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DEVELOPMENT OF SANOGENIC THINKING OF STUDENT YOUTH THROUGH THE PRISM OF SOCIO-CULTURAL ADAPTATION

ROZWÓJ SANOGENICZNEGO MYŚLENIA MŁODZIEŻY STUDENCKIEJ PRZEZ PRYZMAT ADAPTACJI SPOŁECZNO- KULTUROWEJ

РАЗВИТИЕ САНОГЕННОГО МЫШЛЕНИЯ СТУДЕНЧЕСКОЙ МОЛОДЕЖИ ЧЕРЕЗ ПРИЗМУ СОЦИОКУЛЬТУРНОЙ АДАПТАЦИИ

Abstract

The research deals with the problem of the formation of life scenarios of students-migrants and their sanogenic thinking through the prism of socio-cultural adaptation. The authors point out that the sanogenic thinking reduces internal conflicts, allows you to control emotions, needs and desires, and thus prevents diseases. The article is presented the model of the formation of students' sanogenic thinking that can be a key way to restore individual wellbeing. The article proves that scenario decisions of students-migrants are unconscious, irrational mind sets for adapting to life. In this regard, the modality of students-migrants contact with socio-cultural surroundings which impacts the establishment of acculturation strategies has been predicted and featured. The authors established a correlation between certain types of socio-cultural adaptation and the prohibition of the scenario. The authors prove that the process of the development of the students' sanogenic thinking through the prism of socio-cultural adaptation can enrich psychological theory and practice with new experience and become a means of support for the interested reader.

ISSN 2450-2146 / E-ISSN 2451-1064

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Handzilevska H., Hilman A. (2018) Development of Sanogenic Thinking of Student Youth Through the Prism of Socio-Cultural Adaptation. *International Journal of New Economics and Social Sciences*, 1(7)2018: 349-362

DOI 10.5604/01.3001.0012.2707

Keywords: *sanogenic thinking, life scenario, socio-cultural adaptation, psychological immunity, students-migrants, acculturation strategies, life roles, scenario decision*

Streszczenie

Badanie dotyczy problemu tworzenia scenariuszy życiowych studentów-imigrantów i ich sanogenicznego myślenia poprzez pryzmat adaptacji społeczno-kulturowej. Autorzy zwracają uwagę, że myślenie sanogenne ogranicza wewnętrzne konflikty, pozwala kontrolować emocje, potrzeby i pragnienia, a tym samym zapobiega chorobom. W artykule przedstawiono model formowania się sanogenicznego myślenia uczniów, który może być kluczowym sposobem przywrócenia dobrego samopoczucia. Artykuł dowodzi, że decyzje scenariuszy uczniów-imigrantów są nieświadome, irracjonalny umysł przystosowuje się do życia. W związku z tym przewidziano i przedstawiono modalność kontaktu uczniów-migrantów z otoczeniem społeczno-kulturowym, które ma wpływ na ustanowienie strategii akulturacji. Autorzy ustalili korelację między niektórymi typami adaptacji społeczno-kulturowej a zakazem scenariusza. Autorzy udowadniają, że proces rozwoju myślenia sanogenicznego uczniów przez pryzmat adaptacji społeczno-kulturowej może wzbogacić teorię i praktykę psychologiczną o nowe doświadczenia i stać się środkiem wsparcia dla zainteresowanego czytelnika.

Słowa kluczowe: *myślenie sanogenne, scenariusz życiowy, adaptacja społeczno-kulturowa, odporność psychiczna, studenci-imigranci, strategie akulturacji, role życiowe, decyzja scenariuszowa*

Аннотация

В исследовании рассматривается проблема формирования жизненных сценариев студентов-мигрантов и их саногенное мышление через призму социокультурной адаптации. Авторы отмечают, что саногенное мышление уменьшает внутренние конфликты, позволяет контролировать эмоции, потребности и желания и тем самым предотвращает болезни. В статье представлена модель формирования саногенного мышления учащихся, которая может стать ключевым способом восстановления индивидуального благополучия студентов. В статье доказывается, что сценарные решения студентов-мигрантов являются бессознательными, иррациональными наборами разума для адаптации к жизни. Авторы установили корреляцию между некоторыми видами социокультурной адаптации и запретом сценария. Авторы доказывают, что процесс развития саногенного мышления учащихся через призму социокультурной адаптации может обогатить психологическую теорию и практику новым опытом и стать средством поддержки заинтересованного читателя.


