

*Пайдаланылган әдебиеттер тізімі*

1. Лаврентьева З.И. Семья и подросток: профилактика отклоняющегося поведения. – М.: Академия, 2018.
2. Савина Е.А. Конструктивный семейный конфликт как ресурс развития личности подростка // Психологическая наука и образование. – 2020. – Т. 25. – № 3. – С. 62–74.
3. Боулби Дж. Создание и разрушение эмоциональных связей. – М.: Канон+, 2017.
4. Бандура А. Теория социального научения. – СПб.: Евразия, 2016.
5. Выготский Л.С. Психология развития человека. – М.: Смысл, 2018.
6. Эйдемиллер Э.Г., Юстицкис В.В. Психология и психотерапия семьи. – 5-е изд. – СПб.: Питер, 2021.
7. Aliyev, T. (2022). The impact of family conflicts on the development of social skills of adolescents. *Social Studies*, 12(1), 25-37.
8. Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95. <https://doi.org/10.1177/0272431691111004> Bowlby, J. (1980).
9. Attachment and loss: Vol. 1. Attachment. Basic Books. Erikson, E. H. (1968). Identity: Youth and crisis. W. W. Norton & Company. Guliyeva, N. (2019). The role of conflicts in the development of parent-child relationships. *Journal of Psychology*, 7(3), 45-59.
10. Hasanova, S. (2021). Conflict management and emotional intelligence in adolescents. Baku: Education Publishing House. Lammers, C. L., & Stams, G. J. J. M. (2008). The effects of family conflict on adolescent development. *Journal of Child and Family Studies*, 17(3), 371-383. <https://doi.org/10.1007/s10826-007-9188-2>
11. Mammadov, R. (2020). The impact of family conflicts on adolescent psychology. Baku: Science and Education.
12. Rustamova, L. (2023). Ways to resolve intra-family conflicts: Psychological approaches. *Psychology and Development*, 8(2), 10-20.
12. Tiedens, R. L. C. B. (2000). The influence of family conflict on adolescent behavior: A review. *Journal of Family Psychology*, 14(1), 33-47. <https://doi.org/10.1037/0893-3200.14.1.33>

**Авторлар туралы мәлімет:**

Акімжанова Жанар Бидайбайқызы – «Жалпы және қолданбалы психология» кафедрасының докторанты, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы қ., Қазақстан, e-mail: [zhaniya1707@mail.ru](mailto:zhaniya1707@mail.ru)

Ниембаева Гүлмира Бекеновна - хат- хабар авторы, PhD, қауымдастырылған профессор, «Жалпы және қолданбалы психология» кафедрасының меңгерушісі, Педагогика және психология факультетінің деканының м.а., Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы қ., Қазақстан, , e-mail: [mika-argin@mail.ru](mailto:mika-argin@mail.ru)

**Сведения об авторах:**

Акимжанова Жанар Бидайбайқызы – автор для корреспонденции, докторант кафедры «Общая и прикладная психология», Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан, e-mail: [zhaniya1707@mail.ru](mailto:zhaniya1707@mail.ru)

Ниембаева Гүлмира Бекеновна – PhD, ассоциированный профессор, заведующая кафедрой «Общая и прикладная психология», и.о. декана факультета педагогики и психологии, Казахский национальный педагогический университет имени Абая, г. Алматы, Казахстан, e-mail: [mika-argin@mail.ru](mailto:mika-argin@mail.ru)

**Information about the authors:**

Zhanar Bidaybaykyzy Akimzhanova – PhD doctoral student of the Department of General and Applied Psychology, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan, e-mail: [zhaniya1707@mail.ru](mailto:zhaniya1707@mail.ru)

Gulmira Bekenovna Nietbayeva – corresponding author , PhD, Associate Professor, Head of the Department of General and Applied Psychology, Acting Dean of the Faculty of Pedagogy and Psychology, Abai Kazakh National Pedagogical University, Almaty, Kazakhstan , e-mail: [mika-argin@mail.ru](mailto:mika-argin@mail.ru)

IRSTI 15.81.21

<https://doi.org/10.51889/2959-5967.2026.86.1.025>

A. Abdikarim\* 

Turan University, Almaty, Kazakhstan

\*e-mail: [a.abdikarim@turan-edu.kz](mailto:a.abdikarim@turan-edu.kz)

**Psychological conditions for the formation of peaceful attitudes in interpersonal interaction among young people**

*Abstract*

The article examines the psychological conditions for the formation of a peaceful attitude among young people in the field of interpersonal interactions. A peaceful attitude is not a passive

avoidance of conflict or conformity, but an active and mature ability to constructively resolve conflicts based on respect, empathy, and conscious self-control. Special attention is given to adolescence as a sensitive period during which key personality traits are formed, shaping the way individuals interact with others. The empirical study, conducted on a sample of 45 respondents, was based on a cognitive-emotional approach and included an analysis of three interrelated personality subsystems: cognitive (level of empathy, ability to decenter), emotional-regulatory (methods of managing negative affects), and personal-semantic (self-concept, value system). The results showed that a peaceful attitude is closely related to high levels of cognitive empathy (acceptance of perspective), the dominance of a cognitive reevaluation strategy, the ability to control impulsive reactions, as well as positive self-esteem and the expression of humanistic values (family, love, and personal development). Based on the data obtained, the article highlights the key psychological conditions that contribute to the development of peacefulness: the development of empathic and regulatory mechanisms, active reflection on life values, the formation of a positive self-concept, and the individual's inclusion in a safe and supportive social environment where principles of respect are practiced.

**Key words:** youth, peacefulness, interpersonal interaction, empathy, self-regulation, self-concept, values, and personal development.

