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## **STRATEGIES OF EMOTIONAL REGULATION IN SUPPORT OF ECOLOGICALLY ORIENTED HUMAN ACTIVITY**

**Abstract.** *The article presents the results of an experimental study of the strategies of adolescents' emotional regulation, analysis of the impact of ways of overcoming, coping with stressful situations on the constructiveness (environmental friendliness) of emotional personality regulation in environmentally oriented life. The study used theoretical, empirical and data processing methods (Pearson's correlation coefficient). Based on the analysis of the psychological literature of native and foreign researchers, the essence of the concept of "emotional regulation", "environmental strategies for managing emotions" within environmental psychology is clarified. The study of strategies for regulating students' emotions, in order to determine the frequency of use of constructive (environmental) strategies for emotional regulation to maintain environmentally oriented life. Features of strategies of students' emotional regulation through the level of formation of cognitive components of emotional regulation, features of control over emotions, intensity and frequency of use of certain styles of protection against affective situations are revealed. The psychological features of constructive and destructive strategies of emotion regulation are described, the peculiarities of their connection with behavioral strategies and personal styles of the subject's reaction to an emotional situation are determined. The results of the experimental study allowed us to conclude that young men and women in stressful situations prefer constructive strategies to regulate emotions, which help to find solutions, manage a difficult situation and cope with its consequences. The use of destructive strategies in coping with stressful situations leads to negative experiences, the strength and duration of which depend on the context of the situation. However, destructive experiences prevent young people from maintaining an environmentally oriented life.*

**Key words:** *destructive strategies of emotion regulation, ecological strategies of emotion regulation, emotional regulation, constructive strategies of emotion regulation, strategies of emotional regulation, adolescence.*

**Introduction:** In recent years, there has been a growing interest in the study of psychological aspects of personality interaction with the environment (natural, anthropogenic, spatial, social, educational, informational, etc.) and this is no accident, as many researchers conclude the need to analyze the relationship of its parameters, development and behavior of the subject. Mental states of the individual in special, affective situations are of great interest, because throughout life everyone is faced with situations that are perceived as complex, difficult, extreme. Significant daily psychological burdens, experiences of stressors are accompanied not only by different intensity and duration of negative emotional experiences of the individual, but also the accumulation of psycho-emotional stress, mental maladaptation and disorganization of its behavior. Thus, there is a need not only to regulate their own emotional state in order to eliminate the imbalance between the requirements of the environment and the inner ability to overcome affective situations, but also to find effective strategies for emotional self-regulation in various life situations.

The aim of the article is to present the results of experimental research on the features of strategies of emotional regulation of adolescents, analysis of the impact of overcoming the constructive (environmental) emotional personality regulation in environmentally oriented life.

The experimental work was attended by 92 students. During the study methods were used: theoretical (analysis of scientific sources, generalizations); empirical (testing); data processing (percentage and comparative analysis); statistical generalizations were performed using the Pearson correlation coefficient.

**Theoretical foundations of the study:** According to V. Panov's concept, the field of research of ecological psychology is the problems of consciousness and personal identity, his mental development and learning, experiences and behavior, psychological and physical health, which are considered in the context of relations "man – environment" (natural, social). These relationships are concretized in many ways in research [11, p. 14]. Socialization and individualization of man at different age stages of his psychological development is a process and result of the totality of his interaction with the environment, which is described as ecopsychological interaction. Under ecopsychological interaction V. Panov understands the interaction of the subject (group, organization) with different types and components of the environment.

The ecological approach is not limited to the study of ecopsychological interaction. L. Chuiko points out the importance of greening the consciousness of the individual. The greening of the consciousness of the individual can be carried out in two directions: through the formation of ecological thinking and the formation of ecological culture. According to L. Chuyko, ecological thinking is the adoption of a specific, characteristic of the subject, and way of thinking. The formation of ecological thinking means to teach the subject a specific intellectual activity, which will determine the choice of actions based on the ecological imperative. Ecological imperative is a certain moral prescription to act in accordance with ecological expediency, based on the system of ecological values [3, p. 70]. L. Chuyko states that in the developed form of the ecological imperative becomes an unconditional principle of behavior for the individual in any situation, and to achieve the highest degree of its development serves as a moral criterion of any activity.