Ключевые слова: *саногенное мышление, жизненный сценарий, социально-культурная адаптация, психологический иммунитет, студенты-мигранты, стратегии аккультурации, жизненные роли, решения по сценарию*

Article history: Received: 19.06.2018 / Accepted: 25.06.2018 / Published: 30.06.2018

JEL Classification: A 14, D 71

ISSN 2450-2146 / E-ISSN 2451-1064

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Statement of the problem in general outlook and its connection with important scientific and practical tasks.

The active international academic and professional mobility of modern Ukrainians has raised the interest of general and practical psychology to find the ways of solving the sociocultural adaptation and self-realization problems in an inocultural environment. It is a common knowledge that prolonged state of instability often leads to a violation of mental and physical health. First of all, it concerns student youth. The period of studying at a high school is accompanied by the need to overcome obstacles during the solving of various problems. According to Alister Ward, Jo Salmon, Maxine Duke about 90% of students have a

deviation in their health; nowadays we increasingly notice students with obsessive thoughts and destructive settings. According to the theory of transactional analysis, such unconscious irrational settings are adopted in accordance to the prohibitions and directives of parents. The same can be said about the mechanism of protection, initially possible, and creation of a sense of security, but further it can provoke the formation of hyperfunction of psychological immunity. It can complicate the process of adaptation and negatively affect the formulation and realization of goals.

Analysis of latest research where the solution of the problem was initiated.

In general, the problem of sanogenic thinking is devoted to the work of many domestic and foreign scholars (N. Povyakel, V. Rybalka, E. Aleksandrovska, R. Burns, K. Bütner, T. Vasilieva, D. Jampolsky, M. James, A. Dobrovich, I. Dubrovina, A. Zakharov, V. Levy, M. Ratter, T. Danina, L. Rubtsova, D. Fontan, K. Horni, etc.). The problem of the development of sanogenic thinking in children and teachers in domestic psychology is devoted to the works of T. Vasilieva, E. Alexanderovsky, A. Dobrovich, I. Dubrovin, A. Zakharov, V. Levy, B. Semke. T. Vasilieva and M. Kozlovska reveals the essence of sanogenic thinking, the place of sanogenic and pathogenic thinking in the structure of the personality of the junior schoolboy (T. Vasilieva) and the peculiarities of the influence of sanogenic thinking on the correction of the emotional states

of the personality of the convicted (M. Kozlovska).

The life scenario is also studied by modern domestic researchers in the context of generic scenarios (L. Gridkovkets et al.), sexual and gender peculiarities (T. Kambalova, N. Klymenko, etc.), in the field of scientific interest are motivational factors for creating a personality life scenario (L. Karagodina, etc.), the representation of life roles in the consciousness of the person (A. Odintsova, etc.), the conditions for designing a life scenario (P. Zhebeleva, etc.), the peculiarities of the formation of life plans and awareness of life scenarios in adolescence (T. Kostina, M. Gladkevych et al.) and others. The problem of the formation of life scenarios of students-migrants and their sanogenic thinking through the prism of socio-cultural adaptation was not thoroughly investigated.

Aim of paper. Methods.

Aim of the paper is to reveal the peculiarities of the problem of the formation of life scenarios of students-migrants and their sanogenic thinking through the prism of socio-cultural adaptation. *Theoretical* (analysis, comparison, systematization of the data of psychological, pedagogical literature of the problem), *empirical* (psychological and pedagogical experiment, the test

of the research of meaningful orientations (D.Leontyev), the test for the research of sanogenic thinking (L.Rubtsova) and *methods of mathematical and statistical processing of empirical data* (methods of descriptive statistics, the method of the correlation, the multiple regression analysis).

