

The ways to achieve happiness

Galina Veniaminovna Sorokoumova^{1*}

¹Nizhny Novgorod State Linguistic University named after N. A. Dobrolyubov, Department of Methods of Teaching Foreign Languages, Pedagogy and Psychology, Nizhny Novgorod, Russia

Abstract. The paper examines the definitions of happiness in psychology, analyzes the components of happiness, describes various methods of achieving happiness: volunteering or working for a good cause, positive thinking, methods of expressive therapy such as music and art therapy. Particular attention is paid to the description of neuro acoustics (sound therapy) and special psychological methods like the Key method developed by H. Aliev, the eye movement desensitization and reprocessing method developed by F. Shapiro, and the wing wave method developed by C. Besser-Siegmund and H. Siegmund; psychological training and psychotherapeutic technologies such as the Be Set Free Fast technique. To prove our hypothesis that modern psychological methods affect the psychological correction of students' personal anxiety and make a person happier, we conducted a study to look at the influence of modern psychological methods on the psychological correction of students' anxiety. At the summative and control stages of the study, we used the adapted version of R. Phillips' anxiety test (for students). At the formative stage of the study, we used the developed and tested program of psychological correction for personal anxiety. Group methods were used as key methods of psychological correction, including brain gymnastics by P. Dennison and G. Dennison, the Key method by H. Aliyev; individual lessons with certified psychologists using the eye movement desensitization, and reprocessing method by F. Shapiro, and wing wave method by C. Besser-Siegmund and H. Siegmund. The university psychologist taught students the Be Set Free Fast protocol, and students also listened to neuro acoustic programs at home. The results of the experimental study proved that the program, based on modern psychological methods, contributed not only to the psycho-correction of students' personal anxiety but also to improving the mental health of students and their perception of a happier life. The program can be recommended for psychological correctional work with first-year university students during the period of adaptation to university studies and for work with all students who have an increased level of anxiety and stress.

Keywords: happiness, modern psychological methods, psychological correction of students' personal anxiety, neuro acoustics

* Corresponding author: galsors@mail.ru

1 Introduction

In psychology, happiness is a complex of positive emotions, experiences, and the satisfaction of all basic needs of an individual.

In foreign psychology, the emphasis is made on meeting one's needs [1, 2], subjective well-being, frequency, and intensity of positive emotions [3, 4], the realization of the potential, and the state of emotional uplift [5].

In Russian psychology, happiness is associated with the choice of a life strategy [6, 7].

After analyzing various approaches, one can determine the components of happiness: a person's satisfaction with their life, its conditions, the sense of completion in life, the expression of personal capabilities, a large number of interpersonal contacts, a large number of positive emotions.

Researchers around the world are struggling to understand how to achieve happiness. Let's look at some of the known ways.

Researchers have long known that physical education and sports, achieving goals, receiving new impressions and emotions while traveling, making new acquaintances and pleasant communication, experiencing feelings of joy and gratitude, and much more things, make a person feel happy. What other ways to achieve happiness are there?

Volunteering, when someone performs socially significant activities free of charge. The main goal of volunteering is to help people in difficult life situations (in families or social institutions).

The results of the study of the psychological characteristics of people participating in volunteering showed that volunteers had a high level of altruism, friendliness, a desire to establish friendly relations and cooperation with others; greater focus on work, and not on receiving material benefits and remuneration; greater freedom in choosing a profession, interests, a more complete meaning of life: volunteers perceived life as more interesting, rich and fulfilling than non-volunteers [8].

If we talk about therapeutic methods, then an important way to achieve happiness is *positive thinking*, i. e. an optimistic view of the world and current events [9]. Positive thinking allows a person to be in an optimistic mood, increases satisfaction with their personality traits and their life. It offers to take responsibility for one's thoughts, for one's actions, and believe in achieving success [9].

A large arsenal of techniques has been accumulated in *expressive therapy*.

Among the most significant, from the point of view of correction of human emotional states, one can name *art therapy*, *dance therapy*, and *music therapy*.

The American psychotherapist Bill Harris is considered the creator of music therapy. Researchers are confident that when a person experiences pleasant emotions while listening to music, positive processes occur in their body: immunity increases, the pain dulls, symptoms of diseases become less pronounced [10]. For example, the Mozart effect occurs when listening to Mozart's music activates the entire cerebral cortex and it starts to glow [11].

