

EMOTIONAL COMPETENCE AS A RESOURCE FOR RECOVERY FROM TRAUMA

Kryzhanovska Zoreslava

Lesya Ukrainka Volyn National University
Lutsk, Ukraine

Kruzhanovska.Zoreslava@venu.edu.ua,

ORCID <https://orcid.org/0000-0002-5986-5725>

Kordunova Natalia

Lesya Ukrainka Volyn National University
Lutsk, Ukraine

kordunova.natalija@vnu.edu.ua ,

ORCID <https://orcid.org/0000-0002-8408-2634>

Purpose. The article is devoted to the theoretical study of emotional competence as a resource for recovery after a traumatic experience.

Methods. For theoretical analysis, a set of general scientific and special psychological methods was used, in particular, the analysis and synthesis of scientific literature, which allowed to generalize modern scientific approaches to understanding emotional competence and traumatic experience of the individual. The comparative-analytical method is used to compare theoretical models of emotional regulation and their role in the processes of psychological recovery. At the same time, the method of conceptualization aimed at clarifying the content of key concepts and identifying the mechanisms of the influence of emotional competence on overcoming the consequences of psychotraumatic events was used.

Results. The theoretical analysis showed that emotional competence has a significant impact on the recovery process after a traumatic experience. The generalization of scientific approaches made it possible to identify the key psychological mechanisms of its action, through which the manifestations of depressive symptoms, anxiety and internal disorganization of the individual are reduced. It has been established that the formation of skills of emotional regulation, awareness and verbalization of emotions is an important factor in stabilizing the psycho-emotional state and increasing adaptive capabilities after the trauma.

Conclusions. A generalization of the theoretical analysis suggests that recovery from trauma is possible provided the development of emotional competence as one of the key resources that provides awareness, acceptance and regulation of emotions and contributes to the restoration of psychological balance and integration of traumatic experience.

Keywords: psychological resilience, post-traumatic growth, emotional regulation, internal personal resources, recovery from stress, self-regulation.

Крижановська Зореслава, Кордунова Наталія. Емоційна компетентність як ресурс відновлення після травми

Мета. Стаття присвячена теоретичному вивченню емоційної компетентності як ресурсу відновлення після пережитого травматичного досвіду.

Методи. Для теоретичного аналізу використано комплекс загальнонаукових і спеціально-психологічних методів, зокрема аналіз і синтез наукової літератури, який дозволив узагальнити сучасні наукові підходи щодо розуміння емоційної компетентності та травматичного досвіду особистості. Застосовано порівняльно-аналітичний метод для зіставлення теоретичних моделей емоційної регуляції та їх ролі у процесах психологічного відновлення. Водночас використано метод концептуалізації, спрямований на уточнення змісту ключових понять і виявлення механізмів впливу емоційної компетентності на подолання наслідків психотравмуючих подій.

Результати. Здійснений теоретичний аналіз засвідчив, що емоційна компетентність справляє суттєвий вплив на процес відновлення після травматичного досвіду. Узагальнення наукових підходів дозволило виокремити ключові психологічні механізми її дії, через які зменшуються прояви депресивної симптоматики, тривожності та внутрішньої дезорганізації особистості. Встановлено, що сформованість навичок емоційної регуляції, усвідомлення та вербалізації емоцій є важливим чинником стабілізації психоемоційного стану та підвищення адаптаційних можливостей після пережитої травми.

Висновки. Узагальнення теоретичного аналізу дозволяє стверджувати, що відновлення після пережитої травми є можливим за умови розвитку емоційної компетентності як одного з ключових ресурсів, який забезпечує усвідомлення, прийняття та регуляцію емоцій і сприяє відновленню психологічної рівноваги та інтеграції травматичного досвіду.

Ключові слова: психологічна стійкість, посттравматичне зростання, емоційна регуляція, внутрішні ресурси особистості, відновлення після стресу, саморегуляція.

Introduction. In modern conditions of an increase in the number of stressful and traumatic events, the problem of psychological recovery of the individual acquires special relevance. Psychological trauma has a significant impact on the emotional sphere, disrupting the processes of emotional regulation, reducing the level of psychological well-being and complicating social adaptation. In this context, the study of the internal resources of the individual, which contribute to overcoming the

consequences of traumatic experience, is gaining more and more attention. One such resource is emotional competence, which encompasses the ability to recognize, understand, express, and regulate one's own and others' emotions. Current research suggests that a high level of emotional competence is associated with better stress tolerance, adaptive coping strategies, and more effective recovery from traumatic events. At the same time, insufficient development of emotional competence can exacerbate the negative consequences of trauma, in particular, contribute to the occurrence of depressive states, anxiety and interpersonal difficulties. In this regard, the study of the role of emotional competence as a resource for recovery after trauma is an important area of modern psychological science.

The purpose of the study is to theoretically comprehend emotional competence as one of the basic resources for recovery from injury.