*А. Абдиқарим\**

*Университет «Туран», Алматы, Қазақстан*

*e-mail: [a.abdikarim@turan-edu.kz](mailto:a.abdikarim@turan-edu.kz)*

### **Психологические условия формирования миролюбивых установок в межличностных взаимодействиях молодежи**

*Аннотация*

В статье рассматриваются психологические условия формирования миролюбивой позиции у молодежи в сфере межличностных взаимодействий. Миролюбивая позиция – это не пассивное избегание конфликтов или конформизм, а активная и зрелая способность к конструктивному разрешению конфликтов, основанная на уважении, эмпатии и сознательном самоконтроле. Особое внимание уделяется подростковому возрасту как чувствительному периоду, в течение которого формируются ключевые черты личности, определяющие то, как люди взаимодействуют с другими людьми. Эмпирическое исследование, проведенное на выборке из 45 респондентов, было основано на когнитивно-эмоциональном подходе и включало анализ трех взаимосвязанных подсистем личности: когнитивной (уровень эмпатии, способность к децентрации), эмоционально-регулятивной (методы управления негативными аффектами) и личностно-смысловой (я-концепция, система ценностей). Результаты показали, что миролюбивое отношение тесно связано с высоким уровнем когнитивной эмпатии (принятия точки зрения), доминированием стратегии когнитивной переоценки, способностью контролировать импульсивные реакции, а также позитивной самооценкой и выражением гуманистических ценностей (семья, любовь и личностное развитие). Основываясь на полученных данных, в статье выделяются ключевые психологические условия, способствующие развитию миролюбия: развитие эмпатических и регулятивных механизмов, активная рефлексия над жизненными ценностями, формирование позитивной самооценки и включение индивида в безопасную и поддерживающую социальную среду, где соблюдаются принципы практикуются.

**Ключевые слова:** молодежь, миролюбие, межличностное взаимодействие, эмпатия, саморегуляция, Я-концепция, ценности, личностное развитие.

*Ә. Әбдіқарім\**

*Тұран университеті, Алматы, Қазақстан*

*e-mail: [a.abdikarim@turan-edu.kz](mailto:a.abdikarim@turan-edu.kz)*

## Жастардың тұлғааралық өзара іс-қимылында бейбітшілікті сүйетін көзқарастарды қалыптастырудың психологиялық шарттары

*Аңдатпа*

Мақалада жастардың тұлғааралық қарым-қатынас саласындағы бейбіт ұстанымын қалыптастырудың психологиялық шарттары қарастырылады. Бейбітшілік позициясы-бұл қақтығыстардан немесе конформизмнен пассивті аулақ болу емес, сыйластыққа, эмпатияға және саналы өзін-өзі бақылауға негізделген қақтығыстарды сындарлы шешудің белсенді және жетілген қабілеті. Жасөспірімге сезімтал кезең ретінде ерекше назар аударылады, оның барысында адамдардың басқа адамдармен қарым-қатынасын анықтайтын негізгі жеке қасиеттер қалыптасады. 45 респонденттің үлгісінде жүргізілген эмпирикалық зерттеу когнитивті-эмоционалды тәсілге негізделген және тұлғаның өзара байланысты үш ішкі жүйесін талдауды қамтыды: когнитивті (эмпатия деңгейі, орталықсыздандыру қабілеті), эмоционалды-реттеуші (жағымсыз әсерлерді басқару әдістері) және жеке-семантикалық (өзіндік тұжырымдама, құндылықтар жүйесі). Нәтижелер бейбіт көзқарас когнитивті эмпатияның жоғары деңгейімен (көзқарасты қабылдау), когнитивті қайта бағалау стратегиясының үстемдігімен, импульсивті реакцияларды бақылау қабілетімен, сондай-ақ оң өзін-өзі бағалаумен және гуманистік құндылықтарды (отбасы, махаббат және жеке даму) білдірумен тығыз байланысты екенін көрсетті. Алынған мәліметтерге сүйене отырып, мақалада бейбітшіліктің дамуына ықпал ететін негізгі психологиялық жағдайлар көрсетілген: эмпатикалық және реттеуші механизмдерді дамыту, өмірлік құндылықтарға белсенді рефлексия, позитивті өзін-өзі бағалауды қалыптастыру және принциптер сақталатын қауіпсіз және қолдау көрсететін әлеуметтік ортаға жеке тұлғаны қосу.

**Түйін сөздер:** жастар, бейбітшілік, тұлғааралық қарым-қатынас, эмпатия, өзін-өзі реттеу, өзіндік тұжырымдама, құндылықтар, жеке даму.

**Introduction.** A person's ability to resolve disputes with others peacefully and productively is an important indicator of their psychological maturity. Psychological maturity, as noted by G. Allport, is characterized by the ability to cope with internal conflicts, emotional stability, and the capacity for constructive interaction [1]. Psychologists note that internal resources, such as self-awareness, empathy, emotional control, and mental flexibility, help to successfully resolve disputes [2]. It is especially important to develop these qualities in the educational environment, as this is where young people first encounter the need to resolve conflicts independently [3]. Youth is a unique stage when a person simultaneously develops rapidly and remains vulnerable. At this age, the brain is actively restructuring, especially in the areas responsible for self-control, emotional regulation, and social behavior. All of this creates a favorable environment for both growth and conflicts [4]. Scientific research confirms that conflicts in the social environment (at school, university, and among friends) are particularly significant during adolescence. They can provoke intense emotional responses, ranging from withdrawal and avoidance to aggression [5, 6]. Learning to manage emotions, developing mindfulness, and practicing social skills can help compensate for the immaturity of the brain's "control center" and reduce conflict [7]. Often, peacefulness is simply understood as a refusal to engage in conflict: a person does not argue, agrees with the majority, and avoids sensitive topics. However, this passive behavior is not always beneficial. It can lead to internal dissatisfaction and does not resolve the conflict itself. In our research, peacefulness is not seen as a weakness, but rather as an internal strength. It is an active stance that requires maturity, self-control, and the ability to engage in dialogue.

