

K. Sailybayeva^{1*}, **N. Sadykova¹**, **K. Oztemel²**,
Sh. Zakaryanova¹, **Z. Madaliyeva¹**

¹Al-Farabi Kazakh National University, Almaty, Kazakhstan

²Gazi University, Ankara, Turkey

*e-mail: sailybayeva_kuralay@mail.ru

RESEARCH OF STUDENTS' EMOTIONAL STABILITY IN EDUCATION IN A DIGITAL ENVIRONMENT

The digitalization of the educational environment has significantly transformed the nature of students' learning activities, increasing the demands placed on their independence, self-organization, and ability to cope with informational and emotional loads. Under these conditions, emotional stability becomes particularly important as a psychological resource that ensures students' successful adaptation to digital forms of education. The purpose of this study is to identify the characteristics of students' emotional stability within a digital educational environment and to analyze the relationship between students' personality traits and their ability to adapt to digital learning while maintaining psychological well-being. The methodological basis of the research consists of psychodiagnostic methods that allow a comprehensive assessment of students' personal and adaptive resources. The empirical study employed the Five-Factor Personality Questionnaire by R. McCrae and P. Costa (Big Five), aimed at identifying key personality traits, as well as the Connor–Davidson Resilience Scale (CD-RISC), which makes it possible to assess the level of stress resistance, self-regulation, and adaptive capacities of an individual.

The results of the study show that most students demonstrate a moderate level of emotional and psychological stability. It was found that personality characteristics such as conscientiousness and openness to experience are positively associated with psychological resilience, whereas a high level of neuroticism is accompanied by a decrease in adaptive resources. Correlation analysis confirmed a statistically significant relationship between students' personality traits and their ability to effectively adapt to the conditions of digital learning. The scientific value of the study lies in clarifying the role of emotional stability as a psychological factor of students' successful adaptation to the digital educational environment and in identifying personality determinants that influence the effectiveness of learning activities in the context of educational digitalization. The practical significance of the work lies in the possibility of using the obtained results to develop psychological support programs for students aimed at enhancing self-regulation skills, stress resistance, and emotional adaptation within the digital educational environment.

Keywords: emotional stability, digital educational environment, students, technostress, self-regulation, academic success, distance learning.

К.А. Сайлыбаева^{1*}, Н.М. Садыкова¹, К. Өзтемел²,
Ш.Н. Закарьянова¹, З.Б. Мадалиева¹

¹Әл-Фараби атындағы Қазақ ұлттық университеті, Алматы, Қазақстан

²Гази университеті, Анкара, Түркия

*e-mail: sailybayeva_kuralay@mail.ru

Цифрлық ортадағы білім беруде студенттердің эмоционалдық тұрақтылығын зерттеу

Білім беру ортасының цифрлануы студенттердің оқу қызметінің сипатын едәуір өзгертті, олардың дербестігіне, өзін-өзі ұйымдастыруына және ақпараттық әрі эмоционалдық жүктемелерді еңсеру қабілетіне қойылатын талаптарды күшейтті. Осындай жағдайда студенттердің цифрлық білім беру форматтарына табысты бейімделуін қамтамасыз ететін психологиялық ресурс ретінде эмоционалдық тұрақтылықтың маңызы арта түседі. Зерттеудің мақсаты – цифрлық білім беру ортасы жағдайында студенттердің эмоционалдық тұрақтылығының ерекшеліктерін анықтау және білім алушылардың тұлғалық сипаттамалары мен олардың цифрлық оқытуға бейімделу, психологиялық әл-ауқатын сақтау қабілеттері арасындағы өзара байланысты талдау. Зерттеудің әдіснамалық негізін студенттердің тұлғалық және бейімделу ресурстарын кешенді бағалауға мүмкіндік беретін психодиагностикалық әдістер құрады. Эмпирикалық зерттеуде Р. МакКрае мен П. Костаның «Тұлғаның бес факторлы сауалнамасы» (Big Five) қолданылды, ол тұлғаның негізгі сипаттамаларын анықтауға бағытталған. Сонымен қатар Коннор–Дэвидсонның «Психологиялық

«Психологиялық тұрақтылық шкаласы» (CD-RISC) пайдаланылды, бұл әдістеме тұлғаның стресс төзімділігі, өзін-өзі реттеу және бейімделу мүмкіндіктерін бағалауға мүмкіндік береді.

