková, 2012), the main components of self-regulation are Reliability - the ability to observe the basic rules of propriety. Conscientiousness - the ability to take responsibility for one's own behaviour and performance. Adaptability - the ability to adapt to change. Innovativeness - the ability to be open to innovation and to generate new ideas. Self-regulation is based on the knowledge that people are capable of managing their own feelings and internal processes. In this way they can learn to deal with emotionally charged situations. According to Marman (Marman & Jurášek, 2014), there are three key areas that need to be developed: Get rid of your fear. Promote your strengths. Be more receptive every day.

It is good to know the influence of a particular emotional experience on motivation and will, on achieving success, for example how positive and negative emotions affect the way we think and the way we solve problems. If he can recognise his own feelings, define his needs and set goals, he can work better with his emotions. As stated by (Kaliská & Salbot, 2011), the ability to recognise mood, temperament, motivation, other people's needs and the appropriate way to respond to them is at the heart of interpersonal intelligence, i.e. the intelligence of interpersonal relationships. On the other hand, access to one's own feelings, the ability to identify and use them in one's decisions and actions. Emotional intelligence can change with experience and learning. Emotional regulation is an important part of EI. It is the process by which an individual influences what emotions he or she will have, how he or she will experience them and how he or she will express them.

2.1.1. Emotional Regulation Strategies

Emotional regulation strategies relate to the experience of emotions and are focused either on the prerequisites for the emergence of emotions or on the manifestations of emotions themselves. Garnefski and Kraaij (2014) identified a total of 9 strategies for cognitive regulation of emotions - self-blame, acceptance, thinking, positive focus, planning, positive reappraisal, judging in context, catastrophizing and blaming others. When developing emotional regulation, it is necessary to focus on strengthening strategies that positively affect our emotional experience. They are mainly acceptance, positive focus and assessment in context. A suitable strategy is to accept the inevitability of negative emotions and assess them in context, i.e. knowing that even negative emotions contain valuable information that can help a person to act effectively. Inappropriate strategies are, for example, passivity and self-blame, when the individual does not take into account his needs and experiences, or, on the contrary, aggression and blaming others, when the individual expresses his emotions without inhibitions verbally and non-verbally.

It is possible to regulate the experience of emotions and reach the target state more easily with the help of training. Pletzer has developed several methods of emotional regulation (Pletzer, 2009): visualising the target state, eliminating stereotypes and breaking bonds, leaving the comfort zone, registering negative feelings and activating positive ones, imagining feelings, judging from a distance, changing the point of view, awareness of responsibility for one's own feelings. Emotional regulation in the teaching profession has a

significant impact on the educational and pedagogical outcomes of their work. On the one hand there is self-regulation, when teachers consciously work with their own emotions, and on the other hand they influence the emotional development and motivation of pupils and students. The goal of emotion regulation in educators should be the ability to manage their emotions so that they can better cope with stressful situations, eliminate negative experiences, and actively use emotions in the learning process. Perceiving and influencing other people's emotions is an interpersonal competence in the construct of emotional intelligence.

In developing emotional regulation, it is necessary to focus on strengthening strategies that positively influence our emotional experience. These are mainly acceptance, positive focus and judging in context. An appropriate strategy is to accept the inevitability of negative emotions and to evaluate in context that even negative emotions contain valuable information that can help a person to act effectively. Inappropriate strategies are, for example, passivity and self-blame, where the individual does not take into account his or her needs and experiences, or, conversely, aggression and blaming others, where the individual makes his or her emotions known uninhibitedly, both verbally and non-verbally. The experience of emotions can be regulated and through training it is easier to reach the target state (Pletzer, 2009).

2.2. Resilience

In psychology, the concept of resilience has evolved from being understood in terms of a specific personality characteristic to a multi-component concept and the inclusion of internal and external protective factors. Currently, several research teams around the world are investigating psychological resilience (Ungar, 2021; McMahon, 2015; Olsson, Bond, Burns, Vella-Brodick, & Sawyer, 2003). However, more recently, there is a call to examine it comprehensively as a culturally contingent construct and to integrate a social-ecological perspective (Ungar, 2021; Twum-Antwi, Jefferies, & Ungar, 2020; Pettoello et al., 2019; Zolkoski & Bullock, 2012).