Exposition of main material of research with complete substantiation of obtained scientific results. Discussion.

Thus, an empirical study on a sample of internally displaced persons (the first year student are also included into research) [11]. It allowed at the empirical level to investigate that introspectively parental orders support emotional control over the unknown situation of emigrants. Moreover, it orients the person to a sense of security, sta-

bility, which is confirmed by a direct correlation between indicators of the scale of Subjective Well-Being [7] (and the scale of subjective well-being (G. Perrudet-Badoux) (adaptation of M.V. Sokolova)) [15] and scenario prohibitions and requirements (questionnaire early childhood solutions S. Maximova).

Table 1. Results of correlation analysis between indicators of subjective well-being and scenario settings.

Prohibitions, prescriptions	Do not show up	Do not be a child	Do not be successful	Do not be yourself	Do not be meaningful	Do not be patient	Try it out	Hurry up
Welfare	,531** ,004	,390* ,040	,429* ,023	,598** ,001	,453* ,015	,410* ,030	,381*, 046	,384*,044

At the same time, it has been investigated that the low level of readiness for change, indicates internal support for change and erroneous behavior patterns of migrants, also depends on a number of prohibitions,

among which there are two – "Do not be successful" and "Do not belong to the group" [3]. These options block the ingenuity, confidence, optimism, courage and tolerance of migrants.

Table 2. Results of correlation analysis between personal readiness indicators and scenario settings

Children's solutions Willingness	Do not be- come adult	Do not be successful	Do not do	Do not be a child	Do not belong to	General, Prohibitions
ingenuity	-,449* ,017	-,475* ,011	-,418* ,027	-,303 ,117	,094 ,633	-,372 ,051
optimism	-,196 ,317	-,486* ,009	-,175 ,372	-,368 ,054	-,118 ,549	-,219 ,264
courage	,189 ,336	,244 ,211	,265 ,173	,122 ,535	-,380* ,046	,162 ,410
confidence	-,325 ,092	-,524** ,004	-,429* ,023	-,413* ,023	-,021 ,916	-,383* ,044
tolerance	,277 ,154	,015 ,939	,189 ,335	-,076 ,703	-,412* ,029	,023 ,908

The statistically significant inverse relations were found between the indicators of the Smile-life orientations and scenario prohibitions [6]. The most expressed of which are "Do not be yourself", "Do not be

successful", "Do not do". The content of the corresponding scenario decisions allows to distinguish them with psychological barriers of adaptation to the new environment.

Table 3. Children's solutions

Children's solutions PIL	Do not be yourself	Do not be successful	Do not create
Life Goals	-,399, p<0,01	-	-
Life Process	-,512, p<0,05	-,527, p<0,05	-,471, p<0,01
Effectiveness of life	-,471, p<0,01	-,464, p<0,01	-
Locus control	-,390, p<0,05	-,464, p<0,01	-,463, p<0,01
Locus control-life	-,541, p<0,05	-,448, p<0,01	-,675, p<0,05

In addition, on the empirical level, it was discovered that scenario decisions (installations), restricting spontaneous behavior, and block personal growth of the individual. It results in the context of acquiring new experience, values of a new culture, new skills that can negatively influence the

process of socio-cultural adaptation. This is confirmed by the established correlation between certain types of socio-cultural adaptation and scenario prohibitions. Among these the most active in the context of destruction of all its types is the prohibition "Do not be successful" [4].

