

ՀՈԳԵԲԱՆՈՒԹՅՈՒՆ

Հոգեբանության ոլորտի գիտական հոդվածները պատրաստվել են ՀՀ ԿԳՄՍՆ Բարձրագույն կրթության և գիտության կոմիտեի 25RG-5A025 ծածկագրով «Սուբյեկտիվ բարեկեցության և սոցիալական կայունության հայեցակարգը հոգեբանական անոմիայի հաղթահարման համալսարանում» գիտական թեմայի շրջանակում՝ «ՓՄԻԲԱԼԱՆՍ» հոգեբանական աջակցության և մասնագիտական վերապատրաստումների միջազգային կենտրոնի հետ համատեղ

DISCOURSE-ORIENTED VISUALIZATION OF LEARNING PROCESS AS STIMULATION OF SUBJECTIVE WELL-BEING

NAIRA HAKOBYAN

National Academy of Sciences of the Republic of Armenia
International Scientific Educational Centre
Head of the Department of Psychology
Doctor of Psychology, Professor
naira.hakobyan@isec.am

IRYNA SOTNYK

Sumy State University, Ukraine
Doctor of Economics, Professor
sotnyk@econ.sumdu.edu.ua

ELEN GASPARYAN

National Academy of Sciences of the Republic of Armenia
International Scientific Educational Centre
MA student
elen.gasparyan02@gmail.com

ANNA KHACHATRYAN

National Academy of Sciences of the Republic of Armenia
International Scientific Educational Centre
Lecturer at the Department of Psychology,
PhD in Psychological Sciences, Associate Professor
anna.khachatryan@isec.am

DOI: 10.54503/978-9939-1-1866-8-17

Abstract

This article presents the problem of stimulating subjective well-being from the point of view of using visualisation technology. The main theoretical models for studying the phenomenon of subjective well-being are presented, and the key characteristics of visualisation technology are described. Behavioural clusters of avoidance, learning, conflict, and goal-setting constitute the technology of discourse-oriented visualisation. To reveal new discourse skills that stimulate subjective well-being. The experience of

discourse-oriented visualisation technology during the learning process is positively correlated with the level of subjective well-being. The study involved 120 students studying in both the humanities (N = 60) and technical faculties (N = 60) of higher educational institutions of the Republic of Armenia. The key parameters of the discourse-oriented visualisation technology were identified using the method of A. Voronin, "Diagnostics of discursive abilities". Subjective well-being was assessed by R. Shamionov and T. Beskova, "Scale of Well-being Assessment". These results were compared using JASP 0.17.3.0. The study results show strong positive correlations between the level of subjective well-being and the behavioural cluster of learning in discourse-oriented visualisation technology. The results of the study can be applied to the process of psycho-correction and psycho-regulation of students of subjective well-being in the higher education system. As a result of the study, a strategy for stimulating subjective well-being was developed based of qualitative and quantitative interpretations of data on methods for diagnosing discourse-oriented personality abilities and on the level of subjective well-being.

Keywords and phrases: Subjective well-being, visualisation, discourse-oriented, cluster, technology, learning process.

Funding. The study was supported by the Higher Education and Science Committee of the Republic of Armenia, within the framework of the research project № 25RG-5A025.

**ՈՒՍՈՒՑՄԱՆ ԳՈՐԾԸՆԹԱՑԻ ԴԻՍԿՈՒՐՍԱՅԻՆ
ՈՒՂՂՎԱԾՈՒԹՅԱՄԲ ՎԻՋՈՒԱԼԻՋԱՅԻԱՆ ՈՐՊԵՍ ՍՈՒԲՅԵԿՏԻՎ
ԲԱՐԵԿԵՑՈՒԹՅԱՆ ԽԹԱՆՈՒՄ**

ՆԱԻՐԱ ՀԱԿՈԲՅԱՆ

ՀՀ Գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի
հոգեբանության ամբիոնի վարիչ,
հոգեբանական գիտությունների դոկտոր, պրոֆեսոր
naira.hakobyan@isec.am