Psychological resilience has been characterized by the ability to bounce back from negative emotional experiences and by flexible adaptation to the changing demands of stressful experiences (Block & Kremen, 1996; Lazarus, 1993). This definition captures a psychological frame of mind that is associated with a variety of behavioral and psychological outcomes. A convergence across several research methodologies indicates that resilient individuals have optimistic, zestful, and energetic approaches to life, are curious and open to new experiences, and are characterized by high positive emotionality (Block & Kremen, 1996). Resilience is one of the important components in the character area of the educational standards. The overall aim within the resilience component is to guide teachers to be resilient and steadfast in their own actions, so that they are able to persevere in their decision to do well, overcoming external obstacles and internal negative tendencies, and strengthening their own orientation to the meaning of their actions.

By strengthening the system of psychological resources for resilience (Ungar & Theron, 2020), the teacher will be able to be specifically aware of and understand his/her feelings and emotions as an integral part of his/her perception and experience. Teachers will be able to recognise their necessary function in different activities. They will learn to identify them better and gradually acquire appropriate ways of expressing them, including their socially meaningful expression and interest in other people's experiences and needs and in communicating and cooperating with them. Teachers will also become more aware of their own potential and the need for planning. Teachers will be able to communicate openly and in a socially respectful manner, they will learn techniques for conflict avoidance and constructive and non-violent conflict management. It would improve teachers' ability to act

responsibly with regard to the rights, freedoms and needs of others. Teachers should therefore become more aware of the need for constant self-awareness and self-reflection for their own development and growth, and thus be freer and more socially responsible in the formation of their personal identity and integrity.

The overall objective of the project is precisely to develop a structural-interaction model of resilience (Ungar & Theron, 2020), based on the current theoretical paradigm of knowledge of the concept of resilience, applicable in school settings. This model is intended to describe the essential content and relational characteristics of resilience at different levels in general or in different contexts, while allowing the implementation of new knowledge in the educational process, without compromising the internal integrity of the model and its practical effectiveness. With regard to the structure of the concept of psychological resilience, it is first necessary to identify the basic building blocks of the model, its components. At the most general level, these components include (Ungar & Theron, 2020): risk factors for maintaining resilience, specific resilience factors, and the feedback consequences of the interaction of these factors (their effect on the individual's behaviour and survival).

According to Ungar and Theron (2020), the components of resilience represent the general domains of the resilience structure and give it shape; the elements represent the specific content of the individual attributes of resilience (e.g. optimism, personal efficacy, social competence as personality traits, peer ties and relationships, open communication in the family, as internal and external domains, etc.).

The International Resilience Research Centre (<https://resilienceresearch.org/>) is developing new methodologies for the study of resilience, using integrative designs, exploring specific cultural and contextual processes and anchoring constructs, as well as methodologies for their application. The present targeted applied research project draws on the above-mentioned recent findings from several scientific fields in relation to emotionality, social interaction and resilience.

2.3. Interventions and Learning Programs

Researchers aim to provide insights into the resilience that exerts its protective function, with a view to using these insights in the design and implementation of intervention programmes aimed at promoting resilience and preventing the psychopathological consequences of stress. Given the dynamic, processual and contextual nature of resilience, interventions aimed at enhancing resilience need to be equally dynamic, flexible and socio-culturally specific. It is crucial that feedback loops are in place so that evidence from interventions can feed back into research and theory (Vancu, 2024).