O. Vovchyk-Blakytina points to the role of personal characteristics in the greening of human life, which belong to a certain level of the holistic structure of personality organization: emotional, cognitive, and value-semantic. At the level of analysis of emotional factors, the author believes that it is significant to consider the importance of emotional well-being as emotional well-being, which is an indicator of the success of emotional regulation of man [15, p. 61]. We agree with I. Rudenko's opinion, we believe that especially in stressful, affective situations, the subject must have the ability not only to constructively (environmentally) express emotions, but also to adequately ensure their self-regulation [13].

Regulation of emotions is carried out through the process of deploying regulatory efforts over time and depends on personal identity traits that are used to optimize their own emotional states [4]. Personality emotional regulation is a process aimed at managing and restraining one's emotional states. This process is characterized by the level of development of cognitive components of emotional regulation, features of emotion control, intensity and frequency of use of certain styles of protection against affective situations and the level of personal self-regulation [8, p. 67].

In foreign studies, much attention is paid to the study of strategies for regulating emotions in the context of mental and physical health. Many studies have focused on latent strategies for regulating emotions, ie on those strategies that occur within the individual, such as cognitive reassessment, suppression (A. Aldao, K. Dixon-Gordon [1]). Due to the fact that many different strategies of emotion regulation have been described in the psychological literature, but their relationship has been little studied, K. Naragon-Gainey and co-authors identified this relationship and clarified the structure of general strategies of emotion regulation [10]. A number of studies reveal the role of the environment in the regulation of emotions. In particular, E. Skinner, K. Edge, J. Altman, N. Sherwood state that the use of strategies of avoidance, escape, isolation, social isolation involves escape from an environment in which the individual does not receive support [14]. A small number of studies determine the features of the interaction of individual emotions and his self-regulation of the physical environment. Thus, J. Campos, S. Frankel, L. Camras identified the role of the environment in choosing a space in which the subject avoids situations that activate unwanted emotions, and chooses the space that determines the emergence of desired emotions. J. Gross, included in the author's model of emotion regulation the choice of situation and modification of the situation / environment in which the subject is, avoids or changes it, taking into account their probabilistic emotional impact [2]. K. Korpela and co-authors propose to include environmental strategies in the known strategies of emotion regulation. According to the authors, ecological strategies of emotion regulation are the use of natural and urban socio-physical conditions in order to regulate their own negative emotional states [9]. The role of nature in maintaining the well-being of the subject of life by means of regulating emotions is revealed in the research of M. Richardson [12]. In foreign scientific practice, there are also studies that reveal the characteristics of the influence of environmental factors on the frequency of use of certain strategies of emotional regulation. For example, according to J. Heiy, J. Cheavens, the subject more often uses the strategy of revaluation in those situations that are perceived as less important [6]. The need to understand the process of regulation of emotions and its consequences, using instant environmental assessment, is indicated

in D. Colombo and co-authors' works. In particular, researchers believe that this approach will allow individuals in real life to understand better the direct consequences for mental and physical health of using constructive / destructive emotional regulation strategies [7].

Theoretical analysis of the studied problem shows that scientists propose to consider emotional regulation through the process of regulatory efforts, taking into account the individual characteristics of the subject of life and environmental factors. Emphasis is placed on specific intellectual activity, which determines the choice of the subject to act in accordance with the environmental feasibility of mastering the affective situation. An important role in this process is given to emotional well-being, which depends on the frequency of use of constructive (environmental) strategies of emotional regulation to maintain environmentally oriented life.