Art therapy. Adrian Hill, who was the first to note the healing effect of the visual arts is considered to be the founder of art therapy. Art therapy focuses on the visual varieties of art, such as painting, graphics, sculpture, design.

Recently, *neuro acoustics or sound therapy* has been intensively developing.

The human brain constantly generates electrical impulses or brainwaves. The overall state of the brain is determined by the dominant frequency. For example, Alpha waves are amplified in a state of complete relaxation and absorption. Healing and cleansing processes begin, the world around begins to shine with bright colors, making a person happier.

Beta waves are the rhythm of active creation and life. Thanks to the beta rhythm, humanity built cities, went into space, created television, computers; in short, has made

technological progress. There are programs to stimulate the rhythms of brain activity. One of the most effective, in our opinion, is the L. Rossolovski Advanced Minde Institute programs [12].

There are also special psychological methods. For example, *H. Aliev's Key method*, *F. Shapiro's eye movement desensitization and reprocessing (EMDR) method and the wing wave method* by C. Besser-Siegmund and H. Siegmund; *psychological training, etc.* [13], and the *Be Set Free Fast (BSFF) technique* by D. Leushkin [14].

The BSFF technique will help solve psychological and health problems, develop self-acceptance and self-esteem, improve relationships with colleagues and loved ones, allow one to understand oneself and one's motives of behavior, relieve fears and remove negative emotions [14]. D. Leushkin believes that: "This is one of the highly effective tools for working with the subconscious, available to any person ... With its help, one can significantly accelerate the onset of a state of harmony, acceptance of oneself and the world around them. When a person can live as they deserve, without hatred, fear, "glitches", snotty hysterics ..." [14].

2 Methods

We conducted a study of the influence of modern psychological methods on the psychological correction of students' personal anxiety. The research was carried out at Nizhny Novgorod State Linguistic University (NGLU) in 2019. The study involved students of the 1st and 2nd years of the Faculty of English (FE) and the Faculty of Romanic and Germanic Languages (FRGL) with an increased level of anxiety, which had been identified by the university staff and curators of the groups. A total of 50 people took part in the study. The experimental group (EG) consisted of 25 people, the control group (CG) also included 25 people.

The study consisted of 3 stages. At the summative and control stages of the research for students from the EG and CG, we used the adapted version of the R. Phillips anxiety test (for students) [15].

At the formative stage, a program of psychological correction of personal anxiety was developed and tested for the students from the EG. Group methods were used as key methods of psychological correction, including brain gymnastics, H. Aliyev's Key method; individual sessions with certified psychologists using the EMDR method by F. Shapiro and the wing wave method by C. Besser-Siegmund, H. Siegmund; the university psychologist taught students the BSFF protocol, and at home, students listened to the neuro acoustic program called "Powerful mood elevation, recovery from depression, anxiety" 3–5 times a week [12].

3 Results and discussion

The results of the analysis of differences in the form of average level indicators (ALI) of personal anxiety of students from the EG before and after the psychological correctional program are presented in Table 1.

Table 1. The results of the statistical analysis of the differences in the level of personal anxiety among students from the EG before and after the psychological correctional program (N = 25)

No	Indicators	Summative stage	Control stage	P
1.	General anxiety	5.5	4.6	0.05
2.	Social stress	6.0	4.8	0.05

3.	Frustration in achieving success	5.8	5.0	0.01
4.	Fear of self-expression	5.4	4.4	0.05
5.	Fear of knowledge testing situations	4.6	4.2	0.05
6.	Fear of not meeting expectations	4.8	3.6	0.01
7.	Physiological resistance	4.0	5.2	0.01
8.	Fear related to the teacher	5.4	3.6	0.05
	The overall indicator for the experimental group	5.1	4.2	

The results of the research presented in table 1. demonstrated positive changes in all indicators of students' personal anxiety.

According to ALI_{eg} , the students from the EG demonstrated decreased indicators of general anxiety from 5.5 to 4.6, social stress from 6.0 to 4.8, frustration in achieving success from 5.8 to 5.0, fear of self-expression from 5.4 to 4.4 at $p \leq 0.05$, fear of knowledge testing situations from 4.6 to 4.2, fear of not meeting expectations from 4.8 to 3.6, fear related to a teacher from 5.4 to 3.6. at $p \leq 0.05$, and their physiological resistance increased from 4.0 to 5.2 at $p \leq 0.01$.