Зерттеу нәтижелері студенттердің көпшілігі эмоционалдық тұрақтылық пен психологиялық тұрақтылықтың орташа деңгейін көрсететінін анықтады. Сонымен қатар саналылық (жауапкершілік) пен тәжірибеге ашықтық сияқты тұлғалық қасиеттер психологиялық тұрақтылық деңгейімен оң байланыста екені, ал нейротизмнің жоғары деңгейі бейімделу ресурстарының төмендеуімен қатар жүретіні анықталды. Корреляциялық талдау студенттердің тұлғалық ерекшеліктері мен олардың цифрлық оқыту жағдайына тиімді бейімделу қабілеті арасында статистикалық мәнді байланыс бар екенін көрсетті. Зерттеудің ғылыми құндылығы – эмоционалдық тұрақтылықтың студенттердің цифрлық білім беру ортасына табысты бейімделуінің маңызды психологиялық факторы ретіндегі рөлін нақтылауда және білім беру қызметінің тиімділігіне әсер ететін тұлғалық детерминанттарды айқындауда көрінеді. Жұмыстың практикалық маңыздылығы алынған нәтижелерді студенттерге психологиялық қолдау көрсету бағдарламаларын әзірлеуде, атап айтқанда өзін-өзі реттеу, стресс төзімділігі және цифрлық білім беру ортасына эмоционалдық бейімделу дағдыларын дамытуға бағытталған бағдарламаларды жасау барысында қолдану мүмкіндігімен анықталады.

Түйін сөздер: эмоционалды тұрақтылық, цифрлық білім беру ортасы, студенттер, техностресс, өзін-өзі реттеу, академиялық жетістік, қашықтықтан оқыту.

К.А. Сайлыбаева^{1*}, Н.М. Садыкова¹, К. Озтемел²,
Ш.Н. Закарьянова¹, З.Б. Мадалиева¹

¹Казахский национальный университет имени аль-Фараби, Алматы, Казахстан

²Университет Гази, Анкара, Турция

*e-mail: sailybayeva_kuralay@mail.ru

Исследование эмоциональной устойчивости студентов в образовании в цифровой среде

Цифровизация образовательной среды существенно трансформировала характер учебной деятельности студентов, усилив требования к их самостоятельности, самоорганизации и способности справляться с информационной и эмоциональной нагрузкой. В этих условиях особую значимость приобретает эмоциональная устойчивость как психологический ресурс, обеспечивающий успешную адаптацию обучающихся к цифровым форматам образования. Целью исследования является выявление особенностей эмоциональной устойчивости студентов в условиях цифровой образовательной среды, а также анализ взаимосвязи личностных характеристик обучающихся с их способностью адаптироваться к цифровому обучению и поддерживать психологическое благополучие. Методологическую основу исследования составили психодиагностические методы, позволяющие комплексно оценить личностные и адаптационные ресурсы студентов. В эмпирическом исследовании использованы «Пятифакторный опросник личности» Р. МакКре и П. Косты (Big Five), направленный на выявление ключевых личностных характеристик, а также «Шкала психологической устойчивости» Коннора–Дэвидсона (CD-RISC), позволяющая оценить уровень стрессоустойчивости, саморегуляции и адаптивных возможностей личности.