**Experimental part:** 92 students of Vinnytsia State Pedagogical University named after Mykhailo Kotsyubynsky aged 19 to 21 of various first- and second-year specialties (87% – girls; 13% – boys) were diagnosed in order to study the peculiarities of emotional regulation strategies in ensuring ecologically oriented life. The study was conducted from September 2020 to May 2021 and provided for determining the initial indicators of the level of formation of strategies for students' emotion regulating, to determine the frequency of constructive (environmental) strategies for emotional regulation to maintain environmentally oriented life. At the ascertaining stage, a sample of the study was tested ( $n = 92$ ) using the methods of «Cognitive regulation of emotions» (OKPE), N. Garnefski, W. Craig; Emotion Regulation Questionnaire (ERQ), J. Gross; «Personal styles of the subject's response to an emotional situation» (COPE), K. Carver, M. Sheyer, J. Weintraub; «Scales of emotional schemes», R. Leahy.

**Results and discussion:** Processing of OKPE test data (N. Garnefski, V. Kraig) showed that in a stressful situation young men and women prefer constructive strategies of emotion regulation: «positive reassessment» ( $M = 14,1$ ), «focus on planning» ( $M = 13,8$ ), «consideration in the future» ( $M = 12,3$ ), «acceptance» ( $M = 11,8$ ). The use of these strategies allows them to find a positive meaning in experiencing stressful, affective situations, which stimulates personal growth and new experiences of young people, promotes the possibility of forming environmentally oriented interaction with the environment. They seek solutions, think about possible options for action in a particular life situation, in general, try to manage a difficult situation and cope with its consequences. Using the strategy of «consideration in the future» allows you to reduce the exceptional importance of a negative situation by comparing it with other situations. Thus, the «sometimes worse» setting allows young people to reduce negative experiences. At the same time, the «acceptance» strategy allows young people to look at circumstances objectively, without distorting real events, and to develop a realistic plan of action in the long run.

Empirical data shows that students are less likely to use destructive strategies to regulate emotions: «rumination» ( $M = 11,9$ ), «self-blame» ( $M = 11,8$ ), «blame others» ( $M = 9,8$ ), «catastrophization» ( $M = 9,4$ ). The use of these strategies by young people provokes them to think about their emotions, which arose as a result of experiencing a stressful situation. Usually this process is cyclical and negative, because the focus of reflection is on negative feelings, which can induce new negative experiences and prevent constructive action in difficult situations, disrupt the ecological balance with the environment. In the case of a negative solution to the situation, the person feels guilt, which reduces self-esteem and motivation to act. Less often, adolescents tend to attach great importance to negative events that happen in their lives and shift responsibility, blame for the consequences on someone else. The use of destructive strategies in coping with stressful situations leads to negative experiences, the strength and duration of which depends on the context of the situation, but they clearly prevent young people from maintaining an environmentally oriented life.

The generalization of empirical data according to the method of ERQ (J. Gross) allowed us to draw the following conclusions: the indicator «cognitive reassessment» has a high rate in 45,2% of respondents. Using this strategy allows young people to change their attitude to the situation, which leads to a modification of the emotional response. On the other hand, according to the indicator «suppression of expression» we state high data in 41,9% of respondents, which indicates the leveling of manifestations of emotions by students after the emotion is experienced. That is, such Young men and young women show emotion only at the level of somatic reaction, which negatively affects their mental and physiological state, as well as the ability to maintain ecological balance with the living environment.

The study of personal styles of the subject's response to an emotional situation according to the method of SORE (K. Carver et al.) allowed to determine the frequency of youth use strategies to cope with stress, namely: «positive reformulation» ( $M = 11,2$ ), «active overcoming» ( $M = 11,1$ ), «use of emotional social support» ( $M = 10,7$ ) and «use of instrumental social support» ( $M = 10,5$ ). According to the results of the diagnosis, young men and women often use constructive strategies, and therefore they are able to perceive positively stressful

