

The Effect of Emotional Regulation for the Successful Treatment of Emotional Dependence in Young People

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Abstract: Regulation of one's own emotional state is of great importance for a person's mental health. The issue under research is related to determining emotional regulation approaches for the success of the treatment of emotional dependence in young people. Methods. It was possible to achieve the set goal based on the use of methods of analysis, observation, the Spann-Fischer Codependency Scale, and the Student's coefficient. The emotional regulation approaches developed by the authors included social recovery, analysis of someone else's problem and behaviour, problem solving, and art therapy. Results. It was found that the therapy had a positive effect on the respondents, enabling them to primarily develop the self-confidence skills (96%). Also, to develop a lack of need for constant approval (92%), and consideration of their own interests (93%). It was found that the level of the respondents' emotional dependence decreased to a low level (84%) from the beginning of the study. The respondents noted that art therapy (53%) and socialization (47%), which became the basis of the treatment approaches, had almost the same positive effect. Conclusions. The practical significance of the article is related to the possibility of using effective approaches to regulating emotional dependence in young people. The research prospects will be aimed at comparing the impact of the developed approaches to regulating emotional dependence in young people and middle-aged people.

Keywords: Socialization, art therapy, psychological boundaries, own interests, opinions of others, psychological balance, creative expression.

1. INTRODUCTION

Achieving high results in any professional activity depends on the ability to ensure emotional regulation. This is achieved on the basis of understanding the nature of emotions to ensure psychological balance. Effective emotional regulation also relies on reducing emotional dependence [1]. Therefore, identifying ways of emotional regulation contributes to the study of relevant research issues.

Emotional regulation is aimed at eliminating negative experiences as a result of adequate perception of a particular situation and achieving the highest productivity [2]. Visualization approaches, work with thinking, breathing can be used to regulate emotions. The process is aimed at achieving psychological and physical balance [3]. The processes of emotional regulation are influenced not only by

internal, but also external factors during interaction with other people. Emotional dependence can be one of the influences on emotional stress, which is associated with interpersonal dependence [4]. This type of addiction is studied from the perspective of subordinating one's own emotions to the other people's interests. This limits the addicted person in making certain choices, which affects the lack of independence. Emotional addiction can also entail the lack of responsibility [5, 6].

Emotional dependence is quite common among people of different age groups, which is associated with impaired relationships with other people [7]. Therefore, therapy should include the development of psychological independence, confidence, and strengthening of the personality. The process should contribute to the avoidance of psychological emptiness, the avoidance of destructive relationships [8]. The treatment process should involve avoiding approval from other people, defending one's own interests and psychological boundaries [9, 10]. Emotional dependence is formed under the influence of the need for security, communication, acceptance, and love from

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another person. Emotional dependence should be associated with the formation of one's own psychological boundaries.

Analysis of the theoretical component of the study showed that the issue of emotional regulation has been considered quite widely. But the gaps in the research are associated with the lack of specific strategies for the treatment of emotional dependence in young people. Which have been tested among a significant number of people. The aim of the research is to determine the approaches to the influence of emotional regulation on the success of the treatment of emotional dependence in young people.

The aim was achieved through the fulfilment of the following research objectives:

- Develop the approaches to regulating the emotional dependence of young people on other people;
- Conduct a comparative analysis of the respondents' psychological skills before and after the study, focused on reducing emotional dependence;
- Determine the level of respondents' emotional dependence using the Spann-Fisher Scale;
- Determine the therapy approach that had the most positive impact on reducing emotional dependence (according to the respondents).

2. LITERATURE REVIEW

Laestadius *et al.* [11] believed that social chatbot programmes enable the implementation of elements of basic therapy for people for emotional, social, psychological support. Such a programme is SC Replika, which enables regulating relationships between people. In contrast to his opinion, Diotaiuti *et al.* [12] noted that Internet addiction has a psychological impact on other people. Especially in the disruption of managing one's own life, dependence on other people. A relationship was found between the impact of the Internet on general impulsivity. It is possible to solve this problem on the basis of increasing awareness of young people, emotional control [12]. These results should be taken into account, but it should be understood that Internet addiction may be more prevalent among people with psychological problems.

Other issues of dependence were considered in the study of Asriyanti *et al.* [13], which is related to the analysis of fiction. Dependence in women is manifested more often than in men, which was reflected in the novel *Little Women*. It was found that the lack of conscious perception of the situation provides even greater dependence. The dominant factor in the growth of emotional dependence on another person is self-esteem, which generally affects the maturity of the personality [13]. These criteria are relevant, but the absence of approaches to the formation of a mature personality and self-esteem ensures a more thoughtful study.