Результаты исследования показали, что большинство студентов демонстрируют средний уровень эмоциональной устойчивости и психологической стабильности. Установлено, что такие личностные характеристики, как сознательность и открытость опыту, положительно связаны с уровнем психологической устойчивости, тогда как высокий уровень нейротизма сопровождается снижением адаптационных ресурсов. Корреляционный анализ подтвердил статистически значимую связь между личностными особенностями студентов и их способностью эффективно адаптироваться к условиям цифрового обучения. Научная ценность исследования заключается в уточнении роли эмоциональной устойчивости как психологического фактора успешной адаптации студентов к цифровой образовательной среде и в выявлении личностных детерминант, влияющих на эффективность учебной деятельности в условиях цифровизации образования. Практическая значимость работы состоит в возможности использования полученных результатов для разработки программ психологической поддержки студентов, направленных на развитие навыков саморегуляции, стрессоустойчивости и эмоциональной адаптации в цифровой образовательной среде.

Ключевые слова: эмоциональная устойчивость, цифровая образовательная среда, студенты, техностресс, саморегуляция, академическая успешность, дистанционное обучение.

Introduction

The modern educational landscape has undergone radical changes based on the large-scale integration of digital technologies, including distance learning, online courses and educational platforms. This process, reinforced by recent global events, has transformed from technical excellence into a new reality for millions of students. Previous studies (Smirnov, 2019; Ivanova, 2021) has convincingly demonstrated the impact of digitalization on the cognitive and social aspects of the educational process. In the context of this digital transformation, there is a significant gap in the study of students' psycho-emotional well-being. In particular, there is a lack of empirical research aimed at analyzing students' emotional stability as an important factor in academic success and maintaining mental health with the active use of digital educational resources. The relevance of the scientific article is obvious both in theoretical and applied terms:

- theoretical significance: in the context of accelerated digitalization of education, there is a need to clarify theoretical ideas about "emotional stability". This is due to the emergence of stresses inherent only in the digital environment: information overload, technostress, social isolation and the need for independent regulation of emotions in the absence of direct control.

- practical significance: the study allows you to create scientifically based tools and methodological manuals for teachers to provide psychological support to students.

We choose the dynamics of educational activities in Higher School, carried out through the digital environment, as the object of research of a scientific article.

To conduct the research, we selected the methods of R. McCrae P. Costa's "five-factor personality questionnaire" and Connor-Davidson's "psychological resilience scale".

Identifying specific characteristics, describing the structure and substantiating the relationship of students' emotional stability with their learning outcomes and the success of adaptation in a digital educational environment is the main goal of the scientific article

That is why the following goals were set in this study: 1) review of theoretical developments on the problem of emotional stability in domestic and foreign psychology. 2) creation of a comprehensive set of tools to assess the level of emotional stability of students in the context of digital education and

identify their characteristic emotional states. 3) implementation of empirical verification of the interdependence of students' emotional stability, subjective assessment of their educational achievements and susceptibility to digital learning conditions. 4) formulate scientifically based recommendations for creating favorable psychological and pedagogical conditions for the development and maintenance of emotional stability of students in the conditions of a digital educational environment.

The main hypothesis: emotional stability of students is an important predictor of their successful adaptation and academic performance in a digital educational environment, and a low level of stability is associated with the risk of developing technostress and a decrease in motivation to learn.

The scientific article is based on the following positions: systemic position – the student and the digital educational environment are considered as a unit that affects each other; subjective-action position – the emphasis is on the active role of the student in the educational process and his interaction with digital tools. competence principle – attention is paid to the development of the skills and competencies necessary for successful learning in a digital environment.

The article proposed by the authors: theoretical significance – the concepts of the structure and determinants of emotional stability of the personality in the context of intensive digitalization were clarified; practical significance – diagnostic tools were developed and specific measures were proposed for psychological and pedagogical support of students in the digital environment.

Literature review

As part of the accelerated digitalization of the educational process, the ability of students to maintain emotional balance is important for achieving academic success, successfully adapting to new conditions, and maintaining psychological health. Modern scientific research suggests that the digital environment, regardless of its educational prospects, at the same time creates an increase in emotional challenges, which creates the need for students to develop skills of self-control, stress resistance and confident mastery of digital technologies.