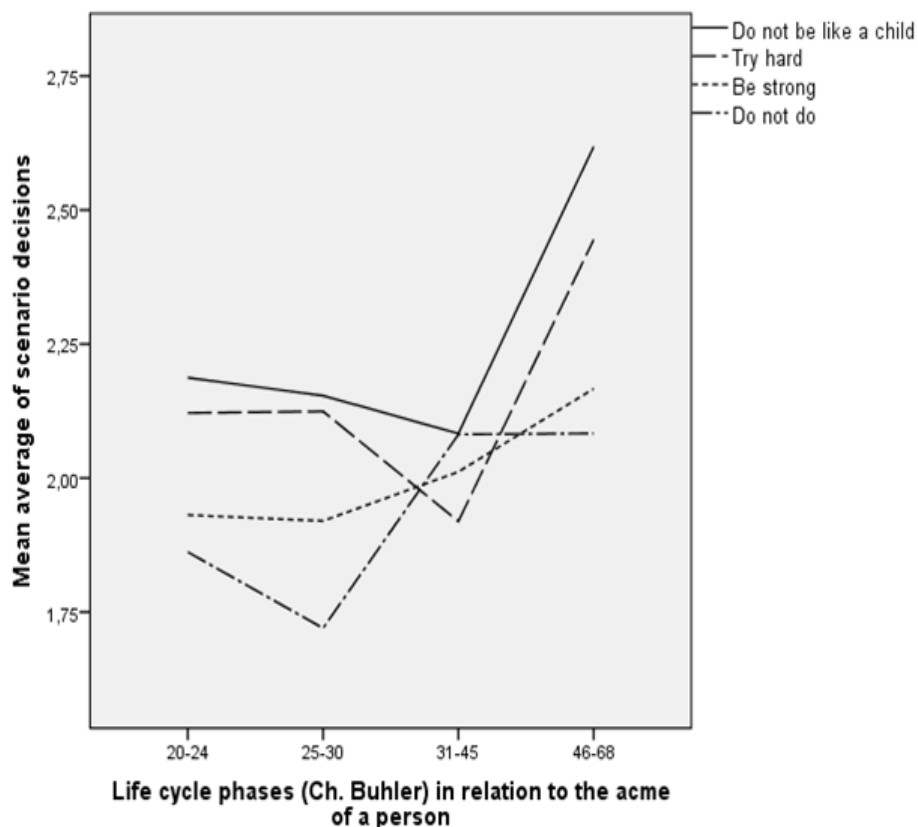
Table 4. Results of correlation analysis between indicators of socio-cultural adaptation and scenario settings

Prohibition Adaptation Type	Adaptation	Conformity	Depression	Nostalgia	Alienation
Do not be a child	-,004 ,966	,096 ,335	,194 ,050	,016 ,870	,195* ,049
Do not be successful	-,274** ,005	-,243* ,013	,290** ,008	,222* ,02	,223* ,023
Do not be the first	-,139 ,161	-,140 ,159	,326** ,001	,206* ,037	,261** ,008
Do not be meaningful	-,180 ,069	-,137 ,169	,279** ,004	,231* ,019	,355** ,000
Do not be (Do not show up)	-,180 ,068	-,221* ,025	,310** ,001	,293** ,003	,206* ,037
Do not get closer	-,174 ,079	-,109 ,274	,318** ,001	,254** ,010	,173 ,080
Do not be yourself	-,175 ,077	-,169 ,088	,280** ,004	,244* ,013	,130 ,191
Do not be healthy	-,213* ,031	-,182 ,066	,275** ,005	,278** ,005	,036 ,718
Do not become adult	-,166 ,095	-,165 ,095	,200* ,042	,166 ,094	-,049 ,624
Do not feel	-,180 ,069	-,036 ,719	,218* ,027	,039 ,693	,042 ,674
Do not belong to	-,238* ,016	-,250* ,011	,142 ,154	,201* ,041	,101 ,310

At the same time, it was discovered that the prohibition of "Do not be a child", which blocks the non-adaptive form of activity, and the "Be strong" order, according to which the behavior of migrants is caused by

frustration of desires, true desires, needs is prohibited by the leading prohibition of migrants in the age range of 20 to 30 years [4; 9].