Presentation of the main material. The methodological and theoretical basis of the study is: modern scientific provisions on the impact of traumatic experience on the emotional functioning and development of emotional competence (Gottfredson R. K., Becker W. J., 2023; Chen X. et al., 2026; Bonanno G.A., 2021); theoretical approaches to emotional regulation as a key mechanism for adapting and overcoming the consequences of psychotraumatic events (Gross J. J., 2022; Aldao A. et al., 2021; Resilience and trauma recovery research group, 2022); concepts of psychological resilience and post-traumatic recovery (Horn S. R. et al., 2021; Kalisch R. et al., 2021; Martinez R. A. et al., 2025); empirical studies of the role of emotional competence in the processes of mental health, well-being and adaptation (Schutte N. S., Malouff J. M., 2022; Kartol A. et al., 2024; Larguinho M. et al., 2025); as well as research on the impact of emotional competence on coping strategies and overcoming the consequences of psychological trauma in various groups of the population, in particular among the military and people in high-stress conditions (Zhylin M. et al., 2024; Kuznietsov M. et al., 2025; Dwivedy D., 2025). The set of these works forms a holistic scientific basis for understanding emotional competence as a resource for recovery after a traumatic experience.

Emotional competence in modern psychological science is considered as a multidimensional characteristic of the individual, which includes the ability to realize, understand, express and regulate emotions, as well as the use of emotional information for effective interaction with

the environment. Within the framework of the capable model of emotional intelligence, it is emphasized that these skills form the basis of human adaptive behavior in difficult life situations (Mayer, Caruso, & Salovey, 2021). Research suggests that emotional competence is directly related to mental health, well-being, and coping capacity, making it an important resource in the context of experiencing traumatic events (Schutte & Malouff, 2022).

Psychological trauma, in turn, is a complex phenomenon that covers both acute and chronic disorders of the emotional sphere, in particular difficulties in regulating emotions, increased anxiety, depressive states and decreased social functioning. As researchers note, traumatic experiences can significantly change the basic perceptions of the individual about themselves, others and the world as a whole, which complicates the processes of adaptation and recovery (Horn, Charney, & Feder, 2021). In this context, the concept of resilience (psychological stability) is of particular importance, which is considered as the ability of an individual to effectively recover from negative events and maintain mental balance (Kalisch et al., 2021).

It is also important to clarify psychological trauma as a multidimensional phenomenon, which includes not only a reaction to a particular event, but also a long process of internal processing of the experience. Current research highlights that trauma can be both acute and cumulative, resulting from recurring stressful events or chronic psychological stress (Bonanno, 2021). At the same time, an individual assessment of the event plays a significant role, which determines the intensity of the emotional reaction and the subsequent course of adaptation processes.

Special attention in the scientific literature is paid to the neuropsychological aspects of trauma, in particular, disturbances in the functioning of the systems responsible for processing emotional information and regulating stress. It is noted that traumatic experiences can affect cognitive processes, reducing the ability to concentrate, make decisions and reflect, which makes it difficult to effectively overcome the consequences of trauma (Gross, 2022). In this context, emotional competence acquires particular importance as a mechanism that contributes to the restoration of the integrity of mental functioning.

In addition, traumatic experiences are often accompanied by a violation of identity and the system of personal meanings, which is

manifested in the loss of a sense of control over one's own life and a decrease in subjective well-being. As the researchers note, the trauma recovery process involves not only a reduction in symptoms, but also the reconstruction of personal values and the integration of traumatic experiences into life history (Chen et al., 2026). In this process, emotional competence acts as a resource that provides an opportunity for awareness of one's own experiences, their acceptance and gradual transformation into an experience of personal growth.

An important area of modern research is also the consideration of psychological trauma through the prism of the interpersonal context, since the traumatic experience is often associated with a violation of the system of attachment and trust to other people. Researchers note that trauma can lead to the formation of maladaptive patterns of interaction, in particular the avoidance of intimacy or, conversely, excessive dependence in relationships, which complicates the process of social recovery (Horn, Charney, & Feder, 2021). In this aspect, emotional competence is an important factor in restoring the ability to build stable and safe interpersonal relationships.

In addition, in modern psychology, trauma is considered as a factor that influences the formation of maladaptive emotional schemes and negative cognitive attitudes towards oneself and the world. Such changes can maintain a prolonged state of internal tension, increased alertness, and difficulty experiencing positive emotions, which limits the ability to function fully emotionally (Aldao, Gee, De Los Reyes, & Seager, 2021). At the same time, the development of emotional competence contributes to the awareness and transformation of these attitudes, which is an important step in the process of psychological recovery.

No less important is the fact that traumatic experiences can affect the temporal perspective of the individual, narrowing the view of the future and reducing the level of life optimism. In such circumstances, emotional competence helps to restore the ability to plan, form goals and experience hope, which is an important resource for overcoming the consequences of trauma (Bonanno, 2021). Thus, the consideration of psychological trauma in combination with emotional competence allows a deeper understanding of the mechanisms of adaptation and recovery of the individual after traumatic events.