ԻՐԻՆԱ ՍՈՏՆԻԿ

Սումիի պետական համալսարան, Ուկրաինա,
տնտեսագիտության դոկտոր, պրոֆեսոր
sotnyk@econ.sumdu.edu.ua

ԷԼԵՆ ԳԱՍՊԱՐՅԱՆ

ՀՀ Գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի մագիստրանտ
elen.gasparyan02@gmail.com

ԱՆՆԱ ԽԱՉԱՏՐՅԱՆ

ՀՀ Գիտությունների ազգային ակադեմիայի
գիտակրթական միջազգային կենտրոնի
հոգեբանության ամբիոնի դասախոս,
հոգեբանական գիտությունների թեկնածու, դոցենտ
anna.khachatryan@isec.am

Համառոտագիր

Սույն հոդվածում ներկայացվում է սուբյեկտիվ բարեկեցության խթանման խնդիրը՝ վիզուալիզացիայի տեխնոլոգիայի կիրառման տեսանկյունից: Ներկայացվում են սուբյեկտիվ բարեկեցության ֆենոմենի ուսումնասիրման հիմնական տեսական մոդելները, ինչպես նաև նկարագրվում են վիզուալիզացիայի տեխնոլոգիայի հիմնական բնութագրերը: Խուսափման, ուսուցման, կոնֆլիկտի և նպատակադրման վարքային կլաստերները ներկայացնում են դիսկուրսային ուղղվածությամբ վիզուալիզացիայի տեխնոլոգիան: Նպատակն է բացահայտել նոր դիսկուրսային հմտություններ, որոնք խթանում են սուբյեկտիվ բարեկեցությունը: Ուսուցման գործընթացում դիսկուրսային ուղղվածությամբ վիզուալիզացիայի տեխնոլոգիայի կիրառման փորձը դրականորեն է փոխկապակցվում են սուբյեկտիվ բարեկեցության մակարդակի հետ:

Հետազոտությանը մասնակցել են ՀՀ բարձրագույն ուսումնական հաստատությունների 120 ուսանողներ՝ ինչպես հումանիտար (N = 60), այնպես էլ տեխնիկական ֆակուլտետներից (N = 60): Դիսկուրսային ուղղվածությամբ վիզուալիզացիայի տեխնոլոգիայի հիմնական չափորոշիչները բացահայտվել են Ա. Վորոնինի «Դիսկուրսային կարողությունների ախտորոշում» մեթոդիկայի միջոցով: Սուբյեկտիվ բարեկեցությունը գնահատվել է Ռ. Շամիրնովի և

S. Բեսկովայի «Բարեկեցության գնահատման սանդղակով»: Ստացված արդյունքները համեմատվել են JASP 0.17.3.0 ծրագրային ապահովման միջոցով:

Հետազոտության արդյունքները ցույց են տալիս սուբյեկտիվ բարեկեցության մակարդակի և դիսկուրսային ուղղվածությամբ վիզուալիզացիայի տեխնոլոգիայի ուսուցման վարքային կլաստերի միջև ուժեղ դրական կոռելացիաներ: Ստացված արդյունքները կարող են կիրառվել բարձրագույն կրթության համակարգում ուսանողների սուբյեկտիվ բարեկեցության մակարդակի հոգեշտկման և հոգեկարգավորման գործընթացներում:

Հետազոտության արդյունքում մշակվել է սուբյեկտիվ բարեկեցության խթանման ռազմավարություն՝ հիմնված դիսկուրսային ուղղվածությամբ անձի կարողությունների ակտորոշման և սուբյեկտիվ բարեկեցության մակարդակի վերաբերյալ տվյալների որակական և քանակական վերլուծության վրա:

Բանալի բառեր և բառակապակցություններ՝ սուբյեկտիվ բարեկեցություն, վիզուալիզացիա, դիսկուրսային ուղղվածություն, կլաստեր, տեխնոլոգիա, ուսուցման գործընթաց:

