to become independent users of English in the policy sphere. The course content is presented in a virtual environment where participants engage in communicative activities, expanding and practicing their communicative skills. The course is delivered online, which means there is no face-to-face element, and students can access the course content from any mobile device connected to the Internet. The course is fully flexible regarding hours, and students can improve their language competence through weekly activities at their own pace, but some live sessions with trainers are planned. Thus, comprehensive foreign language learning, which is also aimed at developing oral skills, requires the mandatory presence of a teacher, at least at certain stages of the process.

So, currently, information and communication technologies are being actively introduced into the professional training system of the State Border Guard Service of Ukraine to staff training in distance learning courses using modern information and communication technologies. The use of educational ICTs in the process of professional training allows changing the role of the teacher to the organizer of students' independent work, facilitator, etc. E-learning plays a key role in the training of the SBGS staff: computer simulators, simulations, multimedia courses, webinars, online conferences, forums, WebQuests, etc.

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ANXIETY OF FUTURE SOCIAL WORKERS: PSYCHO-EMOTIONAL STRESS AND ADAPTATION

The author presents an analysis of the psycho-emotional stress and anxiety faced by future social workers during their education and training. Attention is paid to key stressors such as academic pressure, emotional challenges in fieldwork, and identity development. Theoretical models are used to explain how stress impacts emotional regulation and self-efficacy. The importance of adaptive strategies, including emotional regulation and institutional support, is emphasized for building student resilience.

Keywords: *anxiety, social work students, psycho-emotional stress, adaptation strategies, emotional resilience*

The growing complexity of social issues has made the role of social workers increasingly essential, requiring them to provide both practical and emotional support in high-stress environments. However, the emotional and psychological challenges faced by social work students remain largely overlooked. These future professionals must navigate a demanding academic curriculum alongside emotionally intense fieldwork and identity formation, often resulting in heightened anxiety and psycho-emotional stress. Without proper support, these pressures can negatively impact their academic success, confidence, and long-term professional well-being.

Numerous studies confirm that social work students are especially prone to experiencing elevated levels of anxiety [3, p. 49]. The first major contributor is academic pressure, stemming from intensive coursework, tight deadlines, and high expectations across various disciplines, including sociology, psychology, ethics, and law. Students often report feeling overwhelmed and uncertain about their academic capabilities, which leads to chronic stress and self-doubt [1, p. 49].

The second significant source is field education stress. During practical placements, students are exposed to the hardships and vulnerabilities of real clients, often for the first time. This early exposure can trigger feelings of helplessness, fear of making mistakes, or emotional over-identification with clients, especially when dealing with cases of abuse, addiction, homelessness, or trauma [2, p. 1]. In many cases, students experience vicarious trauma, which involves emotional distress resulting from empathetic engagement with others' suffering.

Another key factor is the challenge of professional identity formation. Students are expected to adopt the values and ethics of the profession while

navigating the emotional complexity of helping others. This identity development often brings internal conflict, especially when students question their own readiness, competence, or emotional boundaries [3, p. 50].

Finally, personal life stressors – such as financial insecurity, part-time employment, family responsibilities, or lack of emotional support – further intensify students' anxiety. The combination of academic, emotional, and personal stress places future social workers in a high-risk category for long-term psychological strain [4, p. 1352].

Psycho-emotional stress, as conceptualized within the framework of the Transactional Model of Stress and Coping, arises when individuals perceive the demands placed upon them as exceeding their coping resources. In the context of social work education, this form of stress encompasses emotional exhaustion, anxiety, mood instability, and cognitive strain, reflecting the psychological tension between academic expectations, emotional labor during field placements, and the internalization of professional identity [1, p. 50]. According to Maslach's theory of burnout, sustained exposure to emotionally demanding environments can lead to depersonalization, reduced personal accomplishment, and emotional depletion – conditions that are particularly relevant for social work students navigating complex human experiences [2, p. 2]. Moreover, unresolved psycho-emotional stress may result in emotional dysregulation, as described by Gross's emotion regulation theory, impairing students' ability to manage and express emotions appropriately [5, p. 454). This not only diminishes academic engagement and self-efficacy (as explained by Bandura's social cognitive theory) but also weakens interpersonal functioning, often manifesting in social withdrawal, reduced trust in academic or peer relationships, and limited participation in collaborative learning – further reinforcing a cycle of isolation and lowered professional confidence [4, p. 1353].

Despite these challenges, many social work students are capable of developing strong adaptive mechanisms that support emotional resilience and professional growth. These mechanisms can be categorized into cognitive, emotional, behavioral, and institutional strategies.

Cognitively, the use of reframing techniques – such as seeing challenges as opportunities for growth – has been shown to reduce stress levels. Students who engage in reflective writing, journaling, or peer dialogue are more likely to interpret field experiences in a constructive manner [6, p. 167].

Emotionally, self-awareness and emotional intelligence play a critical role. Students who can recognize and regulate their emotions, set healthy boundaries,

and practice empathy without over-identification demonstrate greater emotional stability. Structured programs that incorporate mindfulness practices, guided meditation, or breathing techniques also contribute to reduced anxiety levels [1, p. 54].

Behavioral adaptations include seeking peer support, engaging in collaborative learning, and participating in support groups or supervision seminars. These platforms provide emotional validation, normalize shared experiences, and create a sense of community among students [3, p. 51].

At the institutional level, the role of faculty and supervisors is crucial. Students who receive regular feedback, encouragement, and emotional support from educators or field instructors report higher levels of satisfaction and lower levels of emotional distress. Universities that integrate mental health services, mentorship programs, and safe spaces for reflection see a noticeable improvement in student well-being. [6, p. 169]

The study highlights that future social workers face considerable anxiety and psycho-emotional stress due to academic, emotional, and personal challenges during their training. These stressors, if unaddressed, can hinder academic performance and long-term professional effectiveness. However, adaptive strategies such as cognitive reframing, emotional regulation, peer support, and mentorship play a crucial role in building resilience. Future research should focus on long-term impacts and the development of culturally sensitive, evidence-based support models. Ultimately, social work education must prioritize not only academic competence but also the psychological well-being of students to ensure a resilient and capable workforce.

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