Luthar and Cicchetti (2000) developed the methodological requirements for an intervention based on resilience research: a theoretical and research base based on the observation of a specific target group. The intervention should not only aim to eliminate negative manifestations, but also to promote positive adaptations and competences. The intervention should be designed to reduce negative manifestations and take advantage of specific opportunities within the group. Take into account developmental aspects according to the age of the target group. Confrontation of the effect of the intervention with scientific methods. In order to prevent the negative consequences of stress in the school environment, A. E. Kazdin (2002) recommends the use of coping programmes. A. A. Hains (1992) highlighted the benefits of cognitive-behavioural stress management. In adolescents who participated in cognitive-behavioural stress management programmes, the effect of the programme in reducing the negative consequences of stress in various stressful events was confirmed in students and teachers. Effective prevention programmes include the Ellis Multifactorial Comprehensive Prevention Programme (Hall, 2002). It emphasises the need

to provide information on self-evaluation, positive thinking and building meaning in life. An example of a specific effective cognitive-behavioural programme is 'Coping with Depression' (Hall, 2002), and school-based stress management prevention programmes directly applied in schools (Kraag et al., 2006). Attention is paid to positive personality development. This is a direction that seeks to rapidly translate the results of longitudinal studies into practice in the form of interventions (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004).

In the UK, Resilience Teaching has been introduced, which focuses on revising cognitive appraisals of different stressful situations based on the experience of successfully overcoming obstacles and stressful situations in different domains (CPP: <https://ppc.sas.upenn.edu/>). An Australian programme with a similar focus focuses on the cultural context of resilience (Lemerle & Ildes, 2004) - the Brita Programme: Building Resilience in Transcultural Peoples and Coping with Stress - The Best Coping (Frydenberg, 2004).

M. T. Greenberg, C. Domitrovich, & B. Bumbarger (2001) also looks at the prevention of mental disorders. In a review of available primary prevention programmes abroad, they consider preventive intervention to be an important element in reducing symptoms of psychopathology or factors commonly associated with increased risk of developing mental disorders. They examine the general characteristics of prevention programmes and make recommendations for their practical use in schools and community groups. The authors (Greenberg et al., 2001) list the following as effective stress management programmes Anger management programme, Coping with stress course, Counsellor care, Coping and support training, Improving social awareness - social problem solving, Interpersonal cognitive problem solving, Peer coping skills training, Promoting alternative thinking strategies, Primary mental health project, Social relations programme, Stress inoculation training I, II.

Research in education, training and personal development points to the need to use groups of methods in conjunction with each other to more effectively strengthen a person's coping resources and psychological resilience. Resilience is closely related to an individual's overall quality of life, as it is involved in maintaining mental and physical health. According to (Kaliská & Salbot, 2011), resilience changes and develops throughout an individual's an individual's life and can be built and supported.

2.3.1. Requirements for Teacher Competencies

School is an important institution of socialisation that fulfils four basic goals - educational, professional, social-civic and personal (Zeřová, 2007). The effectiveness of the educational process depends on the characteristics of the learner, the teacher, the learning material and the learning conditions. Emotions are a natural part of the educational process. Their sources are related to all aspects of school life, the learning process and relationships between teachers, students and parents (Zeřová, 2007).

All these areas can be a source of both positive and negative emotions. The predominance of positive emotions is likely to be reflected in teachers' performance. As he further states, pleasant emotions such as joy, self-satisfaction and satisfaction can be associated with success, mastering tasks and problems, recognition and appreciation, and gaining respect (Hlinková, 2014).

The teacher has an irreplaceable role and responsibility in creating a pleasant emotional atmosphere in the classroom. Among the main requirements for the teacher in the context of developing the emotional intelligence of the students are personal maturity, appropriate social skills, sensitivity and receptivity, the ability to accept the individual peculiarities of the students in the field of experience and behaviour (Salbot, 2011).

An important element of a teacher's work is communication with the parents of pupils. The teacher should try to get the parents to cooperate. Gaining the parents' trust and establishing good cooperation requires certain skills, social and communication skills of the teacher. The teacher encounters situations where family relationships are problematic and the child's behaviour is negatively affected. The teacher also encounters parents who shift a large part of the responsibility from the child to themselves or who overestimate their child (Hlinková, 2014).