ДИСКУРСИВНО–ОРИЕНТИРОВАННАЯ ВИЗУАЛИЗАЦИЯ ПРОЦЕССА ОБУЧЕНИЯ КАК СТИМУЛЯЦИЯ СУБЪЕКТИВНОГО БЛАГОПОЛУЧИЯ

НАИРА АКОПЯН

Зав. кафедрой психологии
Международного научно–образовательного центра
Национальной академии наук Республики Армения,
доктор психологических наук, профессор
naira.hakobyan@isec.am

ИРИНА СОТНИК

Сумский государственный университет, Украина,
Доктор экономических наук, профессор,
sotnyk@econ.sumdu.edu.ua

ЭЛЕН ГАСПАРЯН

Магистрант Международного научно–образовательного центра
Национальной академии наук Республики Армения
elen.gasparyan02@gmail.com

АННА ХАЧАТРЯН

Преподаватель кафедры психологии
Международного научно–образовательного центра
Национальной академии наук Республики Армения,
кандидат психологических наук, доцент
anna.khachatryan@isec.am

Аннотация

В данной статье рассматривается проблема стимулирования субъективного благополучия с точки зрения использования технологии визуализации. Представлены основные теоретические модели изучения феномена субъективного благополучия, а также описаны ключевые характеристики технологии визуализации. Поведенческие кластеры избегания, обучения, конфликта и целеполагания представляют технологию дискурсивно–ориентированной визуализации. Целью исследования является выявление новых дискурсивных навыков, стимулирующих субъективное благополучие. Опыт применения технологии дискурсивно–ориентированной визуализации в процессе обучения положительно коррелирует с уровнем субъективного благополучия.

В исследовании приняли участие 120 студентов высших учебных заведений Республики Армения, обучающихся как на гуманитарных (N = 60), так и на технических факультетах (N = 60). Основные параметры технологии дискурсивно–ориентированной визуализации были выявлены с использованием методики А. Воронина «Диагностика дискурсивных способностей». Уровень субъективного благополучия оценивался с помощью шкалы Р. Шамионова и Т. Бесковой «Оценка благополучия». Полученные результаты были сопоставлены с использованием программного обеспечения JASP 0.17.3.0.

Результаты исследования показали наличие сильных положительных корреляций между уровнем субъективного благополучия и поведенческим кластером обучения в технологии дискурсивно-ориентированной визуализации. Полученные данные могут быть использованы в процессе психокоррекции и психорегуляции уровня субъективного благополучия студентов в системе высшего образования.

В результате исследования была разработана стратегия стимулирования субъективного благополучия на основе качественной и количественной интерпретации данных, полученных с помощью методик диагностики дискурсивно-ориентированных способностей личности и уровня субъективного благополучия.

Ключевые слова и фразы: субъективное благополучие, визуализация, дискурсивно-ориентированный подход, кластер, технология, процесс обучения.

Introduction

In modern society, ideas about well-being are quite diverse and depend on various intrapersonal and external social factors. During the 20th century, the economic definition of well-being was generally based on the presence of financial and material wealth. Currently, the understanding of well-being has expanded and begun to be defined as a complex concept, which is understood using such key components of well-being as social resilience to negative influences, a person's opportunity and ability to act, physical health, and socio-cultural self-realisation [34]. This means that in modern society, one of the key parameters of well-being is an individual's subjective perception of an individual, which is only weakly related to the level of material wealth. Regardless of the level of material security, a person can feel prosperous or, conversely, remain dissatisfied with himself [1, 2, 12]. The complex nature of the definition of well-being means that the perception of well-being is evident not only in the socio-economic life of an individual's socio-economic life but also in all other forms of human activity. It is often impossible to isolate individual dimensions of well-being because they are closely interrelated. As noted in the WHO report (2023), the main building blocks of the well-being economy in developed northern European regions are:

- sustainability
- equality and fairness
- preserving borders
- strengthening communities
- thriving societies.