1. Theoretical prerequisites for emotional stability

Within the framework of a foreign psychological paradigm, emotional stability is interpreted as the ability of a person to maintain functional activ-

ity in stressful situations, based on cognitive and behavioral strategies (Lazarus & Folkman, 1984). Masten (2001) points out that sustainability is not an immanent quality, but the result of the dynamic interaction of individual resources and environmental factors. Domestic researchers interpret emotional stability as an integrative characteristic of a person, which determines the success of his work in conditions of psycho-emotional tension (Bodrov, 2006). Leontiev (2011) formulates its connection with the formation of personal meaning and the development of self-regulation mechanisms, which becomes especially relevant in the context of a digital educational environment that requires the student to independently organize educational activities.

2. The impact of the digital educational environment on the emotional state of students

The actualization of distance and blended education models has led to an increase in the role of emotional resilience. The digital environment is characterized by the emergence of specific stressors, such as information overload, restriction of interpersonal interaction, and the need for a high level of self-organization (Hodges et al., 2020). A comparative analysis of foreign empirical data shows a correlation between the high level of emotional stability of students and the increase in their participation in online learning, as well as improved academic performance (Zhang et al., 2020; Zhao et al., 2021). Domestic studies also confirm this pattern, pointing to emotional stability as a predictor of successful assimilation of digital educational programs and a factor in reducing the risk of burnout (Soldatova & Novosiova, 2018; Surkova, 2021). Thus, the consensus within different scientific paradigms is that the digital environment places high demands on the emotional self-regulation of students, and sustainability acts as an important element of adaptation.

3. Emotional stability as a predictor of academic success

A meta-analysis of Foreign Studies shows that emotional stability is closely related to academic motivation, satisfaction with the learning process, and the level of student participation (Martin & Marsh, 2006). In the context of digital education, this connection is strengthened: students with high emotional resilience demonstrate better adaptation to new learning formats, high self-efficacy and the ability to deal with uncertainty (Broadbent & Poon, 2015).

Similar trends are observed in Russian studies, where emotional stability is associated with success in educational activities, developed self-regulation

and a decrease in the level of anxiety (Morosanova, 2014; Klimov, 2010).

Comparison of data from different countries shows that, despite the variability of methodological approaches, the conclusions are unanimous: emotional stability acts as a universal factor determining the effectiveness of training, especially in the digital environment.

4. Effective ways to develop emotional stability of students

To achieve the emotional stability of students, foreign researchers offer programs based on mindfulness practices, cognitive behavioral strategies and training in self-regulation skills (Shapiro et al., 2008). Domestic authors, in turn, pay attention to the development of emotional intelligence, reflexive skills and the creation of a supportive educational environment (Lucin, 2025; Medvedeva, 2010). Data analysis confirms that maximum efficiency is achieved through the use of comprehensive programs that combine digital tools, psychological support and the development of self-regulation skills.

Materials and methods

For the empirical part of the scientific article, R. McCrae selected P. Costa's "five-factor personality questionnaire" and Connor-Davidson's "psychological resilience scale".

To understand the results of the survey, an analysis of direct data (primary factors) and generalized indicators (key factors) is carried out. Each key factor is accompanied by an indication of the corresponding personality trait of the "Big Five": the right indicates a trait in which high scores are the norm, and the left indicates a trait characterized by low scores.

The value of the main factor is determined by the total value of the points of the primary factors. The score range for each major factor varies from 15 to 75. To make it easier to explain, these points are conditionally divided into three groups: high (51-75 points), medium (41-50 points) and low (15-40 points).

To study the emotional stability of the personality, we focused on a methodology that has a high theoretical and practical value. At the heart of our choice is the five-factor model of personality (neuroticism, extraversion, openness to experience, goodwill, consciousness) proposed by R. McCrae and P. Costa. We pay special attention to neuroticism, which serves as the main indicator of emotional stability. High performance on this scale indi-

cates an increase in emotional reactivity, a tendency to anxiety and stress, which is especially important in a modern digital educational environment with high cognitive load and intense information flow.