Fig. 1. Life cycle phases in relation to they acme of a person



Through the multiple regression analysis, a number of prohibitions have been identified. Those bans have an impact on the formation of the destructive side of the migrant's life scenario. What is more, it had an influence on a certain type of socio-cultural adaptation, in particular, Nostalgia and Alienation. Such results provide grounds for considering scriptural solutions as psychological barriers to socio-cultural adaptation and acmeologization, among which we distinguish "Do not feel", "Do not grow older,"

"Do not be the first," "Do not be meaningful." Nostalgia = 8,341-1,417 (Do not feel), Alienation = 6,081-1,134 (Not getting older) + 1,352 (Be the first) +1,24 (Do not be meaningful) [13].

In this connection, the modality of the contact of migrants with the socio-cultural environment, which has an impact on the formation of strategies for acculturation, is predicted. In accordance with the prohibitions listed, passive adaptation is planned. It involves self-identification with other people's expectations, a breakthrough of

needs and restrictions on certain activities. Predicting strategies are separation (minimizing contact), marginalization (unwillingness to accept new demands and self-denial), and assimilation (full acceptance of the conditions of a new society through the rejection of their own values and culture). It should be emphasized that there is no integration strategy that is considered by most scholars to be optimal (cultural identity is preserved in the partial adoption of a new society).

In connection with this, there was a need for correction of scenario installations, and hence artificial formation of active psychological immunity.

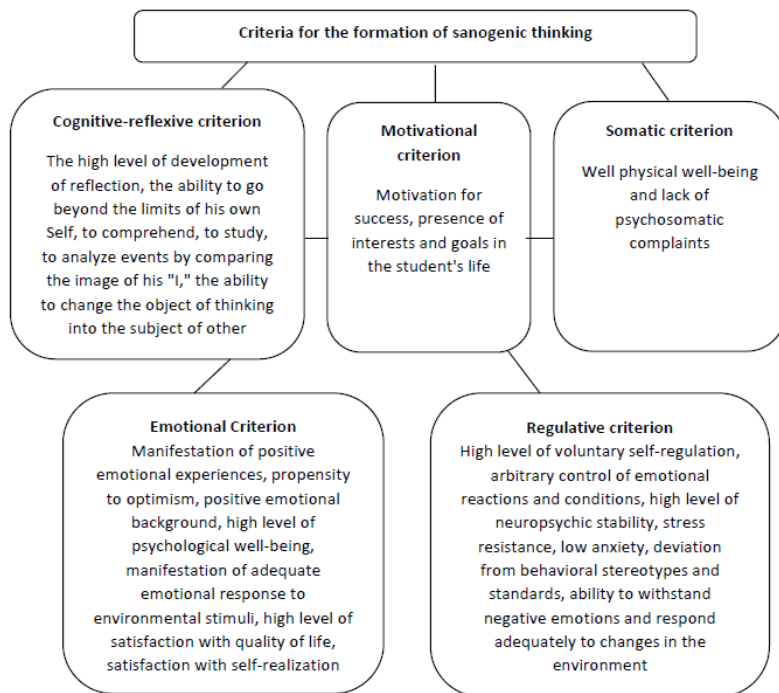
Nonadaptive destructive thoughts create a heavy feeling, and as the result a person is forced to have constantly recurring thoughts which lead to intrusive behavior. One of the main reasons for the emergence and development of any forms of obsessive states is the habit of an internal conversation with oneself, especially, a nonconstructive, constant unconscious discussion of old and new issues (what has already happened or may take place once). We diagnosed that 78% of students are predominated by pathogenic thinking. The students' negative cognition was investigated, among which 48% were consensual judgments, 34% were condemned judgments and 18% were horrific judgments, which mostly have destructive content [10]. Defying sanogenic thinking, a person stops useless automatic work of keeping intrusive thoughts in his mind.