Peacefulness is the ability to: - express one's opinions respectfully and without aggression, - listen to and understand the perspective of others, - to seek joint solutions rather than to «win the argument».

This behavior requires developed skills of emotional regulation, empathy, and self-awareness. Research confirms that a high level of emotional maturity and self-regulation is directly related to the

ability to constructively resolve conflicts [8, 9]. The purpose of this work is to explore how this active and peaceful attitude is formed in young people. We propose to consider it through three interconnected psychological «subsystems» (Figure 1):

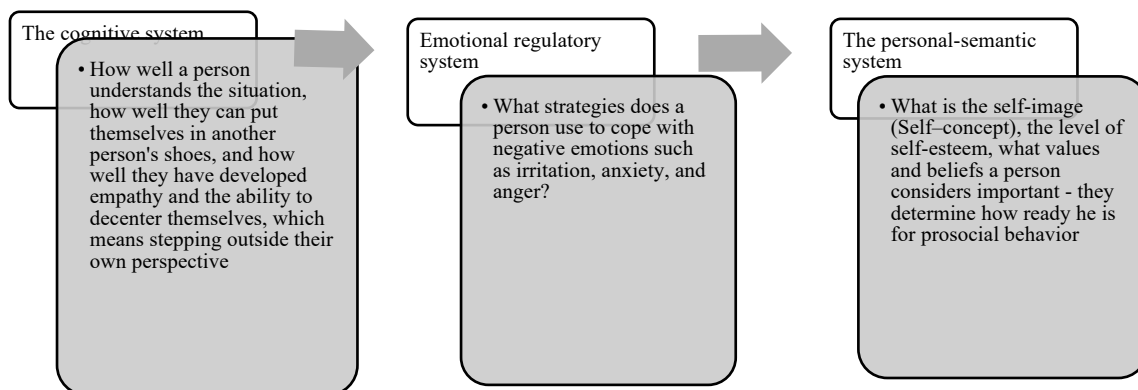


Figure 1 – Interconnected psychological “subsystems”

Research shows that a mature self-concept and a high subjective importance of moral values (e.g. respect and honesty) play an important role in the choice of non-violent interaction strategies [10]. One of the most important indicators of maturity is the ability to resolve conflicts without resorting to aggression or passive submission. Research by B.K. Punia confirms that a mature personality is less prone to intrapersonal conflicts and better copes with emotional stress that arises in social interactions [11]. According to Erikson, adolescence is a sensitive period for the formation of identity, when individuals are actively engaged in self-determination and finding their place in society [12]. Social evaluation becomes particularly important during this stage, as conflicts are perceived not as differences in opinion, but as threats to status and self-esteem. Purwoko, B. suggests that young adults often perceive even constructive criticism as personal rejection, leading to either overly defensive or aggressive responses [13]. These social perceptions significantly increase the risk of maladaptive behavior in conflict situations. Modern research increasingly refers to the concept of active peacefulness as a key construct describing a person's mature ability to manage conflicts. Unlike conformity or avoidance, genuine peacefulness is viewed as an internal force that includes the ability to defend one's point of view without aggression, a willingness to engage in dialogue, respect for the opponent, and a commitment to finding mutually acceptable solutions. Karimova V believes that such behavior requires a high level of empathy, self-reflection, and a value-based approach to the situation [14]. The formation of this attitude, as modern research shows, is based on three interrelated psychological subsystems. The first is the cognitive subsystem, which includes the interpretation of social situations, the ability to de-center, and the level of empathy. The second is the emotional-regulatory subsystem, which determines how effectively an individual copes with negative emotions in stressful situations. The third is the personal-semantic subsystem, which encompasses the self-concept, self-esteem, and internalized moral values that influence the choice of behavioral strategies. The level of development of these subsystems is largely dependent on the educational environment and the quality of social interaction, especially in school and university communities. According to Divya P.S., young people with a high level of psychological maturity and emotional intelligence are less likely to resort to aggression and more likely to use strategies of cooperation and compromise [15]. This highlights the importance of purposefully fostering prosocial attitudes and self-regulation skills through educational and prevention programs.

**Materials and methods.** The practical study was conducted within the framework of a cognitive-emotional approach to the analysis of personal attitudes. The central focus of the study was on an active and peaceful attitude, which was not seen as a passive avoidance of confrontation, but rather as a conscious and constructive approach to resolving interpersonal conflicts. The study was

based on a systematic analysis of three interconnected psychological subsystems: cognitive, emotional-regulatory, and personal-semantic. Both quantitative and qualitative methods based on valid psychodiagnostic tools were used to comprehensively study each of these subsystems (Tabl 1).

Table 1. Psychodiagnostic Tools Used

№	Component	Diagnostics
1	Cognitive	M. Davis' Empathy Questionnaire adapted by M. S. Yeritsyn
2	Emotional and regulatory	J. Gross' Emotion Regulation Questionnaire (ERQ) DERS (Gratz & Roemer, 2004)
3	Personal and semantic	Self-Concept Technique (by Dembo–Rubinstein) M. Rokich's Value Orientation Questionnaire

To diagnose the cognitive component, we used M. Davis's Empathy Questionnaire, adapted by M. S. Yeritsyn, which allows us to assess both the cognitive aspects of empathy (perspective-taking) and the emotional aspects (empathy). The emotional regulatory subsystem was evaluated using several tools. Firstly, we used J. Gross's Emotion Regulation Questionnaire (ERQ), adapted by O. Konstantinova, which is designed to assess strategies such as cognitive reappraisal and expressive suppression. Secondly, the DERS questionnaire (Gratz & Roemer, 2004) was used, which covers parameters such as impulsivity, lack of emotional awareness, difficulties in achieving goals under emotional stress, and a tendency to avoid. The responses were analyzed qualitatively to identify the dominant interaction strategies (e.g., avoidance, aggression, compromise, and cooperation). The personal and semantic component was diagnosed using a modified version of the «Self-Concept» method (according to Dembo-Rubinstein), which allows assessing the degree of consistency between the real and ideal self-image, the level of pretensions, and the overall level of self-satisfaction. M. Rokich's Value Orientation Questionnaire was also used to identify the significance of prosocial and humanistic values in the individual's system of meanings. Data collection was conducted using the Google Forms online platform. Participants were provided with detailed instructions and an informed consent form. The average time for completing all the methods was about 50 minutes. The qualitative data obtained from the open-ended questions were subjected to thematic content analysis, with the identification of semantic categories and subcategories corresponding to the three main areas of analysis.