In addition, such personal characteristics as awareness and openness to experience make it possible to assess the level of self-organization of students, their readiness to master digital technologies and adaptation to online learning formats. Extraversion and goodwill, in turn, reveal the peculiarities of social communication and interaction in the virtual educational space.

The methodology of R. McCrae and P. Costa is one of the most authoritative and validated tools in the field of personal diagnostics, widely used in international research. Its use provides high reliability of the data obtained and allows us to compare our results with the results of other scientific works devoted to the problems of emotional stability and digital education.

Consequently, the use of the "five-factor personality questionnaire" by R. McCrae and P. Costa is methodologically justified and fully meets the goals of studying the emotional stability of students in a digital educational environment.

Along with the "five-factor personality questionnaire" by R. McCrae and P. Costa, the Connor-Davidson "psychological stability scale" (CD-RISC) methodology was involved to conduct a comprehensive assessment of students' emotional stability in the context of a digital educational environment. This scale is designed to quantify the level of psychological stability, defined as the ability of a person to effectively adapt in stressful situations, maintain emotional homeostasis and recover after negative influences. The CD-RISC scale tests endurance components such as self-regulation, perseverance, self-efficacy, cognitive flexibility, and resistance to uncertainty. These parameters acquire particular relevance in the context of digital learning, characterized by high information density, dynamics of formats and requirements for the independent organization of educational activities. The Connor-Davidson methodology is one of the most authoritative and psychometrically based tools for assessing psychological resilience, demonstrating high rates of reliability and suitability in various cultural and educational contexts. The use of this scale allows quantifying the adaptive resources of students and identifying individual differences in their ability to cope with the emotional and cognitive loads of the digital educational environment. Thus, the integration of the CD-RISC scale with the

five-factor model of personality provides a multifaceted analysis of students' emotional resilience, combining individual dispositions and relevant adaptive resources in the context of digital education.

Within the framework of the study dedicated to the emotional stability of students in a digital educational environment, psychodiagnostic methods were used as follows. The first, The "Five-Factor personality survey" (Big Five), made it possible to assess the fundamental personality characteristics of students. Particular attention was paid to neuroticism as an indicator of emotional stability, as well as other factors (extraversion, openness to experience, goodwill, consciousness) that indicate the ability to self-regulate, adapt and effectively interact in the digital space. The second method, the Connor-Davidson psychological resilience scale (CD-RISC), aims to measure students' ability to resist stress, maintain emotional balance, and recover in situations of strain and uncertainty typical of the digital learning format. The joint use of these tools provided a comprehensive analysis of emotional stability, which made it possible to consider it both in terms of stable personality traits and in terms of dynamic resources for adaptation to the digital educational environment.

These methods were carried out for students of 1-2 courses. 80 students took part in the survey. The answers of the respondents were studied and presented in the results and discussion section of the article.

Results and discussion

A quantitative analysis of the results obtained using the "five-factor personality questionnaire" by R. McCrae and P. Costa and the Connor-Davidson psychological stability scale (CD-RISC) made it possible to characterize the features of the emotional stability of students in a digital educational environment.

Null hypothesis (H_0): In a digital educational environment, there is no statistically significant relationship between the emotional resilience of students and their academic achievement, adaptation to digital learning conditions, and the level of psychological resilience. Personality traits (neuroticism, awareness, openness to experience, extraversion, goodwill) do not significantly affect the effectiveness of students' adaptation in the digital environment.

Alternative hypothesis (H_1): The emotional stability of students in a digital educational environ-

ment is an important psychological determinant of their academic success and successful adaptation to digital learning conditions. Students with a high level of neuroticism will have lower indicators of psychological stability and adaptability, while students with a high level of openness to consciousness and experience will more effectively adapt to the requirements of the digital educational environment. It is assumed that the relationships between these personality traits and psychological stability are statistically significant.