In individual conversations, the students from the EG said that they felt happier: they experienced positive emotions more often, felt the realization of their potential and states of emotional uplift, believed that they satisfied their vital needs for self-expression, and self-realization.

4 Conclusion

It can be concluded that the program, based on modern psychological methods, contributed not only to the psychological correction of students' personal anxiety but also improved the mental health of students and their perception of a happier life.

The program can be recommended for psychological correctional work not only with first-year students during the period of adaptation to university studies but also for work with all students who have an increased level of anxiety and stress.

To become happier, each person must determine their way of achieving happiness, such as music, painting, sports, sound therapy, helping others, volunteering, psychological methods, meditation, and much more. One has to look for one's way, try, experiment, live a fulfilled and active life. And one should do it with pleasure and joy for oneself and share this joy with others.

References

1. S. Lyubomirski, *Psikhologiya schastya. Novyi podkhod* [The psychology of happiness. A new approach] (Piter, Saint Petersburg, 2019)
2. E. Fromm, *Imet ili byt* [Haben oder Sein] (AST, Moscow, 2019)
3. S.A. Vodyakha, *Diskussiya*, **2(20)**, 133–138 (2012). Accessed on: April 13, 2020. [Online]. Available: <https://cyberleninka.ru/article/n/sovremennye-kontseptsii-psihologicheskogo-blagopoluchiya-lichnosti>
4. M. Argail, *Psikhologiya schastya* [The psychology of happiness] (Piter, Saint Petersburg, 2003)
5. M. Chiksentmikhaii, *Potok: Psikhologiya optimalnogo perezhivaniya* [The flow: The psychology of optimal experience] (Alpina Non-fikshn, Moscow, 2013)

6. K.A. Abulkhanova-Slavskaya, *Strategiya zhizni* [Life strategy] (Mysl, Moscow, 1991)
7. I.A. Dzhidaryan, *Schaste i ego tipologicheskie kharakteristiki* [Happiness and its psychological characteristics] (Aletaya, Moscow, 2000)
8. G.V. Sorokoumova, *Nekotoryye psikhologicheskiye osobennosti lyudey, prinyimayushchikh uchastiye v volonterskoy deyatel'nosti* [Some psychological characteristics of people taking part in volunteer activities], in O.N. Shirokov et al. (Eds.), *Nauchnoe i obrazovatelnoe prostranstvo: perspektivy razvitiya* [Scientific and educational space: development prospects], 119–122 (TsNS Interaktiv plyus, Cheboksary, 2018). <https://doi.org/10.21661/r-470656>
9. I. Lyadskii, *Chto takoe pozitivnoe myshlenie i kak ego razvit* [What is positive thinking and how it can be developed] (n.d.). Accessed on: April 13, 2020. [Online]. Available: <https://wikigrowth.ru/razvitiye/pozitivnoe-myshlenie/>
10. D. Tkachenko, *Chto takoe schaste: 7 glavnykh sostavlyayushchikh schastya* [What is happiness: 7 main components of happiness]. Blog Daniila Tkachenko (2019). Accessed on: April 13, 2020. [Online]. Available: <https://dnevnik-znaniy.ru/psixologiya/chto-takoe-schaste.html>
11. D.J. Campbell, *Effekt Motsarta* [The Mozart effect] (Popurri, Minsk, 1999). Accessed on: November 28, 2020. [Online]. Available: <https://https://www.litmir.me/br/?b=204032&p=1/>
12. L. Rossolovski, *Alpha rhythms* (n.d.). Accessed on: April 3, 2020. [Online]. Available: <http://www.advanced-mind-institute.org/articles/alfa-ritmy-polza-bez-protivopokazaniy/>
13. G.V. Sorokoumova, *Psikhologicheskii trening kak effektivnyi metod razvitiya navykov, neobkhodimyykh v 21 veke* [Psychological training as an effective method for developing skills necessary for the 21st century], in *Razvitie nauki i obrazovaniya* [Development of science and education], 115–122 (ID Sreda, Cheboksary, 2018)
14. D. Leushkin, *Kak prekratit gruzit svoi mozg i nachat zhit* [How to stop overworking your brain and start living] (Piter, Saint Petersburg, 2009). Accessed on: April 13, 2020. [Online]. Available: <http://www.besetfreefast.com>
15. M. Seligman, *V poiskakh schastya* [In search of happiness] (Mann, Ivanov i Ferber, Moscow, 2011)