**Results and discussion.** According to the data obtained using the M. Davis Empathy Questionnaire adapted by M. S. Yeritsyn, four scales were analyzed: «Acceptance of Perspective,» «Empathy,» «Fantasy,» and «Personal Distress,» each of which reflects different areas of an individual's empathic competence. The obtained results not only described the overall empathic structure of the study participants but also revealed which specific components of empathy are associated with the intensity of a peaceful attitude (Table 2, Figure 2).

Table 2. Results on Empathy Scales

Scale	Mean (M)	Standard deviation (SD)	Correlation with a peaceful attitude (r)	p-value
Acceptance of perspective	4.12	0.68	0.42	< 0.01
Empathy	3.76	0.71	0.31	< 0.05
Fantasy	3.41	0.66	0.17	> 0.05
Personal disorder	2.98	0.63	-0.35	< 0.01

The highest average values were recorded on the «Accepting Perspective» scale (M = 4.12; SD = 0.68). This indicates that most participants demonstrate a high ability to understand the perspective

of others, which forms a cognitive basis for constructive conflict resolution in interpersonal interactions. A significant positive correlation between this indicator and the level of a peaceful attitude ( $r = 0.42, p < 0.01$ ) confirms that cognitive de-centering is one of the central conditions for a mature, non-violent response in controversial situations.

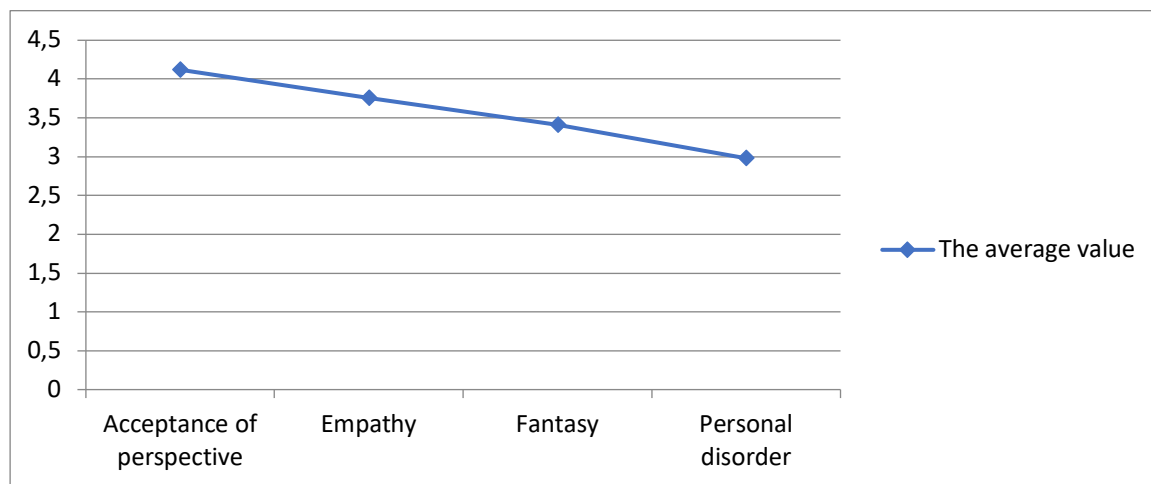


Figure 2 – Mean values on empathy scales

The scale reflecting emotional responsiveness demonstrated mean values ( $M = 3.76; SD = 0.71$ ). At the same time, a significant positive correlation was observed with the expression of a peace-loving attitude ( $r = 0.31, p < 0.05$ ), which allows us to say that the ability to empathize with the emotional states of others supports the attitude towards dialogue and compromise. However, the range of values indicates the variability of the severity of affective empathy in a sample of 45 respondents. When interpreting these results, it is important to note that the sample size of the study ( $n = 45$ ) is quite small in comparison to the number of applied methods and statistical comparisons. Future research with larger samples is required to confirm the stability of the relationships that have been observed. Moderately low scores on the «Fantasy» scale ( $M = 3.41; SD = 0.66$ ) suggest that the tendency to engage in imaginary participation in fictional stories is not a pronounced characteristic of the subjects. The correlation with a peaceful attitude was weak and statistically insignificant ( $r = 0.17; p > 0.05$ ), which confirms its limited role in shaping real-life prosocial behavior. The lowest average values were obtained on the Personal Disorder scale ( $M = 2.98; SD = 0.63$ ). This indicator reflects a low level of anxious and disorganizing reactions to others' suffering in the majority of participants. At the same time, a significant negative correlation was revealed with a peaceful attitude ( $r = -0.35, p < 0.01$ ), which indicates that increased emotional instability may interfere with constructive conflict interaction, contributing to impulsive and defensive behavior. The most significant association with the expression of a peaceful attitude was observed on the «Acceptance of Perspective» scale, which highlights the importance of cognitive empathy. Emotional responsiveness enhances prosocial orientation, but it is not the sole determining factor. On the contrary, excessive emotional involvement without regulation (high «Personal Disorder») weakens the ability to constructively resolve conflicts. These findings suggest that the development of cognitive empathy and emotional self-regulation should be considered as key factors in fostering mature interpersonal attitudes among young individuals. In this study, emotional regulation was considered as one of the key mechanisms that ensure a person's constructive behavior in the context of interpersonal conflict. Specifically, two main strategies were analyzed: cognitive reappraisal (the ability to consciously change the interpretation of a situation in order to reduce its emotional impact) and suppression of emotional expression (the suppression of external manifestations of already existing emotions). These parameters were measured using the Emotion Regulation Questionnaire (ERQ), developed by J.