Table 1 – The average value of indicators of personal characteristics and psychological stability of students (N=80)

Indicator	M	SD
Neuroticism	24,8	6,3
Extraversion	27,4	6,1
Openness to experience	29,9	5,7
Awareness	31,6	5,4
Goodwill	32,1	4,9
Psychological stability	68,7	12,5

According to the five-factor personality survey, the mean values on the neuroticism scale were $M = 24.8$; $SD = 6.3$, which corresponds to the average level of emotional instability. The majority of students (about 62%) showed average rates of neuroticism, and 21% of respondents reported high values in the digital learning format, indicating a tendency to emotional tension and stress reactions. Low values of neuroticism 17% of students - noticed.

The average value on the scale of consciousness was $M = 31.6$; $SD = 5.4$, which indicates a fairly high level of self-regulation and organization. 58% of respondents – high indicators of consciousness were recorded, which indicates the ability to effectively plan educational activities and adapt to the requirements of the digital educational environment.

The average indicators on the scale of openness to practice were $M = 29.9$; $SD = 5.7$, 55% of students showed an average level, and 27% showed a high level of openness, which indicates a positive attitude to the use of digital technologies and readiness to master new forms of training.

The values on the scales of extraversion ($M = 27.4$; $SD = 6.1$) and goodwill ($M = 32.1$; $SD = 4.9$) were mainly in the middle range, indicating the average severity of the social orientation of communication activity and interaction in the online educational environment.

The results obtained on the Connor–Davidson psychological stability scale (CD-RISC) showed that the average level of psychological stability of students is $M = 68.7$; $SD = 12.5$. Most of the study participants (64%) were classified as a medium tolerance group, 23% showed a high level characterized by the ability to cope with difficulties and stressful situations, and 13% of students showed a low level of psychological resilience, which indicates that the digital educational environment has an increased vulnerability to stress.

In general, quantitative results show that the emotional stability of students in digital education is determined by the combination of a moderate level of neuroticism and a medium–high level of psychological stability with the important role of self-regulation and adaptive personal resources.

A quantitative analysis of the data obtained using the «five-factor personality questionnaire» by R. McCrae and P. Costa and the Connor-Davidson «psychological stability scale» (CD-RISC) revealed the features of the individual structure and level of psychological stability of students in the context of a digital educational environment.

According to the results of the «five-factor personality survey», it was found that the average values on the neuroticism scale correspond to the average, which indicates the presence of emotional tension and sensitivity to stress in a part of students, but without pronounced emotional adaptation. The indicators of extraversion and goodwill were also within the range of averages, reflecting a sufficient level of readiness for social participation and interaction in the digital educational space. The scale of openness to experience was characterized by moderately high values, which indicates a positive attitude of students to new learning formats and digital technologies. The most obvious indicators were recorded on the scale of consciousness, which indicates the formation of skills of self-regulation, responsibility and focus in educational activities.

Analysis of the results on the CD-RISC scale showed that in general, the level of psychological stability of students is above average and above average. Most of the respondents demonstrated the ability to adapt in a changing educational environment, maintain internal control and recover from stressful situations associated with digital learning.

To determine the relationship between personal qualities and psychological stability, a correlation analysis was carried out using the Pearson coefficient. The results obtained are presented in Table 2.

Table 2 – Correlation relationships between indicators of the Five-Factor Model Of Personality and psychological stability (N=80)

Indicator	CD-RISC
Neuroticism	-0.52
Extraversion	0.18
Openness to experience	0.38
Awareness	0.46
Goodwill	0.21

Note: * $p < 0.01$

A significant negative correlation between neuroticism and psychological stability ($r = -0.52$, $p < 0.01$) has been found, indicating that increased emotional instability is accompanied by a decrease in the ability to work stress-resistant in a digital educational environment.

At the same time, a positive correlation of psychological stability with awareness ($r = 0.46$, $p < 0.01$) and openness to experience ($r = 0.38$, $p < 0.01$) was found. This suggests that students with a high level of self-regulation, responsibility and readiness for the new demonstrate a pronounced psychological stability during digital learning.