A great number of foreign and native scientists point to the link between mental and physical health with the learned patterns of human thinking. In this context, the researchers (Y. Orlov, T. Vasilieva, N. Morozzyuk, L. Rubtsova, etc.) use the term "sanogenic thinking", which we understand as: the mental process of reflection of their own emotional experiences, which are characterized by a high level of metacognition and monitoring [10]. By the way, this term, manifests itself in the comprehension of traumatic emotionogenic factors, the awareness of nonconstructive behavior program. It also provides for their correction and skills to apply adequate methods of response in situations of tension. It is likely that unlike pathogenic, sanogenic thinking contributes to the development of a successful life scenario and effective socio-cultural adaptation. The concept of the sanogenic thinking is based on the thesis of the predominance of cognitive assessments over emotions, which allows a student to use their thoughts to influence feelings and, by changing cognitive assessments, to acquire the skills of constructive ways of responding to these events [10; 12; 14].

Among the criteria for the formation of sanogenic thinking, we highlight the cognitive-reflexive, motivational, somatic, emotional and regulatory criteria that include the flexibility of thinking, the existence of goals in life, good physical and emotional well-being, high levels of voluntary self-regulation [10].



Fig. 2. Criteria for the formation of students' sanogenic thinking

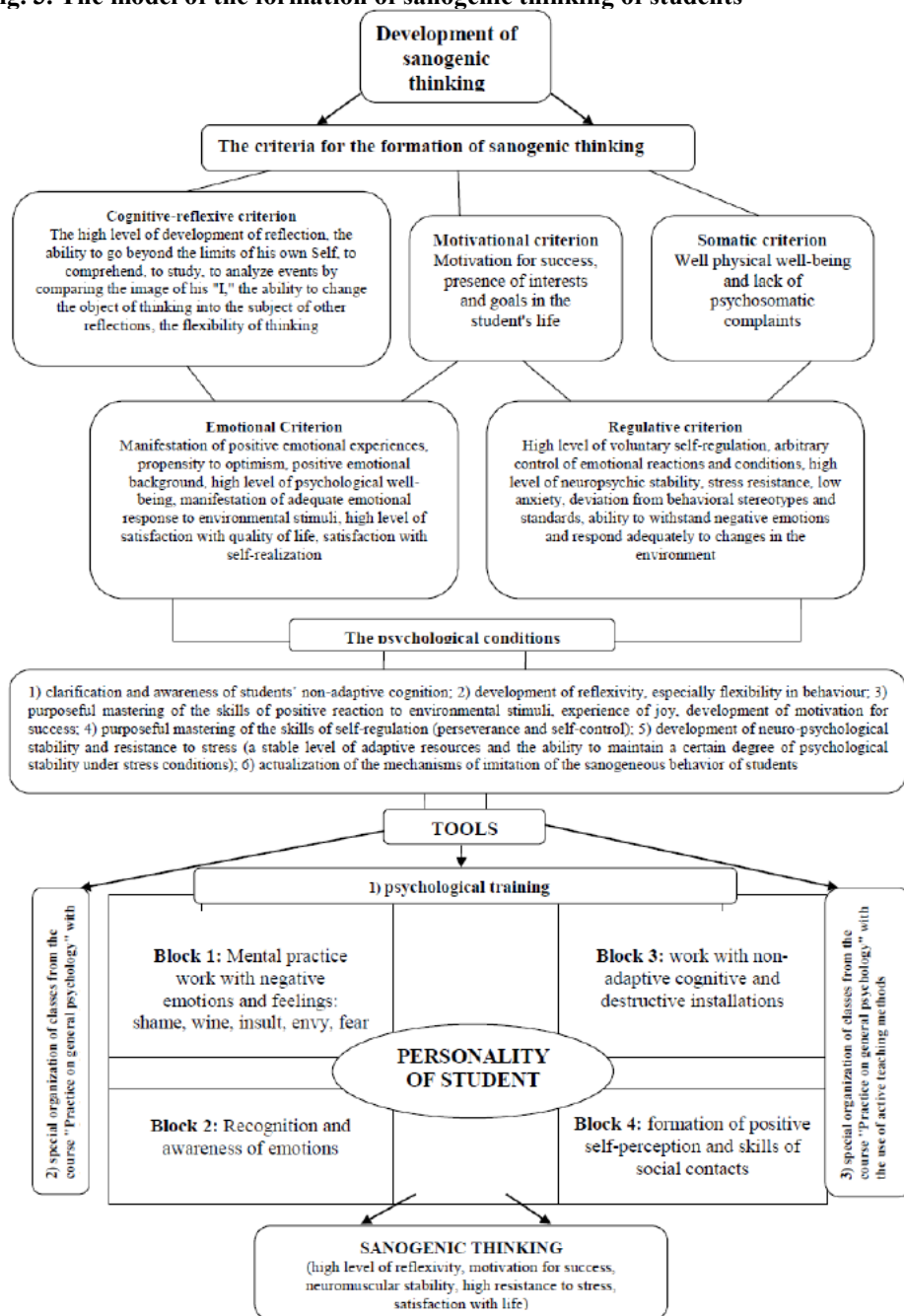


The result of the dispersal of sanogenic thinking in students is the correction of the negative emotional and rich attitude of man towards himself and others.

Taking into account the results of the theoretical analysis and obtained data of empirical research on the sample of migrants and students of NaOA, according to which 78% prevails pathogenic thinking, the model of the formation of sanogenic thinking of students was substantiated [10]. It also reflects the psychological conditions and means of purposeful influence on it, in particular: 1) psychological training "Formation of sanogeneous thinking of student youth"; 2) special organization of classes from the course "Practice on general psychology" with the use of active teaching methods; 3) Individual and group conversations; 4) appropriate