Gross. The survey included ten statements regarding ways of dealing with one's own emotional states. Participants were asked to rate their degree of agreement with each statement on a seven-point Likert scale, ranging from 1 («Strongly Disagree») to 7 («Strongly Agree»). The analysis results are presented in the following table (Table 3):

Table 3. Results on the Emotional Regulation Scale

Indicator	Mean (M)	Standard deviation (SD)	Correlation with a peaceful attitude (r)	p-value
Cognitive reevaluation	5.18	0.74	0.39	< 0.01
Suppression of emotional expression	3.02	0.89	-0.28	< 0.05

The average score on the Cognitive Reappraisal Scale was 5.18 (SD = 0.74), indicating a high prevalence of this strategy among the sample participants. Young people tend to seek reinterpretation of stressful or emotionally charged situations, which may indicate a developed ability for emotional self-regulation. The analysis of relationships revealed a moderate positive correlation between the level of cognitive reappraisal and the intensity of a peaceful attitude ( $r = 0.39$ ,  $p < 0.01$ ). This indicates that the ability to manage one's emotional state at the cognitive level contributes to a focus on constructive conflict resolution and the selection of non-violent behavioral strategies. In contrast to the previous strategy, the suppression of emotional expression was less pronounced ( $M = 3.02$ ;  $SD = 0.89$ ). This result suggests that participants are less likely to externally suppress their emotions, preferring more open forms of communication. The negative correlation between this indicator and the level of peace-seeking attitude ( $r = -0.28$ ;  $p < 0.05$ ) suggests that the strategy of emotional suppression, despite its apparent restraint, may be less effective in the context of constructive interaction. It is possible that hiding one's feelings makes emotional contact more difficult and contributes to internal tension, which negatively affects the choice of behavioral strategies. The results obtained on the ERQ scale confirm the significance of emotional regulation as a predictor of a peaceful attitude. Cognitive reevaluation, a strategy that allows individuals to consciously reinterpret the meaning of emotionally charged situations and thus prevent affective overheating, is particularly important in this context. On the other hand, suppressing external expressions of emotions can limit the possibility of productive dialogue and lead to maladaptive forms of interaction. To identify maladaptive aspects of emotional regulation in conflict situations, an abbreviated version of the DERS-18 scale of difficulties in regulating emotions (Gratz & Roemer, 2004) in a Russian-language adaptation. The tool includes six subscales: awareness of emotions, clarity of emotions, goals, impulsivity, rejection of emotional reactions, and regulation strategies. Participants ( $n = 45$ ) were asked to rate the frequency of the described conditions on a scale from 1 («Almost never») to 5 («Almost always») (Table 4, Figure 3).

Table 4. Results on the DERS-18 scale

Subscale	Mean (M)	Standard deviation (SD)	Correlation with a peaceful attitude (r)	p-value
Awareness	2.74	0.66	-0.21	> 0.05
Clarity	3.12	0.72	-0.34	< 0.05
Goals	3.48	0.69	-0.41	< 0.01
Impulsiveness	3.63	0.81	-0.44	< 0.01
Rejection	3.05	0.74	-0.29	< 0.05
Strategies	3.77	0.77	-0.47	< 0.01

The least pronounced difficulties were recorded in the Awareness subscale ( $M = 2.74$ ;  $SD = 0.66$ ), which reflects mindfulness of one's own emotions. However, its association with a peaceful

attitude was statistically insignificant ( $r = -0.21$ ;  $p > 0.05$ ), which suggests that mere attention to one's emotional state does not necessarily lead to constructive behavior. Significantly more important was the ability to emotional clarity, for which the average score was 3.12 (SD = 0.72). The presence of a moderate negative correlation with a peaceful attitude ( $r = -0.34$ ;  $p < 0.05$ ) suggests that difficulties in understanding one's own feelings may hinder effective self-regulation and lead to maladaptive responses to conflict. The «Goals» subscale, which reflects the ability to engage in purposeful activities in the face of emotional distress, demonstrated one of the highest scores (M = 3.48; SD = 0.69), with a significant and pronounced correlation with a peaceful attitude ( $r = -0.41$ ;  $p < 0.01$ ). This confirms that emotional disorganization negatively affects the stability of prosocial behavior. The results on the Impulsivity scale were particularly significant, with an M = 3.63 (SD = 0.81), indicating widespread difficulties in controlling behavior when experiencing strong emotions. The high negative correlation with a peaceful attitude ( $r = -0.44$ ;  $p < 0.01$ ) highlights that impulsive reactions significantly reduce the ability for dialogical and respectful interaction. The «Non-acceptance» subscale reflected the average level of the tendency to reject one's own emotional states (M = 3.05; SD = 0.74). A weak but statistically significant negative association with a peaceful attitude ( $r = -0.29$ ;  $p < 0.05$ ) suggests that judging one's own feelings can increase internal conflict and reduce the flexibility of behavior.