The connections with extraversion and goodwill were of a normal nature and did not reach a high level of statistical significance, which makes it possible to consider these factors as post-emotional stability.

Based on the results of the study, it can be scientifically substantiated that the alternative hypothesis (H.) was justified, and the null hypothesis (h.) was refuted.

The correlation analysis revealed a statistically significant negative correlation ($p < 0.01$) between neuroticism and psychological stability (CD-RISC). This indicates that as the level of emotional instability increases, the adaptive resources of students in the digital educational environment decrease. This result refutes the “lack of connection” predicted in the null hypothesis.

The presence of a statistically significant positive correlation ($p < 0.01$) between consciousness indicators and the CD-RISC scale proves that students with high levels of self-regulation, organization and responsibility are more stress-resistant and adaptive in digital learning situations. This fully coincides with the assumptions expressed in the alternative hypothesis.

The normal positive correlation ($p < 0.05$) between openness to experience and psychological resilience has shown that flexibility and cognitive openness to new formats contribute to adaptation to the digital environment, which also supports the H ++ hypothesis.

The fact that the links between indicators of extraversion and goodwill and emotional stability do not reach statistical significance showed that these qualities play an indirect role, not a leading one. This result was also foreseen in an alternative hypothesis.

In conclusion, the obtained empirical data prove that the emotional stability of students is an important psychological prerequisite for successful adaptation and academic success in a digital educational environment. Therefore, the alternative hypothesis of the study (H₁) was confirmed, and the null hypothesis (h.) was rejected.

Conclusion

Based on the results of the conducted research, it was established that in the context of digital education the emotional state of students is determined by a combination of personal characteristics and adaptive psychological resources. The analysis of the data obtained using the Five-Factor Personality Questionnaire by R. McCrae and P. Costa together with the Connor–Davidson Psychological Resilience Scale (CD-RISC) demonstrated that the surveyed students generally show an average level of neuroticism and a medium–high level of psychological resilience. These indicators suggest that most students are able to maintain emotional balance in the digital educational environment, although a certain proportion remains vulnerable to emotional tension and stress reactions associated with digital learning conditions.

The study revealed that self-regulation and personal organization play a significant role in the process of adaptation to online learning formats. Indicators related to consciousness (conscientiousness) demonstrated a statistically significant positive relationship with psychological resilience, which indicates that students who possess developed skills of planning, responsibility and goal-orientation cope more successfully with the requirements of digital education. At the same time, neuroticism showed a negative correlation with psychological stability, confirming that emotional instability increases the risk of stress reactions, reduces adaptive capacity and may negatively influence students' academic performance.

The results also demonstrated that openness to experience contributes to students' readiness to perceive and effectively use digital educational technologies. Individuals characterized by cognitive flexibility and interest in new experiences demonstrate a higher level of adaptation to the digital learning environment. Extraversion and goodwill, although not directly determining emotional resilience, contribute to maintaining interpersonal interaction and social support in the online educational space, which indirectly supports students' psychological well-being.

Thus, the obtained empirical data confirm that emotional stability functions as an important psychological determinant of successful adaptation to digital education. Students with developed mechanisms of self-regulation and lower levels of neuroticism demonstrate higher resilience to academic stress, greater engagement in digital learning and better psychological well-being.

From a practical perspective, the findings of the study emphasize the necessity of systematically in-

tegrating psychological support mechanisms into digital educational environments. The development of programs aimed at strengthening emotional resilience, self-regulation skills and stress-management strategies can significantly increase students' adaptive capacity and academic effectiveness. In this regard, the implementation of psychological training programs, the development of emotional intelligence, and the creation of supportive educational environments are particularly relevant for higher education institutions operating in conditions of rapid digitalization.

In summary, emotional stability represents a key psychological resource that ensures students' successful functioning in a digital educational environment. Its development not only contributes to improving academic outcomes but also supports the preservation of psychological well-being and resilience in conditions of increasing informational and emotional load characteristic of modern digital education.