Sometimes parents behave inappropriately, aggressively, offensively. It is necessary to prepare for the meeting with the parents so that the teacher can argue objectively and create a friendly atmosphere. Training in verbal and non-verbal communication, which determines the effectiveness of the meeting, can be of great help. The third area is relations with colleagues and superiors. The teacher should contribute to a positive working atmosphere, encourage cooperation in the exchange of experience, offer and seek help when needed. Assertiveness, creativity and initiative will be important in this area. Schulze and Roberts (2007) suggested that pre-service and in-service teacher education should include topics that address the need to support the development of emotional intelligence in schools.

As stated by (Schulze & Roberts, 2007), educators need a broad repertoire of knowledge, methods and professional experience in using emotional intelligence in learning and performance situations. Emotional skills can contribute to improving the quality of cognitive functioning and intellectual behavioural outcomes, in particular by improving decision-making processes, self-management and stress regulation. Teachers themselves are aware of the importance of self-awareness and self-reflection for successful teaching and the need to improve communication skills. In this vein, Salovey and colleagues (Salovey & Mayer, 1990) described emotional intelligence as the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. It is important to note that there are individual differences in the ability to process this information and use it to one's advantage in coping with negative circumstances.

It is possible, then, that emotional intelligence plays a significant role in the lives of resilient people. Specifically, what might distinguish low and high-resilient people is their capacity to learn from life's setbacks and use this knowledge to cope more effectively (Salovey, Bedell, Detweiler, & Mayer, 1999). Given the evidence showing that positive emotions indeed produce beneficial outcomes in the coping process (e.g., Folkman & Moskowitz, 2000; Fredrickson, 2000) and that certain individuals are more adept at using emotion knowledge to cope in times of stress (e.g., Barrett & Gross, 2001; Salovey, Hsee, & Mayer, 1993), it is possible that certain individuals have a greater tendency to draw on positive emotions in times of stress, intuitively using positive emotions to their advantage. Psychologically resilient people—who are described as emotionally intelligent (Salovey et al., 1999).

3. OBJECTIVES, DESIGN AND METHODS

3.1. Focus and Description of the Project

The interdisciplinary research project focuses on the main target areas which are the development of specific competences of the teachers in the context of cross curricular literacy of the National Curriculum for Primary Education.

As part of the project there will also be sub-improvements such as:

Development of a new methodology - a working textbook for strengthening the component of resilience and developing social and emotional literacy of pupils of the first stage of primary school and the conditions of primary education.

Compilation of a (digitalised) methodological manual for the implementation of the methodology in school conditions for teachers as target group of the applied research project. Develop a new methodology for the target group of the applied research project. Developing a short training programme for teachers to learn the methodology, including e-learning and webinars. In the future, it would be appropriate to create an open online and offline system for continuous quality monitoring and improvement of the educational modules of methodology, continuous communication and interactive learning for participating teachers in the new state educational programme.

3.2. Design and Methods

Based on knowledge and theoretical studies, we have developed a training programme for teachers that focuses on the adoption, implementation and evaluation of the methodology for improving interpersonal communication skills, developing emotional intelligence and resilience. As part of the preparation, we approached teachers to find out their views on the importance of teacher preparation in the area of emotional intelligence skills. This included a short 4-question questionnaire, which we used to test the assumption that teacher training in emotional intelligence is important and insufficient. The sample consisted of school teachers. A total of 98 teachers were contacted. The answers could be recorded on a scale from 1 to 4 with the values not at all (1), weak (2), average (3), very good (4). The assumption of the need to supplement the training of teachers in this area was confirmed.

3.3. Objectives of the learning program

The main objective of the training programme is to acquire knowledge in the field of individual components of EI with emphasis on self-regulation, interpersonal skills, to understand them and to improve professional competences of teachers so that they can use them in pedagogical activities for personality development.

The main objective of the training programme is to acquire knowledge and skills in the field of emotional intelligence and psychological resilience (Table 1).