The issue of social dependence was studied by Kong *et al.* [14]. It was found to be associated with low self-esteem, addiction to mobile phones, which generally creates emotional anxiety. These results were confirmed among young people using the social anxiety scale, self-esteem clarity, and respect scale [14]. Similar areas of research were considered in the study of [15]. Elimination of emotional dependence is possible as a result of social work. The quality of such psychological training depends on the intensity of its implementation and its content [15]. For a more qualitative study, it is necessary to describe specific methods for determining emotional anxiety and a more detailed distribution of psychological dependence according to the age of the respondents. Artificial intelligence (AI) can be used to conduct therapy to reduce emotional dependence in people. The advantages of this approach are the creation of automated treatment, using a variety of literature to create relevant constructs [16].

Emotional and physical neglect has an impact on mental health, including emotional dependence, as Grummitt *et al.* [17] found in their study. The origin of emotional dependence is manifested in childhood as a result of impaired social connections [17]. Other issues were considered in the work of Watts *et al.* [18]. Where it is noted that mental and emotional suffering has an impact on a person's sense of disconnection. Psychological therapy should improve the feeling of connection with oneself, others, and the world around them. The use of the three-dimensional index of perceived connectedness enables accurate measuring of the most important psychological changes [18]. In the presented studies, there are no specific mechanisms for undergoing psychological therapy that help to improve the principles of interaction with other people. The authors Lane *et al.* [19] believe that aspects of emotional awareness and description of

emotions are effective tools for reducing emotional dependence. Emotional awareness in psychotherapy is based on the use of cognitive behavioural approaches, tracking the dynamics of treatment. The expression of emotions should consist of a conscious approach, which can be conveyed through appropriate symbols, verbal expression [19]. However, Punton *et al.* [20] noted that the correction of mental health should provide a discussion of negative beliefs, emotions, and thoughts. Exacerbation of behavioural reactions may be associated with physical and psychological problems [20]. The presented studies do not clearly define the aspects of negative beliefs that affect the change in behavioral responses. Authors Antuña-Cambor *et al.* [21] believe that emotional regulation in clinical research is considered in terms of the transdiagnostic construct of emotional disorders. Cognitive-behavioral and dialectical-behavioral therapies can be used to treat psychological disorders, which will allow psychologists to interact with human consciousness [21]. In the studies, Akkuş *et al.* [22] state that interpersonal regulation of emotions is an element of psychological distress and affects the regulation of intrapersonal emotions. However, the development of self-esteem can improve the psychological state of an individual, which eliminates the dependence of emotions on the activities of others [22]. The analyzed sources reflect clinical cases of emotional dependence regulation, but specific examples of interaction with other people and their impact on the emotional stability of individuals are not considered.

Theoretical analysis of published articles revealed that emotional dependence is considered as one of the elements of general psychological disorders. Modern technologies are used for the processes of treatment of emotional dependence. However, specific mechanisms for reducing emotional dependence on other people are considered without detailed justification.

3. METHODOLOGY

3.1. Research Design

The first stage of the study involved developing specific approaches to correcting emotional dependence. The approaches included a combination of social and creative interaction methods. The process involved respondents solving the problems of emotional dependence of other respondents. As an art therapy, the respondents were expected to create drawings using different paints and shapes.

The process of correcting the emotional dependence of respondents was associated with the development of their self-confidence. Social recovery was associated with the analysis of the situation of other respondents who also had emotional dependence. The respondents' attention was directed to the open disclosure of their own feelings and understanding of the other people's problems. Social recovery involves not only an exchange between people, but also the search for resources that will help to solve this situation. The process is aimed at developing the respondents' motivation to break emotional dependence. The development of empathy provides social recovery based on identifying their problems with the problems of others.

The respondents mirror their own behaviour based on the analysis of someone else's problem (behaviour), which helps to reduce possible experiences. This affects the development of self-confidence and belief in one's own strength without dependence on another person. The process occurs on the basis of the consistency of one's own actions, understanding one's own role in society. The formation of symbolic connections has an impact on the development of students' potential as a result of understanding one's own capabilities. Social interaction took place three times a week, which included conducting communicative trainings.

Art therapy was the second element of the treatment of emotional dependence. Which facilitated the release of respondents' emotions through creativity, namely drawings. The creative approach was aimed at the possibility of resolving interpersonal conflicts, understanding the problem of their own experiences. Based on self-identification of psychological problems, the respondents' activities were aimed at solving them. Art therapy through a creative approach ensures the communication of respondents with society. Creative self-expression is aimed at obtaining insights by respondents for the possibility of overcoming emotional dependence. Analysis of the psycho-emotional state of the respondents by a psychologist consisted in their choice of graphic forms and colours. This approach ensured a personalized approach to emotional regulation.