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Author Contributions

Sailybayeva Kuralai: Investigation, Methodology, Supervision, Validation, Writing – Review & Editing.

Sadykova Nazira: Formal Analysis, Investigation, Validation, Writing – Review & Editing.

Kemal Oztemel: Methodology, Writing.

Zakaryanova Shynar: Data curation, Investigation.

Madaliyeva Zabira: Conceptualization, Formal Analysis, Visualization, Supervision

Information about authors:

Sailybayeva Kuralai (corresponding author) – Doctoral student of the educational program 8D03107–Psychology, Al-Farabi Kazakh National University (Almaty, Kazakhstan, e-mail: sailybayeva_kuralay@mail.ru).

Sadykova Nazira – Candidate of Psychological Sciences, Associate Professor of the Department of General and Applied Psychology, Al-Farabi Kazakh National University (Almaty, Kazakhstan, e-mail: sadikova.nazira@mail.ru).

Kemal Oztemel – Professor at the Faculty of Education, Gazi University (Ankara, Turkey, e-mail: oztemel@gazi.edu.tr).

Zakaryanova Shynar – Candidate of Psychological Sciences, Senior Lecturer of the Department of Philosophy, Al-Farabi Kazakh National University (Almaty, Kazakhstan, e-mail: fhtrt@mail.ru).

Madaliyeva Zabira – Doctor of Psychology, Professor at the Department of General and Applied Psychology, Al-Farabi Kazakh National University (Almaty, Kazakhstan, e-mail: madaliyevaz.b@bk.ru).

Авторлар туралы мәлімет:

Сайлыбаева Куралай Абдималиковна (корреспондент-автор) – 8D03107–Психология білім беру бағдарламасының докторанты, Әл-Фараби атындағы Қазақ ұлттық университеті (Алматы, Қазақстан, e-mail: sailybayeva_kuralay@mail.ru).

Садыкова Назира Марғушовна – психология ғылымдарының кандидаты, жалпы және қолданбалы психология кафедрасының ассистент-профессоры, Әл-Фараби атындағы Қазақ ұлттық университеті (Алматы, Қазақстан, e-mail: sadikova.nazira@mail.ru).

Кемаль Өзтемел – Білім факультетінің профессоры, Гази университеті (Анкара, Түркия, e-mail: oztemel@gazi.edu.tr).

Закарьянова Шынар Нурбековна – психология ғылымдарының кандидаты, философия кафедрасының аға оқытушысы, Әл-Фараби атындағы Қазақ ұлттық университеті (Алматы, Қазақстан, e-mail: fhtrt@mail.ru).

Мадалиева Забира Бекешовна – психология ғылымдарының докторы, жалпы және қолданбалы психология кафедрасының профессоры, Әл-Фараби атындағы Қазақ ұлттық университеті (Алматы, Қазақстан, e-mail: madaliyevaz.b@bk.ru).

Сведения об авторах:

Сайлыбаева Куралай Абдималиковна (автор-корреспондент) – докторант образовательной программы 8D03107 – Психология, Казахский национальный университет им. аль-Фараби (Алматы, Казахстан, e-mail: sailybayeva_kuralay@mail.ru);

Садыкова Назира Марғушовна – кандидат психологических наук, ассистент-профессор кафедры общей и прикладной психологии, Казахский национальный университет им. аль-Фараби (Алматы, Казахстан, e-mail: sadikova.nazira@mail.ru);

Кемаль Өзтемел – профессор факультета образования, Университет Гази (Анкара, Турция, e-mail: oztemel@gazi.edu.tr);

Закарьянова Шынар Нурбековна – кандидат психологических наук, старший преподаватель кафедры философии, Казахский национальный университет имени аль-Фараби (Алматы, Казахстан, e-mail: fhtrt@mail.ru);

Мадалиева Забира Бекешовна – доктор психологических наук, профессор кафедры общей и прикладной психологии, Казахский национальный университет имени аль-Фараби (Алматы, Казахстан, e-mail: madaliyevaz.b@bk.ru).

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