events, which help them not only to overcome adversity, but also to transform negative experiences to their advantage. The position of actively overcoming life's adversities promotes rapid adaptation and the ability to direct their activities in a constructive direction. The authors of the methodology note that this involves significant costs of internal and external resources, and with low resource intensity of the individual can lead to depletion of the resource base and possible burnout in the subsequent stressful situations. Our sample needs emotional social support, which is realized through the exchange of feelings, thoughts and actions, aimed at meeting the need to improve emotional state during stressful situations. It is obvious that young people in difficult life situations need to be supported "by word and deed" from others, as a result of which it is possible to shift responsibility to others in order to alleviate the impact of negative experiences by receiving help. We assume that such young people will find it difficult to develop independence and resilience, willpower and the ability to use their own internal resources in stressful situations, which can negatively affect the maintenance of environmentally oriented life.

The least used strategies are «behavioral avoidance» ( $M = 7,8$ ), «denial» ( $M = 7,7$ ), «use of psychoactive substances» ( $M = 5,8$ ). These strategies for regulating emotions involve a passive position in terms of activities; this behavior is often characterized as laziness or procrastination, although it aims to reduce emotional discomfort in the short term, but in the long run it will lead to the accumulation of problems that will only worsen the emotional state of young people. Denial blocks access to relevant information, so a constructive analysis of the situation, based on which you can develop an effective plan to overcome, is simply impossible. As a result, the emotional state of the subject only worsens, unresolved issues only become more, the stressfulness of events increases. In the short term, the use of psychoactive substances improves, but it negatively affects the health, social relationships and future of the individual. The obtained empirical indicators indicate a moderate level of use of such a strategy, but still destructive consequences are present. Thus, although Young men and young women in stressful situations are more prone to constructive strategies of emotional regulation, the fact that they tend to use destructive strategies is worrying because they do not encourage them to maintain environmental relationships with the environment.

The study of behavioral strategies used by young people in response to their own emotions and the emotions of others, using the method of «Scale of emotional schemes» (R. Leahy) showed that for our sample dominant strategies are «devaluation of emotions» ( $M = 8,4$ ), «Low emotional expressiveness» ( $M = 8,3$ ), «simplified perception of emotions» ( $M = 7,9$ ), «insufficient coordination of their own emotions with the emotions of others» ( $M = 7,5$ ). Young men and young women do not attach importance to their own emotions, regardless of modality, they are not always able to focus on their own condition and reflect on their emotional reactions, and therefore they have a desire to quickly get rid of their experiences by switching to some activity. Some young people have difficulty constructing the emotions they are experiencing. Obviously, most young people do not have fully mature and constructive interpersonal strategies. Their implicit interpretations and expectations of their own and others' emotions are incomplete or distorted. Thoughts about one's own and others' emotions may not be objective.

In order to identify the specifics of the strategies for adolescents' emotion regulating in stressful situations, we used the program SPSS 17,0, in particular the Pearson correlation coefficient. The obtained results allowed characterizing the studied indicators in more detail. The existence of a correlation between the indicators of constructive strategies of emotion regulation and behavioral strategies, personal styles of the subject's response to an emotional situation was stated. The indicator «cognitive reassessment» has a positive correlation with indicators of response style «focus on emotions» ( $r_{xy} = 0,405$ ,  $p \leq 0,01$ ), behavioral strategy «insufficient coordination of their own emotions with the emotions of others» ( $r_{xy} = 0,321$ ,  $p \leq 0,05$ ) and negative correlations with indicators «denial» ( $r_{xy} = -0,367$ ,  $p \leq 0,05$ ), «behavioral avoidance» ( $r_{xy} = -0,329$ ,  $p \leq 0,05$ ), «reduction of guilt for their own emotions» ( $r_{xy} = -0,307$ ,  $p \leq 0,05$ ). Focusing young men and women on emotions, their active expression, acceptance, not denial, regulation of efforts to interact with stressors allows you to interpret better the emotional situation in order to manage emotions, increase the environmental friendliness of their own interaction with the environment. At the same time, a change in attitude to the situation modifies the primary emotional response of the individual, as a consequence – the modified emotional response is different from the reaction of other participants, reacting directly and probably impulsively. There was also a positive correlation between the «acceptance» strategy and the «self-restraint» response style ( $r_{xy} = 0,340$ ,  $p \leq 0,05$ ). That is, young people can accept and realize a stressful situation when they are able to restrain themselves from hasty and impulsive actions. It was found that «focus on planning» can occur only when young people are able to