Constant psychological support ensures a positive perception of the environment and promotes personal growth. This allows for understanding and analysis of one's own emotions, revealing one's own world. Choosing a larger number of colours provides a

reflection of the psychological state. Art therapy contributes to the use of new ways to perceive emotional dependence. Art therapy was delivered 3 times a week, which involved creating drawings according to the respondents' own feelings. They also had to create drawing son a giventopic.For example, this involved describing a certain situation or emotions that a certain film evokes. The total duration of treatment was 7 months. The second stage of the study included determining the psychological skills that the respondents developed. The third stage included determining the level of emotional dependence on other people among the respondents after undergoing therapy. The choice of a more significant approach to eliminating emotional dependence among the respondents was also determined at the third stage of the study.

3.2. Sampling

The sample of respondents consisted of 110 people aged 18 to 32 years who had a pronounced emotional dependence. The percentage of women to men was 54% to 46%, respectively.The respondents were selected from among those who were at the initial stage of psychological therapy. Restrictions on the sample of respondents were related to their lack of a psychological diagnosis. Age restrictions were related to the sample of youth, which excluded other age groups to achieve the aim of the study. The selection of people aged 14 to 17 was limited due to the need to obtain additional consent from parents. All respondents provided documented confirmation of participation in the research programme. The data were collected using Google Forms, which also allowed respondents to justify their own answers.

3.3. Methods

The development of approaches to emotional regulation and avoiding dependence on other people was associated with the development of respondents' confidence. Therefore, attention was paid to the socialization of respondents and their creative expression. The socialization process involved interaction with other respondents and solving their problems. The choice of social recovery is an effective tool because it promotes interaction between people, which is directly related to emotional regulation. This allows you to develop skills of behavior with other people, control feelings of anxiety and stress, and respond calmly to the actions of other people, excluding dependence on them. Interaction with other

people also helps to cope with familiar stressful situations and increases self-awareness. The creative expression of respondents was facilitated by the use of art therapy. The approaches were aimed at developing self-esteem, self-confidence for the ability to solve various tasks regardless of the influence of the other people's actions. The choice of art therapy was related to the combination of respondents' creative abilities and psychological techniques. The approach allows us to identify ways of expressing emotions among students and reflect positive and negative emotions. The choice was made in favor of art therapy, as even the choice of colors helps to decipher the emotional state of the respondents. For example, the choice of music therapy could have caused students to feel embarrassed about their lack of vocal skills, which would have affected the effectiveness of interaction with the audience. Art therapy provides an opportunity for an individual approach to the creation of drawings by students, which minimizes the influence of other participants in the process.

The observation method was used to compare the psychological skills that were developed in respondents before and after the study. This allowed psychologists to determine the psychological resilience of respondents when performing tasks in therapy and in real life. The ways of treating other respondents and solving their problems were taken into account during this process. The drawings created by the respondents were also taken into account. The observation method involved determining the respondents' reactions to stressful situations, solving tasks under different conditions, and identifying strategies for interacting with other respondents. The psychologists also observed the respondents' facial expressions and body movements that reflected the respondents' behavior. The level of psychological stability of the respondents was also taken into account during the observation, which was related to the regulation of their own emotions, external influences, and behavior in stressful situations. The observation process was influenced by the recording of the respondents' results, which allowed us to track changes.Calculations were obtained using the Student coefficient, which allows for statistical testing of the advanced hypotheses. The Student criterion is used in our study to check the equality between two samples. The calculation is based on the observance of equality of variances. Mathematical statistics provides objective results. The Student's coefficient helps to test the difference between different values affected by changes in certain

factors. The article examines the comparison of the results of psychological skills formation before the study and after the correction of emotional dependence. Approaches to correcting emotional dependence were external factors of influence. The study is based on the null hypothesis, which reflects the initial skills of students. The significance level coefficient was 0.05, which allows for an accuracy of up to 5%.

$$t = \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}} \quad (1)$$

M_1, M_2 – difference in indicators (average value);

m_1, m_2 – standard square deviation.