*Table 1.
Specific objectives of the education and training programme.*

To understand the essence and importance of emotionality for managing one's own way of life and achieving life satisfaction.
Deepen self-awareness, recognise responsibility for one's own emotional experience and learn ways to support this in one's students. Improve the ability to manage anger, anxiety and fear.
Understand motivation more deeply and use this knowledge to motivate students more effectively.
Increase the capacity for empathy in yourself and your students.
Improve social awareness and understanding of pupils' behaviour and be able to identify its possible causes.
Understanding and respecting the attitudes and opinions of others, the ability to give and receive feedback.
Improve non-verbal and verbal communication, presentation and negotiation skills. • Know how to resolve conflicts and settle disputes more effectively.
Understand group processes and know how to use them in practice.
Be able to build trust and openness in interpersonal relationships, understand the importance of being able to give help as well as to accept or ask for help.
Know how to use acquired skills to innovate in the educational process.
Apply the basic principles of a healthy lifestyle in everyday life.

4. THE IMPLEMENTATION AND RESEARCH DIRECTIONS

In designing the programme, we placed great emphasis on the practical side of the training, which is still lacking in the psychological preparation of teachers. The thematic plan of the modules and the suggested exercises are exemplary, and the lecturer can modify or supplement them according to his own knowledge and experience. It is important to keep the practical part and a certain playful form of exercises and teaching. The aim is for teachers to be able to understand the different components of emotional intelligence and, above all, to be able to use them for the development of their pupils.

The programme has been designed with the intention of applying emotional intelligence in the teaching profession. The total duration of the programme - 120 hours (the practical part of the programme is designed in the scope of 98 hours).

The training programme is designed for in-service training of primary and secondary school teachers. The schedule of the curriculum according to the individual topics and the allocation of teaching hours was as follows: characteristics of emotionality 12 hours, emotional intelligence 23 hours, resilience 20 hours, empathy 21 hours, social skills 15 hours, communication skills 18 hours, emotionality in the teaching profession 11 hours. The programme is designed so that the different areas build on each other. The programme has been designed with a strong emphasis on the practical side of training, which has been lacking in the psychological training of educators.

We have designed the programme so that the modules build on each other, while at the same time allowing knowledge to be deepened and consolidated through repetition. In the first part of the programme, which focuses on intrapersonal skills, a significant part of the training is devoted to self-awareness, self-regulation and resilience. Teachers will gain knowledge on how to develop these constructs, impulses and motivation for self-management. The second part of the programme focuses on interpersonal and communication skills. Teachers will have the opportunity to compare the content of the lectures with their practical experience as they use these skills in their work every day.

The programme should teach them to work efficiently, constructively and with interest. The aim of the proposed programme is that teachers, after additional training, will understand the different components of emotional intelligence and, more importantly, be able to use them for their own development and that of their pupils. A programme for teachers is currently being implemented in a number of schools. The importance of implementing this type of programme is demonstrated by the ongoing results and feedback from teachers about the programme.

5. CONCLUSION

We have developed an intensive short-term training programme for teachers, aimed at the acquisition, implementation and evaluation of the developed methodology (mentor teachers). The programme has been designed with a strong emphasis on the practical side of the training, which is still lacking in the psychological training of educators. The thematic plan and the exercises with activities can be adapted or supplemented by the trainer on the basis of his/her own knowledge and experience. It is important to maintain the scope of the practical part and a certain playfulness of the exercises. The aim is that, after the training, teachers will understand the different components of emotional intelligence and, in particular, be able to use them for their own development and that of their pupils.

The programme has been designed with the application of emotional intelligence in the teaching profession in mind. The programme has been designed so that the modules build on each other and also so that knowledge is extended and consolidated through repetition. In the first part of the programme, which focuses on intrapersonal skills, a significant part of the training is devoted to self-awareness, self-regulation and resilience. Teachers learn how to develop these constructs as well as the impetus and motivation for self-management. The second part of the programme focuses on interpersonal and communication skills.

In the future, it would be advisable to create an open system of continuous quality monitoring and improvement of the pedagogical modules of the methodology, using a dedicated website with dialogical/interactive components and innovative digitized content. Finally, it would be appropriate to create a comprehensive digitized methodology handbook for teachers. Methodology for teachers, based on an empirically validated theoretical model and practical research on the effectiveness of using the methodology to develop and strengthen the psychological resilience component and social and emotional literacy.

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