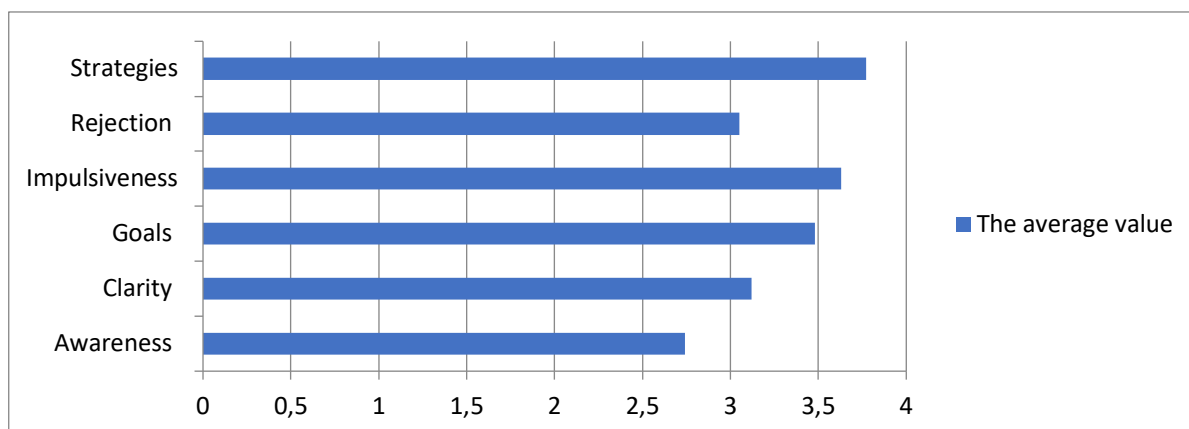


Figure 3 – Results on the DERS-18 scale

The greatest difficulties were identified on the subscale “Strategies” (Strategies), where the average value was M = 3.77 (SD = 0.77). This suggests that participants often feel a lack of effective ways to manage emotions. Moreover, it was this scale that demonstrated the greatest negative correlation with a peaceful attitude ( $r = -0.47$ ;  $p < 0.01$ ), which highlights its critical role: the inability to choose an appropriate self-regulation strategy can directly lead to behavioral breakdowns and escalation of conflict. The results of the DERS-18 show that the key factors undermining peaceful behavior are difficulties in controlling impulsive reactions and a limited repertoire of effective regulation strategies. The clarity of emotions and the ability to maintain purposefulness are also significant predictors. Therefore, the development of emotional self-regulation, especially in terms of impulse control and strategic responding, should be considered as a foundation for forming a mature and constructive behavior pattern during adolescence. The Dembo-Rubinstein technique was used to identify the features of the participants’ self-concept – in particular, the level of self-esteem, claims, and the gap between them. The analysis was carried out on four main scales: “Health”, “Mind”, “Character” and “Happiness”. Participants marked on a visual scale their current position (self-esteem) and the desired level (claims). Next, the gap between claims and real self-esteem was calculated, as well as the degree of connection with a peaceful attitude (Table 5).

Table 5. Results of the Dembo-Rubinstein technique

Scale	Self-esteem (M)	Claims (M)	Gap (M)	r (with peacefulness)	p
-------	-----------------	------------	---------	-----------------------	---

Health	67.4	82.5	15.1	0.18	> 0.05
Mind	61.3	78.9	17.6	0.26	< 0.05
Character	58.6	74.2	15.6	0.38	< 0.01
Happiness	53.1	70.6	17.5	0.41	< 0.01

The participants rated their health relatively high ( $M = 67.4$ ), and the level of aspiration was on average 82.5. The gap between the current and desired position (15.1) was moderate. However, the correlation between this scale and the level of peace-loving attitude was weak and statistically insignificant ( $r = 0.18$ ;  $p > 0.05$ ), which indicates a minimal role of the image of bodily and somatic well-being in the formation of pro-social behavior. The level of self-assessment of cognitive abilities of the participants was 61.3, with claims of 78.9. A negative gap of 17.6 points may indicate dissatisfaction with one's own level of development or inflated expectations. A positive correlation with a peaceful attitude ( $r = 0.26$ ;  $p < 0.05$ ) suggests that the subjective feeling of intellectual competence supports confidence in one's own judgments and contributes to constructive behavior. The «Character» scale. On the character trait assessment scale, respondents gave an average self-assessment of 58.6, with a level of aspiration of 74.2 (a gap of 15.6). A significant positive correlation was found with a peaceful attitude ( $r = 0.38$ ;  $p < 0.01$ ), which highlights the importance of a positive image of one's own moral stability and self-control in the context of peaceful interaction. The most underestimated was the subjective self-assessment of the level of happiness ( $M = 53.1$ ), with a relatively high level of pretensions ( $M = 70.6$ ), which gave the largest gap (17.5). Despite this, it was on this scale that the greatest positive correlation with a peaceful attitude was revealed ( $r = 0.41$ ;  $p < 0.01$ ). This may suggest that a sense of satisfaction with one's own life and a positive emotional perspective play an important role in the tendency towards constructive interaction. The data from the Dembo–Rubinstein technique allow us to conclude that a more positive self-concept in the field of personal qualities and subjective well-being is closely related to the expression of a peaceful attitude. Self-esteem on the scales of “Character” and “Happiness” are especially important predictors, while physical well-being (the “Health” scale) has the least significance in this context. An important area of analysis in this study was the study of terminal values – life goals that an individual strives for. To do this, we used M. Rokich's Value Orientation Questionnaire, which allows us to identify the subjective hierarchy of significant life goals.

Participants were asked to rank 18 terminal values from the most to the least significant. Based on the obtained rank scores, we calculated the average significance of each value in the sample ( $n = 45$ ), which allowed us to identify the values that play a key role in regulating behavior, including behavior in conflict situations (Table 6).