The level of respondents' emotional dependence was determined through the Spann-Fisher scale. This scale was aimed at determining dependence on other people using tests. The analysis of the results involved determining the level of respondents' attention shift from themselves, the level of devaluation of their own actions, and motivation. The results were obtained before and after the study and presented in percentage terms. Obtaining the final results of emotional dependence in respondents involved assessing their responses according to the Spann-Fisher scale. The assessment was conducted by professional psychologists, which ensured a correct tracking of the dynamics of changes and presenting the responses in percentage terms. The Spann-Fisher Scale is a psychological tool that measures the emotional perception of other people. The scale provides a measure of the individual resilience of respondents. According to the scale, points from 0 to 5 can be used, which reflects absolute agreement or disagreement with the statement. The scale allows to assess respondents' nervousness, emotional stability, and pedagogical adaptation. The scale is easy to use and allows for research among a group of respondents and individually.

The most effective approach to reducing emotional dependence was determined with the involvement of respondents. They were asked to indicate the approach based on their own experience gained during the study. The responses were collected from respondents using Google Forms taking into account a broader rationale. The respondents' responses were counted to determine the percentage of the more effective therapy approach in their opinion. Calculations were also carried out using the Student's coefficient. When preparing figures and tables, a confidence

interval of 95% was determined, which helps to ensure that the calculations are correct and eliminate errors in 95% of cases.

3.4. Instruments

Google Forms and Microsoft Excel were used as research tools. Google Forms were used to collect data from respondents, which provided the ability to regulate this process. Google Forms made it possible to identify the receipt of data from all respondents and optimize the time for their collection. The data were collected for 5 hours. Microsoft Excel facilitated calculations of varying levels of complexity, using standard and modified formulas.

4. RESULTS

Correction of emotional dependence in young people requires a clear approach to treatment. The process should include consistent actions that will ensure a positive impact on the respondent. Therefore, the authors have developed mechanisms for the treatment of emotional dependence in young people (Figure 1).

After the respondents took into account the methods of emotional dependence, their impact on the quality of the achieved results was determined. The study involved taking into account data before and after the study. This stage was aimed at determining the psychological skills that the respondents developed (Table 1).

Table 1 shows that the methods of correcting emotional dependence had a positive effect on the respondents. The respondents had psychological boundaries before the study, but they could not correctly coordinate their own actions. Before the study, the respondents had their own beliefs and feelings, but did not take decisive action to separate themselves from other people. Therefore, control of their own actions was not achieved at a high level, which had a negative impact on taking into account their own interests.

After the study, the respondents first of all gained confidence, which helped to avoid doubts in their own knowledge. This allowed the respondents to use various opportunities to achieve the set goal. The process also affected the ability to interact with other people, taking into account their own comfort. This developed the ability not to depend on the opinion of another person and not to be afraid of change. Taking

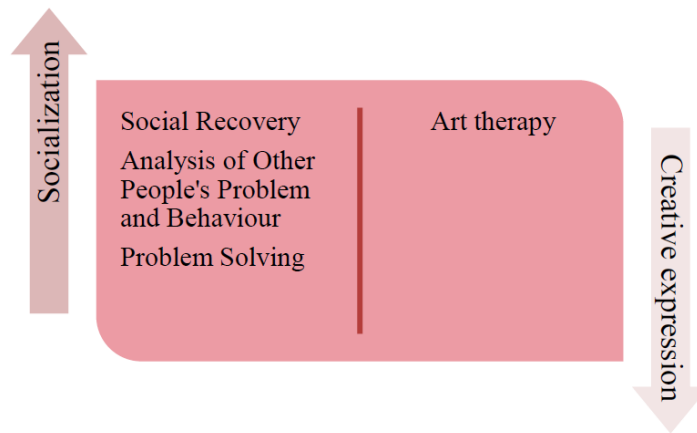


Figure 1: Approaches to correcting emotional dependence in young people.

Source: developed by the author.

Table 1: Development of Psychological Skills in Respondents after Undergoing Therapy, the Confidence Intervals 95%

Psychological skills	Before the study			After the study			t
	% of respondents	M	SD	% of respondents	M	SD	
Self-confidence	7%	1.73	0.95	96%	5.12	0.21	0.271
Control of one's own actions	12%	2.03	0.64	89%	5.03	0.27	0.284
Taking into account one's own interests	9%	1.80	0.91	93%	5.10	0.23	0.276
Psychological boundaries	27%	2.51	0.42	87%	5.02	0.29	0.265
No need for constant approval	18%	2.14	0.57	92%	5.09	0.24	0.569
Lack of skills	62%	3.76	0.35	-	-	-	-

Source: developed by the author.

into account one's own needs allowed not to meet other people's expectations. The approach was aimed at the absence of orientation on one's own limitations.

Control of one's own actions enabled respondents to effectively solve problems in general and not only those related to emotional dependence. The relationship between external and internal activities was ensured during self-control. Conscious behaviour was aimed at achieving a certain goal, based on one's own needs. Psychological boundaries were associated with understanding the permissible limits of other people's influence.