«positively reformulate events» ( $r_{xy} = 0,356, p \leq 0,05$ ), «use instrumental social support» ( $r_{xy} = 0,340, p \leq 0,05$ ) and reduces the use of the «negative» response style ( $r_{xy} = -0,359, p \leq 0,05$ ). Therefore, adolescents' thoughts on the next steps in overcoming a stressful situation are possible in the case of rethinking the stressful situation in a positive way, receiving advice, help from adults (obviously parents), peers, acceptance, not denial.

Let's analyse the features of the use of destructive strategies for regulating the emotions of young people. There is a positive correlation between «self-blame» and «positive refocusing of the event» ( $r_{xy} = 0,313, p \leq 0,05$ ), «focus on planning» ( $r_{xy} = 0,454, p \leq 0,01$ ), «use of instrumental social support» ( $r_{xy} = 0,358, p \leq 0,05$ ), «use of social emotional support» ( $r_{xy} = 0,357, p \leq 0,05$ ), «active overcoming» ( $r_{xy} = 0,502, p \leq 0,01$ ), «use of humor» ( $r_{xy} = 0,299, p \leq 0,05$ ) and a negative correlation with the response style «behavioral avoidance» ( $r_{xy} = -0,328, p \leq 0,05$ ). Young men and young women tend to blame themselves for failures if they do not know how to act in difficult life circumstances, expect advice, help, emotional and moral support, compassion, abandon the goal without making an effort to overcome stressors. Positive correlation with «rumination» and response styles «use of instrumental social support» ( $r_{xy} = 0,452, p \leq 0,01$ ), «use of social emotional support» ( $r_{xy} = 0,395, p \leq 0,01$ ) and negative correlation the connection with «denial» ( $r_{xy} = -0,338, p \leq 0,05$ ) indicates that young people tend to get stuck in affectively coloured experiences (especially in situations of waiting for outside sport), do not want to really perceive and adequately respond to stress situation. Positive correlation between «catastrophization» and «denial» ( $r_{xy} = 0,426, p \leq 0,05$ ), «use of psychotropic substances» ( $r_{xy} = 0,313, p \leq 0,05$ ) and negative correlation with the strategy of «use humor» ( $r_{xy} = -0,348, p \leq 0,05$ ) shows that in a stressful situation, young men and women tend to exaggerate the size and consequences of the event, and to cope with negative emotions, can as a way to avoid the problem and to reduce emotional stress alcohol or other psychoactive substances.

**Conclusions:** Emotional regulation is considered through the process of regulatory efforts, taking into account the individual characteristics of the subject of life and environmental factors. Emotional regulation of personality is a process aimed at managing and restraining one's emotional states. Its effectiveness depends on the level of development of cognitive components of emotional regulation, intensity and frequency of personal use of certain styles of protection against affective situations. When mastering affective situations, specific intellectual activity is carried out, which determines the choice of the individual to act accordingly / not in accordance with environmental expediency. In order to maintain ecologically oriented life activities, it is important for a person to use constructive (ecological) strategies of emotional regulation.

Young men and young women in stressful situations prefer constructive strategies of emotion regulation, which help to find a solution, master a difficult situation and cope with its consequences. At the same time, the use of destructive strategies in coping with stressful situations leads to the emergence of negative experiences, the strength and duration of which depends on the context of the situation. However, it should be noted that such destructive experiences prevent young people from maintaining environmentally oriented activities.

**Prospects for further research:** Prospects for the study of strategies of emotional regulation of personality, we see the need to study the impact of environmental factors on the ability to constructively regulate the individual's own negative emotional states.

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