organization of extra-curricular time students. The psychological conditions for the formation of the sanogenic thinking of students are determined: 1) clarification and awareness of students' non-adaptive cognition; 2) development of reflexivity, especially flexibility in behavior; 3) purposeful mastering of the skills of positive reaction to environmental stimuli, experience of joy, development of motivation for success; 4) purposeful mastering of the skills of self-regulation (perseverance and self-control); 5) development of neuro-psychological stability and resistance to stress (a stable level of adaptive resources and the ability to maintain a certain degree of psychological stability under stress conditions); 6) actualization of the mechanisms of imitation of the sanogeneous behavior of students [10].

Fig. 3. The model of the formation of sanogenic thinking of students



The main tasks of the socio-psychological training were: reducing the manifestation of pathogenic and automatic thoughts, arising in situations of stress; introducing ways of mastering sanogenic thinking for the students; formation of skills and abilities of a constructive solution of conflicts in communication, emotional and behavioral self-regulation, psychological analysis of situations; the formation of positive self-perception [10]. The training program contained the following content blocks: recognition and awareness of emotions; work with non-adaptive cognitions and destructive installations; mental practice of working with emotions and feelings (shame, guilt, insult, envy, fear); formation of positive self-perception and skills of social contacts. The training was implemented within the framework of psychodramatic and narrative ap

proaches. The main psychodramatic technique in working with students was "Projection into the future", among narratives - amplification (transformation of history into metaphor, deconstruction (studying the context of the emergence of discursive prescriptions), restoration of participation (involving other members of the group in finding new perspectives on solving the problem and other.

To test the effectiveness of the developed program, an experimental (EG) (25 people) and a control (KG) (25 persons) group were formed. The dynamics of cognitive-reflexive, emotional, motivational, regulatory and somatic criteria of sanogenic thinking formation of student youth of the experimental (EG) and control (KG) groups before and after the training. It is presented in the table of the first group of participants to find new perspectives on solving the problem [10].

Table 5. The formation of sanogenic thinking in the students of EG and KG before and after the molding experiment (n1=25, n2=25)