Table 6. Average ranks of terminal values

Value	Average rank
Happy family life	2.1
Interesting work	3.2
Love	2.8
Personal development	3.9
Health	4.0
Having good and loyal friends	4.8
Self-confidence	5.4
Life wisdom	5.7
Self-respect	6.1
Freedom	6.3
A financially secure life	7.5
An active and productive life	7.2

Public recognition	8.4
Creativity	8.9
An exciting life	9.1
The beauty of nature and art	10.3
National security	12.7
Equality	13.9

Preferred values (ranks 1–6). The values that were most significant for the participants were those related to interpersonal relationships and personal development. The absolute priority was «A happy family life» ( $M = 2.1$ ), which indicates a focus on emotional stability, care, and support as the foundation of life's well-being. High ranks were also received by «Love» ( $M = 2.8$ ), «Interesting work» ( $M = 3.2$ ), «Personal development» ( $M = 3.9$ ), and «Health» ( $M = 4.0$ ). This profile indicates a humanistic orientation of the personality and a high value of self-realization through work, learning, and emotional connections. Indifferent values (ranks 7-12). The middle group includes «Self-respect,» «Freedom,» «Material well-being,» and «Active and productive life.» These results can be interpreted as pragmatically significant, but not as defining the goals for which participants are willing to sacrifice other aspects. For example, «Material security» ( $M = 7.5$ ) is important, but it is not seen as an end in itself, but rather as a means to achieve deeper values. Rejected values (ranks 13-18). The least significant values were abstract or socio-political goals, such as «National security» ( $M = 12.7$ ) and «Equality» ( $M = 13.9$ ), as well as «Beauty of nature and art.» This may reflect either their distance from subjective experience, or a lack of acute need for these aspects in the current age and context. The decline in the importance of «Social Recognition» and «Exciting Life» may indicate a reduced focus on external status and incentives, in favor of internal reflection and stable interpersonal connections. The structure of terminal values among the participants highlights the importance of personal goals that directly contribute to the formation and maintenance of a peaceful attitude. Values related to close relationships (love, family, friends) and internal harmony (personal development, self-confidence, and health) promote resilience against aggression and motivate individuals to engage in constructive interactions. On the other hand, values associated with dominance, superiority, or status (social recognition, national security) are considered less significant, potentially reducing the likelihood of competitive and conflict-inducing behaviors. The formed hierarchy of terminal values among young people is distinctly humanistic and prosocial in nature. This creates a psychological foundation for active peacefulness, which is based not on passive avoidance of conflicts, but on the pursuit of harmonious relationships, personal development, and integrity. The results obtained confirm that a peaceful attitude in interpersonal interactions of young people is formed under the influence of a whole complex of interrelated psychological mechanisms. The study, based on a three-component model of personality – cognitive, emotional-regulatory and personal-semantic – allowed to identify key conditions and patterns. The cognitive component, first of all, is represented by indicators of empathy. The most significant factor in the context of a peaceful attitude was the «Accepting Perspective» scale ( $r = 0.42$ ;  $p < 0.01$ ), which reflects the ability to de-center and understand the perspective of others. This result highlights the importance of the cognitive component of empathy, which involves understanding rather than simply feeling empathy, in conflict situations. It was also found that participants with a more pronounced ability to empathize demonstrated higher levels of peacefulness ( $p < 0.05$ ), which indicates the importance of affective responsiveness as a supporting mechanism. The emotional regulatory component revealed a close relationship between self-regulation strategies and the ability to interact constructively in conflict situations. The ERQ scores demonstrated that cognitive reappraisal was positively associated with peacefulness ( $r = 0.39$ ;  $p < 0.01$ ), while emotional suppression showed neutral or slightly negative dynamics. The most pronounced correlations were observed in the DERS scores: difficulties with impulse control ( $r = -0.44$ ;  $p < 0.01$ ) and strategy deficits ( $r = -0.47$ ;  $p < 0.01$ ) were the most significant negative predictors. These data indicate that the inability to effectively manage intense

affects in stressful situations is one of the main psychological barriers to non-violent behavior. The personality-meaning component also demonstrated a significant impact. The Dembo-Rubinstein technique revealed that positive self-esteem on the «Character» scale ( $r = 0.38$ ) and «Happiness» scale ( $r = 0.41$ ) is closely related to the выраженность миролюбивой установки. This suggests that an inner sense of self-acceptance, moral integrity, and life satisfaction are essential for resilience in social interactions. Similar trends were observed in the analysis of value orientations, with respondents placing a high value on «Happy Family Life,» «Love,» «Interesting Work,» and «Personal Development.» These values are not only humanistic-oriented, but also contribute to building productive, respectful relationships with others. The summarized data on the three components are presented in the table below (Table 7):

Table 7. Summary table: personality components and their relationship with a peaceful attitude

Personality component	Key predictors	Relationship with a peaceful attitude
Cognitive	Acceptance of perspective, empathy	Positive
Emotional-regulatory	Cognitive reappraisal, impulsivity, regulation strategies	Strong
Personal-semantic	Self-esteem of character and happiness, values of family, love, development	Positive

Thus, the formed peace-loving attitude among young people is determined by three main groups of factors:

- 1) the ability to see the situation from the other's perspective and control egocentrism;
- 2) the presence of adaptive self-regulation strategies, especially in conditions of emotional stress;
- 3) stable personal meanings that include humanistic values, a positive self-concept, and a desire for harmonious relationships.

Based on the results, several key conditions can be identified that contribute to the development of a peaceful attitude in adolescence:

- The development of cognitive empathy and de-centering. Programs that focus on perspective-taking, active listening skills, and role-playing activities promote the transition from impulsive responding to conscious interaction.

- The teaching of emotional self-regulation strategies. Cognitive-behavioral techniques are particularly effective in identifying emotions, reducing their intensity through reevaluation, and shifting attention. Special attention should be given to controlling impulsivity as a risk factor.

- Formation of a humanistic personality orientation. This is possible through value-based education: reflection on one's own life goals, analysis of motivations for actions, and work with the concept of «ideal self.» Programs based on the principles of positive psychology, ethics of dialogue, and personal growth are the most effective in this area.

