

AN OVERVIEW OF HOW PEER MINDSETS INFLUENCE THE WELL-BEING OF YOUNG ADULTS IN THE CONTEXT OF LEARNING

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Abstract

This article provides an overview of the influence of peer mindsets on the well-being of young adults within the context of learning. Mindsets, which refer to individuals' beliefs about the malleability of abilities, play a vital role in shaping learning experiences and overall well-being. Social contagion and peer influence are explored as mechanisms through which peer mindsets can impact the well-being of young adults. The article examines the effects of growth mindset interventions, which aim to promote the belief that intelligence and abilities can be developed through effort and learning. These interventions often involve teaching individuals' strategies to overcome challenges, embrace failures as learning opportunities, and seek feedback for improvement. Peer feedback is highlighted as a valuable component of growth mindset interventions, as it allows young adults to receive constructive input from their peers, fostering a collaborative and supportive learning environment. Moreover, the relationship between stress mindset and well-being is explored. The article discusses how peer mindsets can influence the stress mindset of young adults, subsequently affecting their well-being. Understanding the influence of peer mindsets on well-being is crucial for educators, policymakers, and mental health professionals in designing effective interventions and creating supportive social environments for young adults.

Keywords and phrases: mindsets, learning, peer influence, growth mindset, well-being

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Համառոտագիր

Այս հոդվածում ներկայացվում է ուսուցման համատեքստում հասակակիցների մտածելակերպի ազդեցության ակնարկ երիտասարդ չափահասների բարեկեցության վրա: Մտածելակերպը, որը վերաբերում է ունակությունների ձկունության մասին անհատների համոզմունքներին, կենսական դեր է խաղում ուսուցման փորձի և ընդհանուր բարեկեցության ձևավորման գործում: Սոցիալական վարակը և հասակակիցների ազդեցությունը ուսումնասիրվում են որպես մեխանիզմներ, որոնց միջոցով հասակակիցների մտածելակերպը կարող է ազդել երիտասարդ չափահասների բարեկեցության վրա:

Հոդվածում ուսումնասիրվում են աճի մտածելակերպի միջամտությունների ազդեցությունները, որոնք նպատակ ունեն խթանել այն համոզմունքը, որ բանականությունը և կարողությունները կարող են զարգանալ ջանքերի և սովորելու միջոցով: Այս միջամտությունները հաճախ ներառում են անհատների ռազմավարությունների ուսուցում՝ մարտահրավերները հաղթահարելու, ձախողումները որպես սովորելու հնարավորություններ ընդունելու և բարելավման համար հետադարձ կապ փնտրելու համար: Հատկապես հասակակիցների հետադարձ կապը կարևորվում է՝ որպես աճի մտածելակերպի միջամտությունների արժեքավոր բաղադրիչ, քանի որ այն թույլ է տալիս երիտասարդ չափահասներին կառուցողական տեղեկատվություն ստանալ իրենց հասակակիցներից՝ խթանելով համագործակցային և աջակցող ուսումնական միջավայր: Ավելին, ուսումնասիրվում է սթրեսային մտածելակերպի և բարեկեցության միջև կապը: Հոդվածում քննարկվում է, թե ինչպես կարող է հասակակիցների մտածելակերպը ազդել երիտասարդ չափահասների սթրեսային մտածելակերպի վրա՝ հետագայում ազդելով նրանց բարեկեցության վրա: Բարեկեցության վրա հասակակիցների մտածելակերպի ազդեցության ըմբռնումը շատ կարևոր է մանկավարժների, քաղաքականություն մշակողների և հոգեկան առողջության մասնագետների համար՝ արդյունավետ միջամտություններ մշակելու և երիտասարդ չափահասների համար աջակցող սոցիալական միջավայրեր ստեղծելու համար:

Բանալի բառեր և բառակապակցություններ. մտածելակերպ, ուսուցում, հասակակիցների ազդեցություն, աճի մտածելակերպ, բարեկեցություն:

ОБЗОР ВЛИЯНИЯ МЫШЛЕНИЯ СВЕРСТНИКОВ НА БЛАГОПОЛУЧИЕ МОЛОДЫХ ЛЮДЕЙ В КОНТЕКСТЕ ОБУЧЕНИЯ

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Аннотация

В настоящей статье представлен обзор влияния мышления сверстников на благополучие молодых людей в контексте обучения. Ментальные установки, которые относятся к убеждениям индивидов об изменчивости способностей, играют важную роль в формировании опыта обучения и общего благополучия. Социальное заражение и влияние сверстников рассматриваются как механизмы, с помощью которых ментальные установки сверстников могут влиять на благополучие молодых людей. В статье рассматривается влияние мероприятий по формированию установки на рост, которые направлены на развитие убежденности в том, что интеллект и способности можно развить с помощью усилий и обучения. Такие мероприятия часто включают в себя обучение людей стратегиям преодоления трудностей, восприятия неудач как возможностей для обучения и поиска обратной связи для совершенствования. Обратная связь от сверстников, в частности, подчеркивается как ценный компонент мероприятий по развитию мышления роста, поскольку она позволяет молодым людям получать конструктивную информацию от своих сверстников, способствуя созданию совместной и благоприятной среды обучения. Кроме того, исследуется связь между мышлением в стрессовых ситуациях и благополучием. В статье рассматривается, как образ мышления в юности может влиять на мышление сверстников в стрессовых ситуациях, что впоследствии сказывается на их благополучии. Понимание влияния мышления сверстников на благополучие имеет решающее значение для педагогов, разработчиков политики и специалистов в области психического здоровья при разработке эффективных мероприятий и создании благоприятной социальной среды для молодых взрослых.

Ключевые слова и словосочетания: менталитет, обучение, влияние сверстников, менталитет роста, благополучие.

Introduction

Mindsets or implicit beliefs about intelligence pertain to individuals' thoughts concerning their intellectual capabilities. These mindsets reflect the beliefs and attitudes individuals hold about the nature of intelligence and its potential for growth and development [15]. According to Dweck, there are two main types of mindsets: a fixed mindset and a growth mindset. A fixed mindset is characterized by the belief that intelligence is static and unchangeable. Individuals with a fixed mindset tend to view their abilities as fixed traits and

may be more inclined to avoid challenges and give up easily when faced with obstacles. On the other hand, a growth mindset is characterized by the belief that intelligence can be developed and expanded through effort, perseverance, and learning. Individuals with a growth mindset embrace challenges, see failures as opportunities for growth, and are more likely to put in the necessary effort to improve their skills and abilities. Dweck's research suggests that individuals with a growth mindset tend to achieve higher levels of success and well-being compared to those with a fixed mindset. This is because a growth mindset fosters a willingness to learn, adapt, and overcome obstacles, leading to continuous improvement and personal development. Understanding and cultivating a growth mindset can have a profound impact on various aspects of life, including education, career, relationships, and personal fulfillment. By recognizing and challenging fixed mindset beliefs, individuals can adopt a growth mindset and unlock their full potential for growth and achievement [1-2].

A study conducted in Mexico in 2019 highlights several key findings regarding the relationship between mindset, well-being, and academic performance: (1) Individuals with high scores in growth mindset, as opposed to fixed mindset, demonstrated higher levels of well-being and academic performance; (2) Well-being serves as a mediating factor between growth mindset and performance, and the impact of growth mindset on grades was more pronounced among younger students [12]. Having a growth mindset is associated with positive psychological and emotional states. This may be attributed to the fact that individuals with a growth mindset tend to embrace challenges, view failures as learning opportunities, and maintain a resilient and optimistic outlook [16]. Besides, the belief in the malleability of intelligence and the willingness to put in effort and learn from setbacks positively influence academic achievement. Students with a growth mindset are more likely to engage in effective study strategies, seek help when needed, and persist in the face of academic challenges, leading to improved performance. Moreover, the positive impact of a growth mindset on academic performance is partly explained by the enhanced well-being experienced by individuals with this mindset. Furthermore, younger students who embrace a growth mindset may be more open to learning, more receptive to feedback, and more likely to develop effective learning strategies that contribute to improved grades [20].