Phenomenon of Wellbeing

The phenomenon of well-being is actively discussed in philosophy, medicine, physiology, pedagogy, sociology, psychology, and other sciences. Therefore, the concept of "well-being" is constantly enriched with new meanings and characteristics. From a socio-psychological point of view, well-being is a subjectively perceived assessment of the degree of satisfaction with life. Many authors consider the economic component of well-being an external factor, determined by the objective conditions of personality development. External factors for achieving well-being include the institutional environment, particularly economic institutions that provide a sufficient level of material well-being. These legal institutions guarantee human and individual rights, effectively functioning labour and employment institutions that enable a person to achieve the

desired level of social well-being, institutions of social protection and support for the population, open and working institutions of social mobility, etc. [4, 13]. The well-being of a particular individual and society as a whole largely depends on the level of development of these institutions and their structures. Internal well-being is formed in the space of the individual himself and is determined by the subjective attitude towards these objective conditions [16, 20, 29].

Theoretical developments in modern psychology in the field of studying the nature, structure, antecedents and consequences of a person's well-being have led to the development of two main concepts: "subjective well-being" and "psychological well-being", based on different approaches: hedonic and eudaimonic. At the same time, it should be emphasised that in both cases we are talking about internal, psychological processes that cannot be considered objective, and the established names of the approaches differ only in the content of the concept of well-being and reflect the peculiarities of its understanding and interpretation by the authors [19, 23, 24].

The theoretical basis for the study of subjective well-being in the hedonistic approach was laid by N. Bradburn and E. Deaner. The hedonic approach has developed a three-part construct of subjective well-being, including the presence of positive affect, the absence of negative affect, and life satisfaction. The first two components are the dynamic and emotional aspects of subjective well-being, whereas life satisfaction is a generalised, static cognitive appraisal [3, 6, 18]. In general, proponents of the hedonic approach consider the experience of happiness, life satisfaction, positive thinking, and positive social behaviour to be the most general indicators of well-being. Empirical studies have identified psychological characteristics of subjective well-being, such as temperament characteristics, satisfaction with basic needs, and material well-being. Subjective well-being is associated with good health and longevity, supportive social relationships and professional achievements, satisfaction with leisure time, creativity, and social quality of life [6, 10, 27].

The most significant developments in the issue of personal well-being within the framework of the eudaimonic approach include the theories of eudaimonic well-being developed by A.S. Waterman, C. Ryff, E. Deci, and R. Ryan. If subjective well-being is aimed at getting away from problems, then eudaimonic well-being, by contrast, is associated with tension and efforts to resolve them. Eudaimonic well-being refers to the concepts of personal growth and self-actualisation [25]. Ryff, being the founder of the concept of psychological well-being, defines it as a basic subjective construct that reflects the perception and assessment of human activity from the point of view of the peak of a person's potential capabilities. Within the framework of these two approaches, researchers try to determine the criteria for positive human activity and, ultimately, happiness. However, studies of subjective and psychological well-being have been conducted on different theoretical bases and reflect different aspects of a person's inner world. Many authors consider Ryff's psychological well-being structure cognitive because it does not include the factor of emotionality. Subjective well-being, on the contrary, focuses on the affective component of well-being. Ryff and his associates emphasise that subjective well-being characterises a person's current state, whereas psychological well-being is dynamic and intensive. Such ontological components as "life goals" and "personal growth" distinguish eudaimonism from subjective well-being, focusing on the future [26].

At the same time, modern research also tends to correlate theoretical and

methodological approaches with subjective and psychological well-being. Although it is clear that there is a conceptual difference between the concepts of subjective and psychological well-being, in modern psychological science, they are often considered as different aspects of a common structural model of well-being. Riff himself notes that psychological wellbeing should lead to inner balance, a sense of fullness of life and, ultimately, happiness, that is, according to K. According to Ryff, psychological well-being should be correlated with levels of positive mood, feelings of happiness, and life satisfaction [5, 11, 14, 17].