- Creating a supportive educational environment. A safe, empathetic environment where differences are respected and constructive conflict resolution practices are practiced becomes a factor in the internalization of peaceful behavior patterns.

The formation of a peaceful attitude among young people requires a comprehensive approach that combines the development of cognitive and emotional mechanisms with the strengthening of personal meaning and values. Only under these conditions is it possible to have a stable and conscious preference for non-violent and respectful strategies of interaction.

**Conclusion.** This study allowed us to comprehensively examine the psychological conditions for the formation of a peaceful attitude in the interpersonal interaction of young people. The analysis of three key personality subsystems – cognitive, emotional-regulatory, and personal-semantic – showed that a stable desire for constructive conflict resolution is associated with a developed ability

for de-centering and empathy, the mastery of adaptive emotional regulation strategies, as well as a positive self-concept and the dominance of humanistic values. The strongest association with a peaceful attitude was demonstrated by such indicators as acceptance of perspective, cognitive reevaluation, emotional self-regulation, self-esteem on the «Character» scale, and the expression of values focused on love, family, and development. This confirms that peacefulness is not just a behavioral trait, but a multidimensional personality formation that develops at the intersection of thinking, feelings, and meanings. The results of the study highlight the need for a comprehensive approach in preventing conflict behavior and developing peaceful attitudes among young people. Effective areas include empathy training, the development of emotional intelligence, working with the system of personal values, and the creation of a supportive and safe educational environment. Only in an environment that respects individual differences, supports personal reflection, and cultivates prosocial norms, can a mature individual develop the ability to engage in respectful and non-violent interactions in society.

### References

1. Kerke, V. I. (2023). Scientific discourse on the categories of “maturity” and “psychological maturity” of personality. *Education & Pedagogy Journal*, 2(6), 21-30. <https://doi.org/10.23951/2782-2575-2023-2-21-30>.
2. Chen, H. X. (2019). Emotional intelligence and conflict management styles. *International Journal of Organizational Analysis*, 27 (3), 458-470. <https://doi.org/10.1108/IJOA-11-2017-1272>
3. Jones, S. M. & Doolittle, E. J. (2017). Social and emotional learning: Introducing the issue. *The future of children*, 27 (1), 3-11. <https://doi.org/10.1353/foc.2017.0000>
4. Krishnan, A. (2020). Emotion Regulation in Adolescence: Different Strategies and Associated Functional Connectivity of Brain Regions. *Biomedical Research Journal*, 7, 34-39. [https://doi.org/10.4103/bmrj.bmrj\\_13\\_20](https://doi.org/10.4103/bmrj.bmrj_13_20).
5. Daud, H. M., Yussuf, A. & Kadir, F. A. A. (2023). Influence of The Social Environment on Development of Students' Morals and Characters: Future Issues and Challenges. *International Journal of Academic Research in Progressive Education and Development*, 12 (2), 1245-1257. <https://doi.org/10.6007/IJARPEd/v12-i2/17540>
6. Winardi M. A., Prentice C. & Weaven S. (2022). Systematic literature review on emotional intelligence and conflict management. *Journal of global scholars of marketing science*, 32 (3), 372-397. <https://doi.org/10.1080/21639159.2020.1808847>
7. Galván, A. (2021). Adolescent brain development and contextual influences: A decade in review. *Journal of Research on Adolescence*, 31 (4), 843-869. <https://doi.org/10.1111/jora.12687>
8. Türk, F. (2018). An Examination of Empathic Tendency, Self-Regulation and Self-Efficacy as Predictors of Conflict Resolution Skills in Adolescents. *Universal Journal of Educational Research*, 6, 994-1004. <https://doi.org/10.13189/ujer.2018.060520>.
9. Solati-Anaghizi, R., Abolghasemi, S., & Farhangi, A. (2021). Comparison of the effectiveness of emotional self-regulation training and compassion-based training on emotional maturity, ataxia, in students with a tendency to internet addiction. *Journal of Adolescent and Youth Psychological Studies*, 1(2), 15. <https://doi.org/10.61838/kman.jayps.2.1.20>.
10. Silva, M. A., & Araújo U. (2023). The theory of organizing models of thinking as a tool for the qualitative and microanalytical study of moral identity. *Identity*, 23 (3), 224-241. [https://doi.org/10.1080/15283488.2023.2218878?urlappend=%3Futm\\_source%3Dresearchgate.net%26utm\\_medium%3Darticle](https://doi.org/10.1080/15283488.2023.2218878?urlappend=%3Futm_source%3Dresearchgate.net%26utm_medium%3Darticle)
11. Punia, B. K., Punia, V., & Garg, N. (2021). Life dissatisfaction among students: exploring the role of intrapersonal conflict, insufficient efforts and academic stress. *Rajagiri Management Journal*. 2(15), 113-128. <https://doi.org/10.1108/RAMJ-09-2020-0058>
12. Maree, J. G. (2022). The psychosocial development theory of Erik Erikson: critical overview. *The influence of theorists and pioneers on early childhood education*, 119-133. [https://doi.org/10.4324/9781003120216-11?urlappend=%3Futm\\_source%3Dresearchgate.net%26utm\\_medium%3Darticle](https://doi.org/10.4324/9781003120216-11?urlappend=%3Futm_source%3Dresearchgate.net%26utm_medium%3Darticle)
13. Purwoko, B. (2019). The Student's Conflict Resolution in Individual Psychological Dynamics. *Proceedings of the 3rd International Conference on Education Innovation (ICEI 2019)*. <https://doi.org/10.2991/icei-19.2019.87>.
14. Karimova, V., Valiev, R., Maksimova, L., & Minyurova, S. (2022). Behavior strategies in conflict and emotional maturity of education undergraduates: Identifying relationships. *Science for Education Today*. <https://doi.org/10.15293/2658-6762.2206.03>.