In terms of the relationship between having a growth mindset and three specific factors: learning engagement, perceived COVID-19 event intensity, and stress, research has shown a positive correlation between having a growth mindset and increased engagement in learning. Additionally, individuals with a growth mindset tend to perceive lower levels of intensity and stress related to the COVID-19 pandemic. Individuals with a growth mindset are more likely to actively engage in the learning process. They tend to approach challenges as opportunities for growth, persist in the face of obstacles, and adopt effective learning strategies. Individuals with a growth mindset are more likely to focus on adapting to challenging circumstances, finding solutions, and maintaining a positive outlook. They may perceive the COVID-19 situation as an opportunity for personal growth and resilience rather than being overwhelmed by stress and anxiety. In addition, by perceiving challenges as opportunities for growth and believing in their capacity to learn and overcome obstacles, individuals with a growth mindset may experience reduced stress levels even in the face of a challenging and uncertain environment like the COVID-19 pandemic [23]. Besides, the connection between growth mindset and academic performance can be attributed to students' behaviors, including their learning strategies and habits [9]. A study focused on the impact of growth mindset on navigation ability revealed that a significant portion of the variability in self-reported navigation ability can be explained. This suggests that having a growth mindset motivates individuals to actively seek out navigation challenges and actively improve their navigation skills in everyday situations [4].

Social contagion

Mindsets are socially contagious, meaning that mindsets tend to spread within social circles, particularly during the phase of young adulthood. Social contagion occurs more readily when individuals perceive a stronger sense of intimacy or closeness between themselves, and the person being influenced [6]. Social contagion refers to the spread of thoughts, emotions, behaviors, or attitudes among individuals within a social network. It occurs when individuals are influenced by others and adopt similar beliefs or actions. The perception of closeness or connection between individuals plays a significant role in facilitating this process. When people feel a sense of closeness or affinity towards someone, they are more likely to be influenced by that person's actions or ideas. This can be attributed to factors such as trust, similarity, shared experiences, or emotional bonds. When individuals perceive themselves as being close to someone, they tend to be more receptive to their influence and more likely to adopt their behaviors or attitudes. For example, in a group of friends, if one person starts engaging in a new hobby or adopting a certain lifestyle, others who perceive a strong sense of closeness with that individual are more likely to follow suit. The perceived closeness creates a social influence that leads to the contagion of behaviors or ideas within the group. Understanding the role of perceived closeness in social contagion can have implications in various domains, such as marketing, public health campaigns, or social movements. By fostering a sense of closeness or connection between individuals, it becomes easier to spread desired behaviors, attitudes, or messages throughout a social network [14]. Research has also shown that as student's transition into young adulthood, their interactions with adults decrease while their interactions with peers increase. This shift in social circles can be attributed to various factors, including the growing desire for independence, the need for social acceptance, and the development of identity [7]. This increased peer interaction may intensify the impact of social contagion due to the greater amount of time spent together.

Peer influence

The mindsets of peers can have an impact on how individuals perceive the value of a task during young adulthood. Therefore, when creating interventions aimed at promoting a growth mindset, it is crucial to take into account the influence that peers can exert and consider them as valuable resources. Peer influence can affect how individuals perceive the importance, relevance, and worth of a particular task or activity. If peers express a positive or growth-oriented mindset towards a task, it can influence others to adopt a similar mindset, leading to increased motivation and engagement. Considering the influence of peers is particularly important when designing interventions aimed at promoting a growth mindset. Growth mindset interventions typically involve fostering the belief that intelligence and abilities can be developed through effort and learning. By incorporating peers into these interventions, individuals are exposed to positive role models and social norms that support the growth mindset perspective. Peers can serve as powerful sources of motivation, support, and encouragement. When individuals see their peers' embracing challenges, persisting through setbacks, and valuing effort and improvement, it can positively influence their own mindset and beliefs about their capabilities. Peer interactions and discussions can create an environment that reinforces growth-oriented thinking and encourages individuals to take on challenges and view failures as learning opportunities [17].