Visualization Technology

A high level of psychological well-being can lead to the development of subjective well-being, which occurs as a result of the internalisation of external factors and the assimilation of external environmental phenomena into the inner world of the person. To develop subjective well-being, various methodological strategies can be chosen to manage the person’s emotions, form behavioural models, and deepen cognitive processes. In modern psychological literature, there has been some interest in the methodology and tools of visualisation around this issue [9, 15, 33].

Materials and Methods

The development of a strategy for stimulating subjective well-being is based on a theoretical model of psycho-emotional well-being. Within the framework of this theory, the concept of subjective well-being is expressed in terms that emphasise not only the individual’s life orientation on the “here and now,” but also on the prospect of seeing the future (Fig. 1).

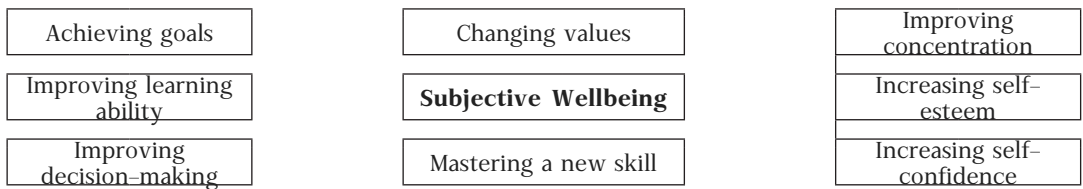


Fig. 1. Subjective Well-Being Scheme

The technology of using visualisation consists of mentally composing a life scene, “playing out” a certain situation in your mind and projecting the behavioural models developed in the process of visualisation into reality.

A characteristic feature of the technology of discourse-oriented visualisation is that mental work is based on the “imagination” of the communicative process. The idea of discourse-oriented visualisation effectively allows diagnosing the level of subjective well-being, since the behavioural model is activated in the process of visualisation, and the result of visualisation is not only the mental imagination of the desired result, but also the development of a communicative model of behaviour [21, 30, 31].

When comparing the scheme of subjective well-being (Fig. 1) with the main technological tools of visualisation, we can present a schematic of a strategy for stimulating subjective well-being that incorporates not only the above parameters of well-being but also the tools of discourse-oriented visualisation (Fig. 2).

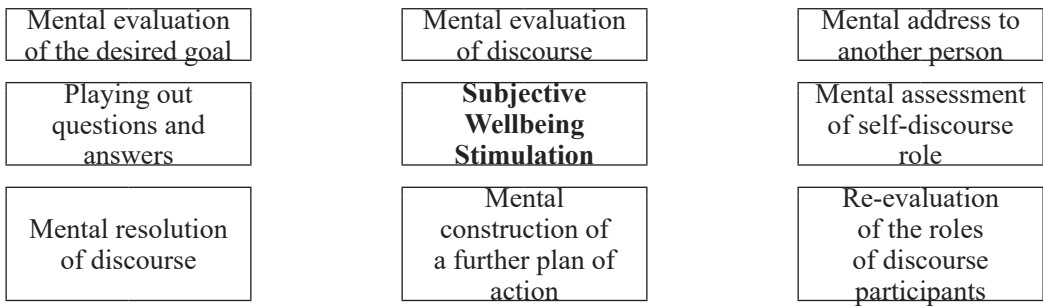


Fig. 2. Subjective Well-Being Stimulation Scheme

To identify the key parameters of the discourse-oriented visualisation technology, we used the method of A. Voronin (2014) “Diagnostics of discursive abilities”. The method is designed to conduct a discourse in reality by having the respondent complete a test to identify discursive abilities [32]. In this study, we modified Voronin’s method by applying the technology of visualisation of the learning process. In this study, respondents had to imagine a discursive situation related to the educational process and mentally “play out” the stages of the discourse and its consequences. Based on the qualitative and quantitative interpretation of the visualisation results, a psychodiagnostics of the level of subjective well-being was carried out, and a strategy for stimulating the level of well-being was developed. The purpose of the study was to teach respondents new discourse skills of enhance subjective well-being. The study involved 120 students studying in both the humanities (N = 60) and technical faculties (N = 60) of higher educational institutions of the Republic of Armenia. The results of the method of diagnosing discursive abilities were also compared with the results of the method of diagnosing the subjective well-being of an individual [28]. This method identifies the following scales of well-being assessment:

- emotional well-being
- existential-activity well-being
- ego-well-being
- hedonistic well-being
- social-normative well-being
- subjective well-being.