№	Indexes	Experiment (average)		t _{cn}	After experiment (average)		t _{cn}	Changes		
		CG	EG		KG	EG		EG п/е	eg п/е	t _{cn}
1.	Sanogenic Thinking	31,90	32,71	0,23	31,90	35,90	-1,33	31,90	35,90	2,36
2.	Pathogenic thinking	34,10	35,21	0,28	34,10	30,1	1,28	34,10	30,1	3,12
I. Cognitive-reflexive criterion										
1.	Reflexivity	7,5	7,8	0,15	7,8	10	2,45*	7,5	10	2,67*
2.	Rigidity	31,5	31,1	0,21	31	29,2	1,68	31,1	31,3	1,73
II Emotional criterion										
1.	Joy	22,2	23,4	0,38	24,2	27,05	-3,38*	23,4	27,05	3,32*
2.	Anger	25,2	26,4	0,52	24,9	19,6	-4,65**	26,4	19,6	-3,67**
4.	Sorrow	25,55	24,64	0,32	24,2	20,55	-4,78*	24,64	20,55	-2,98
5.	Optimism	21,1	22,4	0,52	21,1	25,55	2,62*	22,4	25,55	3,05*
6.	Self-control	21,8	23,6	0,43	22,95	23,45	-0,31	23,6	23,45	0,69
7.	Quality of life index	21,18	22,21	0,48	21,19	22,56	3,08*	22,21	22,56	0,71
8.	Positive relationship with the surrounding	54,36	55,28	0,32	55,24	59,42	-1,59	55,28	59,42	2,63*
III Motivational criterion										
1.	Motivation for success	15,6	16,3	0,83	15,6	16,3	1,24	16,3	15,7	0,82
2.	Motivation for failure	6,4	6,9	0,25	6,4	0		6,9	0	
3.	The motivation pole is not pronounced	10,8	11,2	0,22	10,8	10,7	-0,23	11,2	10,7	-0,75
5.	Trend of motivation for failure	8,5	8,6	0,21	8,5	8,6	0,12	8,6	8,4	-0,34
6.	Trend of motivation for success	12,6	12,5	-0,51	12,6	12,7	0,23	12,5	12,7	0,28
IV Regulatory criterion										
1.	Persistence	7,3	7,1	-0,1	7,4	11,6	2,22*	7,1	11,6	2,31*
2.	Composure	5,6	5,8	0,1	5,7	9,3	2,24*	5,8	9,3	2,27*
3.	Neuropsychiatric breakdowns	30,5	31,2	-0,38	31	29	-0,48	31,2	29	-1,98
4.	Stress resistance	32,7	32,3	-0,22	32,9	35,2	2,58*	32,3	39,2	7,67***
5.	Behavioral type A	49,7	48,3	-0,15	49,8	48,1	0,32	48,3	48,1	1,24
6.	Behavioral type B	34,9	34,2	-0,21	35,3	35,3	-1,89	34,2	35,3	-1,99
7.	Mixed type	15,4	17,5	0,16	14,9	16,6	2,12	17,5	16,6	-1,86
V. Somatic criterion										
1.	Exhaustion	3,40	3,38	-0,27	3,21	3	-0,42	3,38	3	-0,98
2.	Pain in different parts of the body	5,45	6,12	0,33	5,23	3,75	-3,55*	6,12	3,75	-5,85**
3.	Gastric complaints	3,55	3,24	-0,15	3,54	3	-0,67	3,24	3	-0,99
4.	Heart complaints	3,75	3,65	-0,21	3,23	2,55	-1,23	3,65	2,55	-1,34
5.	Overall rate of complaints intensity	15,55	15,23	-0,23	14,90	3,1	-24,83	15,23	3,1	-27,23**

Note: * p<0,05. ** p<0,01, *** p<0,001.

Conclusions.

Consequently, the results of the control cut-off allow us to establish a significant improvement in the basic characteristics of sanogenic thinking of students. After the training, the students subjugated the subjective idea of the loss of vital energy. They also reduced the intensity of psychosomatic complaints, but increased the level of neuro-psychological resistance and resistance to stress. This gives grounds to conclude that mastering the techniques of reflection and self-regulation and the skills

of adequate response to environmental stimuli. The development of a sustainable level of adaptive resources and the motivation for success contributes to the formation of sanogenic thinking of students. The formation of sanogenic thinking involves a long process of working on itself. It helps to find adequate ways of responding to stress itself, stress situations and to avoid obsessive thoughts that may occur in the mind of a young person.

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