Growth mindset interventions

In designing growth mindset interventions, strategies can be implemented to leverage the influence of peers. Group activities, collaborative learning environments, and peer

mentoring programs can provide opportunities for individuals to interact with peers who embody and promote a growth mindset. These experiences can foster a sense of belonging, create a supportive network, and enhance the overall effectiveness of the intervention. By recognizing the significant role that peers play in shaping mindset and task valuation, interventions can be designed to harness the power of peer influence and create a positive, growth-oriented context. By incorporating peers as important resources, interventions can have a greater impact in promoting a growth mindset and facilitating individuals' motivation, engagement, and achievement [11]. Alternatively, peer norms, the social standards and expectations set by a student's peers or classmates, can influence behavior and attitudes, including academic performance. When students' peer norms were in line with the messages promoted by the intervention, it suggests that their peers also supported and reinforced the desired behaviors and attitudes emphasized by the intervention. The alignment of peer norms with the intervention's messages likely created a more conducive environment for academic improvement. Students might have felt greater social support and encouragement from their peers, which could have positively influenced their motivation, engagement, and adherence to the intervention's guidelines. By understanding and leveraging the power of positive peer norms, educators and policymakers can enhance the effectiveness of interventions and create a supportive learning environment for students [21].

In schools where students exhibit higher levels of challenge-seeking behavior, the growth mindset intervention had a more positive impact on their well-being and learning outcomes. This implies that students who are more inclined to embrace challenges and adopt a growth mindset may have benefited more from the intervention. The intervention may have had varying effects in schools with different academic achievement levels. This could be due to a range of factors, such as differences in school culture, teaching practices, or student demographics. It highlights the importance of considering the specific contexts of different schools when designing interventions. Interventions aimed at promoting growth mindsets should not only focus on individual students but also take into account the broader school environment and context. It is crucial to create supportive learning environments that foster a growth mindset and provide opportunities for students to engage in challenging tasks, regardless of the academic achievement level. By considering the unique characteristics and needs of each school, interventions can be tailored to create a learning environment that supports the development of growth mindsets and enhances students' well-being and academic performance. This approach recognizes the importance of both individual mindsets and the surrounding educational context in promoting positive outcomes for students [13].

Alternatively, it may be necessary to integrate mindset interventions with other interventions to enhance their effectiveness. The integration of mindset interventions with other interventions can provide a more comprehensive approach to addressing specific goals or challenges. By combining different techniques or approaches, the intervention can target multiple factors that influence behavior or outcomes, leading to a more robust and impactful outcome. For example, in educational settings, mindset interventions aimed at promoting a growth mindset among students may be combined with strategies such as explicit instruction, goal setting, feedback, or metacognitive strategies. These additional interventions can provide students with specific tools, guidance, and support to apply their growth mindset in practice. By combining mindset interventions with other evidence-based practices, educators can create a more comprehensive and supportive learning environment that maximizes the impact on students' growth, learning, and achievement. Similarly, in other contexts such as personal development, health, or professional settings, combining mindset interventions with complementary approaches can enhance their effectiveness. This could involve integrating mindset interventions with behavior change techniques, counseling or coaching strategies,

mindfulness practices, or skill-building programs, depending on the specific goals and desired outcomes. By combining interventions, practitioners and researchers can leverage the strengths and synergies of different approaches to create more powerful and tailored interventions. This holistic approach takes into account the complexity of human behavior and the multifaceted nature of the challenges individuals may face [18]. Nevertheless, by combining different approaches, practitioners can create more comprehensive and tailored interventions that have a greater impact on desired outcomes.