Statistical data processing was carried out using the JASP 0.17.3.0 program. The reliability assessment of the discourse scenarios selected for visualisation, using Cronbach’s α , is 0.798. The value of the normal distribution level according to the Shapiro-Wilk test showed a value of less than 0.05, which indicates an abnormal distribution of the parameters. Statistical data processing was carried out using Spearman’s rank correlation method.

Results

During the study, respondents were asked of visualise various discourse scenarios aimed at making decisions and defining educational goals. We classified the results of the study into clusters according to the following features:

- Avoidance cluster
- Learning cluster

Conflict cluster

Goal-setting cluster

After a qualitative interpretation of the visualisation discourse scenarios, we conducted a correlation analysis of the data of the two methods for diagnosing discourse abilities and subjective well-being (Table 1).

Table 1.

Correlation analysis of data for diagnosing discourse abilities and subjective well-being (N=120)

A group of respondents with a low level of subjective well-being	Avoidance Cluster	Learning Cluster	Conflict Cluster	Goal Setting Cluster
Emotional Well-Being	-,351*	,365**	,250*	,800***
Existential-Activity Well-Being	-,399***	,797***	,654**	,795**
Ego-Well-Being	-,255*	,298**	,202*	,845**
Hedonic Well-Being	,759***	-,564**	-,466*	,695**
Social-Normative Well-Being	,788***	,325**	-,794**	,688***
Subjective Well-Being	,357***	,144**	-,301	,587**

Table 2.

Correlation analysis of data on diagnostics of discourse abilities and subjective well-being (N=120)

A group of respondents with a high level of subjective well-being	Avoidance Cluster	Learning Cluster	Conflict Cluster	Goal Setting Cluster
Emotional Well-Being	-,784*	,877***	-,451**	,859***
Existential-Activity Well-Being	-,687***	,799***	,759***	,867***
Ego-Well-Being	-,795**	,667***	-,459**	,898***
Hedonic Well-Being	-,569***	-,665**	-,781**	,596***
Social-Normative Well-Being	-,456***	,829***	-,899***	,877***
Subjective Well-Being	-,755***	,857***	-,762***	,981***

Discussion

The result of the empirical study confirms our hypothesis that the experience of discourse-oriented visualisation technology in the learning process is positively correlated with the level of subjective well-being.

Visualising various discourse scenarios by the students allows us to classify the

results of the study into Avoidance, Learning, Conflict, and Goal-setting clusters.

The avoidance cluster consists of discourse scenarios in which respondents avoided the responsibility of making decisions, chose passive communicative roles in mental discourse, and were presented with the consequences of the discourse extremely vaguely.

The learning cluster included those examples of visualisation in which respondents identified new skills and abilities for themselves, positively changed their self-esteem, and perception of the learning process.

The conflict cluster was identified from discourse scenarios in which respondents' conflict behaviour prevailed, and cases of positive change in perception and an increase in the need to learn new skills were extremely rare.

The goal-setting cluster is represented by the results of the visualisation of those discourse scenarios in which respondents managed to formulate certain goals and ways to achieve them.

As can be seen from the data of the correlation analysis, in the groups of students with low and high levels of subjective well-being, certain differences in the connections with the visualisation clusters were revealed. A tendency to strengthen the well-being scale was observed in the second group of respondents, which is associated with the severity of the correlation between the learning cluster and the level of subjective well-being. These data show the effectiveness of using visualisation technology to stimulate subjective well-being in the learning process.

The results of our study are consistent with Ryff's view that psychological well-being is positively correlated with happiness. However, it should be noted that the interaction between subjectively valued well-being and happiness among students may be further emphasised as a result of the use of discourse-oriented visualisation technology. Visualisation is presented as the subjective experience of things and phenomena.