One of the key mechanisms that provide resilience is emotional competence. In particular, current research in this area shows that the

ability to effectively regulate emotions is an important factor in reducing the intensity of post-traumatic symptoms (Aldao, Gee, De Los Reyes, & Seager, 2021). Individuals with a high level of emotional competence demonstrate greater flexibility in the use of coping strategies, cope better with emotional stress and are less likely to exhibit maladaptive reactions (Spikol et al., 2024).

Considering emotional competence as a resource for recovery from trauma, it is advisable to focus on its integrative nature, which ensures the interaction of cognitive, emotional and behavioral components of mental activity. It is through this integration that the individual is able not only to regulate emotional reactions, but also to comprehend the traumatic experience in the wider context of the life situation, which contributes to the formation of adaptive ways of responding (Mayer, Caruso, & Salovey, 2021). It is also important that emotional competence acts as a mechanism for flexible switching between different strategies of emotional regulation depending on the situation, which increases the effectiveness of overcoming stress and reduces the risk of fixation on maladaptive experiences (Spikol et al., 2024).

An important aspect is also the relationship between emotional competence and post-traumatic growth processes. Studies show that a high level of emotional intelligence contributes to a deeper understanding of the traumatic experience, the formation of new life meanings and an increase in the level of personal maturity (Martinez, Roman Lopez, & Jacquin, 2025). Thus, emotional competence is not only a protective factor, but also a resource for personal development after an injury.

It should be noted that emotional competence provides the ability to reflectively process emotional experiences, which is key in the process of integrating traumatic events into the structure of personal experience. Studies show that the development of skills of awareness and verbalization of emotions contributes to a decrease in the intensity of negative experiences and an increase in the level of psychological stability (Schutte & Malouff, 2022). This allows us to consider emotional competence as an internal resource that supports the recovery process not only on an emotional but also on a cognitive level.

It is significant that emotional competence mediates the relationship between traumatic experiences and levels of psychological well-being. In particular, individuals with higher levels of emotional intelligence have been found to show lower rates of stress, anxiety, and depression, and to

recover more effectively from traumatic events (Kartol, Üztemur, Griffiths, & Şahin, 2024). This suggests that emotional competence acts as a kind of buffer that mitigates the negative impact of trauma on mental health.

Separately, it is worth emphasizing the role of emotional competence in the formation of post-traumatic growth, which involves positive personal changes due to the difficulties experienced. Studies confirm that the ability to deep emotional awareness and regulation contributes to rethinking the traumatic experience, forming new values and increasing the level of life resilience (Martinez, Roman Lopez, & Jacquin, 2025). Thus, emotional competence is not only a factor in stabilizing the emotional state, but also a resource for personal development in the post-traumatic period.

In the context of practical application, it is important that emotional competence is amenable to development and purposeful formation. Empirical studies suggest that appropriate training programs can increase emotional intelligence, improve emotional regulation skills, and help reduce symptoms of psychological distress (Powell et al., 2024). This opens up prospects for using the development of emotional competence as an effective tool for psychological assistance to young people who have experienced traumatic events.

Researchers pay special attention to the role of emotional competence in the formation of adaptive strategies for overcoming traumatic experiences. In particular, researchers have found that individuals with high levels of emotional intelligence are more likely to use constructive coping strategies, such as cognitive reassessment, seeking social support, and active problem-solving (Zhylin et al., 2024). Instead, low levels of emotional competence are associated with avoidance, emotional distress, and other ineffective forms of response.

It is also worth noting that emotional competence plays an important role in maintaining interpersonal relationships, which are one of the key resources for recovery from trauma. Social support, as shown by numerous studies, largely determines the success of overcoming traumatic experiences (Kartol, Üztemur, Griffiths, & Şahin, 2024). Individuals who are able to effectively recognize and express emotions find it easier to establish trusting relationships, which helps to reduce the level of psychological distress.

Conclusions. The theoretical study suggests that psychological trauma poses a serious threat to the integrity of the mental functioning of the individual, as it violates the processes of emotional regulation, distorts the basic ideas about oneself and the world and complicates the construction of interpersonal relationships. Its danger lies not only in acute emotional reactions, but also in prolonged exposure, which can manifest itself in chronic stress, depressive states and narrowing of life prospects. At the same time, the results of the analysis of modern research indicate that the process of recovery is possible if the internal resources of the individual are activated, among which emotional competence occupies an important place. The formation of the ability to realize, accept and regulate emotions helps to reduce the intensity of traumatic experiences and restore psychological balance. In addition, the development of emotional competence provides a more effective integration of traumatic experiences into personal history, which opens up opportunities for post-traumatic growth and strengthening of psychological resilience. Thus, emotional competence is not only a protective, but also a transformational resource that ensures high-quality recovery of the individual after traumatic events.

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