Peer feedback

Incorporating opportunities for students to practice giving peer feedback should be a fundamental aspect of educational courses at all levels. By including peer feedback exercises, students can develop important skills in providing constructive criticism and supportive guidance to their peers. This practice not only benefits the recipients of the feedback but also enhances the learning and growth of the students providing the feedback [22]. Nevertheless, to effectively promote a growth mindset and academic motivation, educational interventions should explicitly teach students how to deliver peer feedback that aligns with growth mindset principles. Students should learn to provide feedback that focuses on effort, progress, and learning strategies, rather than fixed abilities or outcomes. By incorporating growth-mindset-oriented peer feedback practices, students can develop a supportive and collaborative learning environment that encourages continuous improvement and a positive attitude towards challenges and learning. Having that said, integrating peer feedback practice into educational courses, providing training for teachers on guiding students in delivering constructive feedback, and emphasizing growth-mindset principles in the feedback process are all important components for implementing growth-mindset pedagogy effectively. These strategies contribute to creating a learning environment that nurtures a growth mindset and enhances students' academic motivation and success [3].

Stress mindset & well-being

Stress can be described as the feeling of pressure or strain that arises when an individual perceives that an external event surpasses their ability to effectively manage it with their available personal resources [8]. An individual's stress mindset has a significant impact on their psychological well-being, perceived stress levels, physical wellbeing, and academic performance. Firstly, stress mindset indirectly affects psychological well-being and perceived stress through proactive coping behaviors and the perception of somatic symptoms. Proactive coping behaviors refer to the strategies individuals employ to manage and adapt to stress, such as problem-solving, seeking social support, or engaging in relaxation techniques. The perception of somatic symptoms involves how individuals interpret and experience physical sensations related to stress, such as headaches, muscle tension, or fatigue. These factors mediate the relationship between stress mindset and the individual's psychological well-being and perceived stress levels. Secondly, stress mindset directly predicts perceived stress and physical well-being. A person's stress mindset, which can be either a fixed or growth mindset about stress, influences their perception of stressfulness and their overall physical well-being. Those with a fixed mindset may view stress as overwhelming and uncontrollable, leading to higher levels of perceived stress and potentially negative physical outcomes. Conversely, individuals with a growth mindset tend to perceive stress as manageable and may experience better physical well-being as a result. Additionally, stress mindset indirectly influences physical wellbeing and academic performance through the perception of somatic symptoms. The way individuals interpret and experience physical symptoms related to stress can impact their physical health and,

consequently, their academic performance. For example, if individuals perceive somatic symptoms, such as headaches or fatigue, as severe or debilitating, it may negatively affect their physical wellbeing, leading to difficulties in concentration, motivation, and overall academic functioning [5]. Overall, it's important to note the complex relationship between stress mindset, psychological well-being, perceived stress, physical wellbeing, and academic performance. By understanding how stress mindset influences proactive coping behaviors, the perception of somatic symptoms, and the overall experience of stress, individuals and educators can develop strategies to promote positive stress mindsets and enhance overall well-being and academic success [10].

Conclusion

Students' educational success during their young adulthood is not solely determined by their individual abilities or efforts, but also by the fluid aspects of their learning environment. One important factor is how tasks are framed. The way educational tasks are presented or structured can have a significant impact on students' motivation, engagement, and performance. For example, if tasks are framed in a way that highlights their relevance, real-world applicability, or intrinsic value, students may be more motivated and invested in completing them successfully. The presence of others in the room is another influential aspect. Peer interactions and the overall classroom climate can shape students' learning experiences. Collaborative learning environments, where students can engage in discussions, share ideas, and receive feedback from their peers, can enhance their understanding, critical thinking skills, and overall educational outcomes. Furthermore, students' beliefs about intelligence play a role in their educational success. These beliefs can be classified as either fixed or growth mindset. Students with a growth mindset tend to be more resilient, embrace challenges, and persist in the face of setbacks, ultimately leading to better educational outcomes [19]. In addition, the way individuals perceive and approach stress has significant indirect effects on their psychological wellbeing and perceived stress levels. This is mediated through proactive coping behaviors and the perception of somatic symptoms. Additionally, stress mindset directly predicts perceived stress and physical wellbeing. Moreover, stress mindset affects physical wellbeing and academic performance indirectly through the perception of somatic symptoms. In summary, the fluid aspects of students' learning context, including task framing, social interactions, and beliefs about intelligence, all contribute to their educational success. By understanding and optimizing these factors, educators and policymakers can create supportive and empowering learning environments that enhance students' motivation, engagement, educational achievements, and overall well-being.

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