Visualisation is one of the most common tools in practical psychology. The concept of visualisation is based on using the power of imagination to create or recreate a life scene. Visualisation technology is often used along with other methods of practical psychology; however, the inclusion of visualisation in the process of psychocorrection and psychoregulation contributes to the achievement of therapeutic results. Currently, many studies in the field of visualisation technology focus on the development of a strategy for psychological diagnostics and psychocorrection aimed at stimulating subjective well-being. In this context, visualisation technology takes on new meaning and becomes an important strategic link in the process of psychological counselling [7, 8, 22].

Conclusion

Given that empirical studies of subjective well-being have revealed its strong dependence on internal factors, many studies have examined the relationship between the emotional and cognitive components of subjective well-being. Thus, positive emotions affect psychological flexibility, which, in turn, has a positive effect on the level of life satisfaction. The structure of psycho-emotional well-being that we are considering allows us to maximally characterise the subjective well-being of a person through the strategy of visualisation technology. From a visual-methodological point of view, it is manifested through the dynamic interrelation of three components:

- personal (including the main integrative components of psychological well-being

proposed by Riff, with an expanded role in focusing on self-development and personal growth);

- cognitive-evaluative (including various indicators of life satisfaction and perception of the current life situation).

- emotional-affective (including stable emotional states, affective balance, and the experience of happiness).

The strategy of stimulating subjective well-being was examined in the context of the implementation of visualisation technology. The data obtained as a result of the experimental study show that the experience of visualisation in the learning process is positively correlated with the level of subjective well-being.

Limitations. Potential limitations of the study include the sample size and the educational and social status of the respondents.

References

1. Alexandrova A., Fabian M., *The Science of Wellbeing*, Montgomery, John Templeton Foundation, 2022
2. Bardly B., *Well-being (Key Concepts in Philosophy)*, Malden, Policy Press, 2015
3. Berkowitz L., *Words and Symbols as Stimuli to Aggressive Responses, Control of Aggression: Implications from Basic Research*, Chicago, Aldine Atherton, 1973
4. Bowen D. D., *Toward a Viable Concept of Assertiveness, Experiences in Management and Organisational Behaviour*, New York, John Wiley & Sons, 1982
5. Bradburn N. M., *The Measurement of Psychological Well-Being, Health Goals and Health Indicators: Policy, Planning, and Evaluation*, New York, Routledge, 2019
6. Bramble B., *The Distinctive Feeling Theory of Pleasure, Philosophical Studies*, 2013, Vol. 162, pp. 201–217
7. Cartledge G., Milburn J. F., *The Case for Teaching Social Skills in the Classroom, Review of Educational Research*, 1978, Vol. 1, pp. 133–156
8. Dalinger V. A., *Teaching Mathematics Based on Cognitive-Visual Technology, Scientific Review. Pedagogical Sciences*, 2020, N. 1, pp. 22–26 <http://dx.doi.org/10.17513/srps.2268>
9. Darren G., Kraut R. E., Fussell S. R., *Language Efficiency and Visual Technology, Journal of Language and Social Psychology*, 2004, Vol. 23, N. 4, pp. 491–517 <http://dx.doi.org/10.1177/0261927x04269589>.
10. Deonna J., Teroni F., *The Hedonist's Emotions, The Ethics Forum*, 2022, Vol. 17, N. 1–2, pp. 176–191 <https://www.erudit.org/en/journals/ateliers/2022-v17-n1-2-ateliers07741/>
11. Engelsen S., *Wellbeing Competence, Philosophies*, 2022, Vol. 7, N. 2, pp. 42–55
12. Fletcher G., *The Philosophy of Well Being*, New York: Routledge, 2016
13. Geistfeld A. M., *Cost-Benefit Analysis Outside of Welfarism, Journal of Constitutional Theory and Philosophy of Law*, 2019, Vol. 37, pp. 1–15
14. Grossberg J., *Successful Behaviour Therapy in a Case of Speech Phobia, Journal of Speech and Hearing Disorders*, 1965, Vol. 30, pp. 285–288
15. Gupta M., Hooda R. C., Kumar J., *Effect of Different Techniques of Assertiveness Training on Students' Self-Concept, Recent Research in Education and Psychology*, 2002, Vol. 7, pp. 19–24
16. Hurka T., *On "Hybrid" Theories of Personal Good, Utilitas*, 2019, Vol. 31, N. 4, pp. 450–462
17. Ikiz F. E., *Self-Perceptions about Properties Affecting Assertiveness of Trainee Counsellors, Social Behaviour and Personality*, 2011, Vol. 39, N. 2, pp. 199–206
18. Intelisano S., Krasko J., Luhmann M., *Integrating Philosophical and Psychological Accounts of Happiness and Well-Being, Journal of Happiness Studies*, 2020, Vol. 21, pp. 161–120
19. Lauinger W. A., *Defending a Hybrid of Objective-List and Desire Theories of Well-Being, Measuring Well-Being: Interdisciplinary Perspectives from the Social Sciences and Humanities*, New York, 2021
20. Lin E., *Well-Being, Part 1: The Concept of Well-Being, Philosophy Compass*, 2022, Vol. 17, N. 1, pp. 1–15

21. Nevid J. S., Rathus S. A., *Multivariate and Normative Data about the RAS with the College Population*, Behaviour Therapy, New York, 1978.
22. O'Bannon B., Puckett K., Rakes G., *Using Technology to Support Visual Learning Strategies*, Computers in the Schools, 2006, Vol. 23, N. 1-2, pp. 125-137 http://dx.doi.org/10.1300/j025v23n01_11
23. Plantade-Gipch A., Bruno J., Strub L., Bouvard M., Martin-Krumm C., *Emotional Regulation, Attachment Style, and Assertiveness as Determinants of Well-Being in Emerging Adults*, Frontiers in Education, 2023, Vol 8, pp. 1-13
24. Raz J., *The Morality of Freedom*, Oxford, Oxford University Press, 2009
25. Ryan R., Deci E., *On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being*, Annual Review of Psychology, 2001, Vol. 52, N. 1, pp. 141-166 [10.1146/annurev.psych.52.1.141](https://doi.org/10.1146/annurev.psych.52.1.141)
26. Ryff C. D., Keyes C. L. M., *The Structure of Psychological Well-Being Revisited*, Journal of Personality and Social Psychology, 1995, Vol. 69, N. 4, pp. 719-727
27. Salter A., *Conditioned Reflex Therapy*, New York, Capricorn, 1949
28. Shamionov R., Beskova T., *Methods of Diagnostics of Subjective Well-Being of the Person*, Psychological Studies, 2018, Vol. 11, N. 60 <https://doi.org/10.54359/ps.v11i60.277>
29. Sirgy M. J., *The Psychology of Material Well-Being*, Applied Research Quality of Life, 2018, Vol. 13, pp. 273-301
30. Thurman C. W., *Effectiveness of Cognitive Behavioural Treatments in Reducing Type A Behaviour among University Faculty*, Journal of Counselling Psychology, 1985, Vol. 32, pp. 74-83
31. Vickers A. J., *Parametric Versus Non-Parametric Statistics in the Analysis of Randomised Trials with Non-Normally Distributed Data*, BMC Medical Research Methodology, 2005 <https://doi.org/10.1186/1471-2288-5-35>
32. Voronin A., *Method of Diagnostics of Discursive Abilities Based on Everyday Vocabulary*, Experimental Psychology, 2014, Vol. 7, N. 2, pp. 94-112
33. Wolpe J., Lazarus A. A., *Behaviour Therapy Techniques: A Guide to the Treatment of Neuroses*, New York, Pergamon Press, 1966.
34. World Health Organisation, *A Detailed Overview of the Well-Being Economy: Using the Experiences of Iceland, Wales, Finland and Scotland*, 2023 <https://iris.who.int/bitstream/handle/10665/366291/WHO-EURO-2023-7033-46799-68401-rus.pdf?sequence=1>