The research process involved determining the level of respondents' emotional dependence. This consisted in determining the respondents' dependence on other people. The results were evaluated in accordance with high, medium, low levels obtained on the basis of the Spann-Fisher scale (Figure 2).

Comparison of the levels of respondents' emotional dependence before and after the study showed a

decrease in dependence after completing the study. Constant support of respondents allowed them to take into account their own feelings and eliminate dependence on the desires of another person. Respondents began to positively perceive the loss of communication with dependent persons, which was associated with high-quality psychological training. High student results were associated with the respondents' understanding of their own value. The lack of focus on one person allowed respondents to develop their own personality and abilities. Attention from another person was directed to their own "I". The research participants ensured acceptance of their imperfection, which allowed them to focus on their own improvement and feelings. Getting out of emotional dependence allowed respondents to say "no" and not agree to encourage other people's needs.

The study identified indicators of the greatest impact in order to assess the impact of mechanisms for eliminating emotional dependence. They chose among the approaches to socialization and art therapy. The

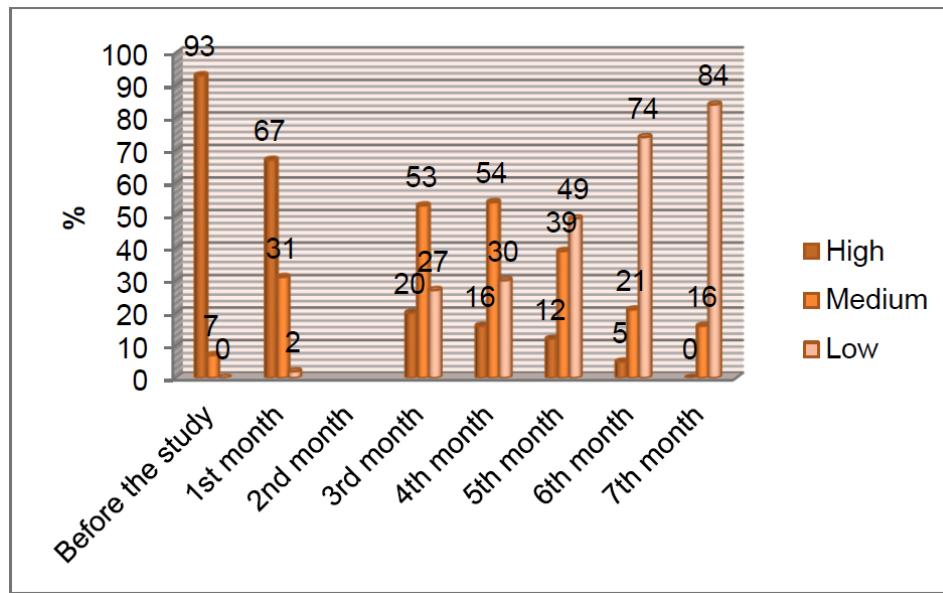


Figure 2: Dynamics of the level of the respondents' emotional dependence, the confidence intervals 95%.

Source: developed by the authors.

Table 2: The Importance of Therapy Approaches for Reducing Emotional Dependence (According To Respondents) at the 95% Confidence Level

Therapy Approach	4 months of therapy			7 months of therapy			t
	% of respondents	M	SD	% of respondents	M	SD	
Socialization (social interaction)	49%	3.61	0.37	47%	3.60	0.38	0.184
Creative Expression (art therapy)	51%	3.65	0.34	53%	3.68	0.31	0.187

Source: developed by the authors.

final results are presented in Table 2 and were obtained based on the respondents' responses using Google Forms.

The established results allowed us to identify almost the same influence of learning mechanisms on reducing emotional dependence. Art therapy contributed to the development of thinking and the ability to logically build one's own desires and relationships with other people. The respondents improved their psychological condition based on the ability to express one's own experiences with the help of drawings. The use of approaches to orientation on a certain topic allowed us to switch attention from one's own problems, emotional dependence. Art therapy ensured the correction of the psychological state of respondents as a result of analysing the content of drawings, methods of presentation, composition details, etc. Art therapy also contributed to achieving better results in reducing the anxiety level. Socialization also had positive results on the development of self-confidence. This excluded dependence on the other

people's opinions and violation of personal boundaries. The development of one's own value excluded the fear of loneliness and constant focus on the dependence on another person. Social interaction also ensured the development of communication skills.

5. DISCUSSION

Bates *et al.* [23] believes that the manifestation of negative emotions, the increase in aggression are associated with the constant accumulation due to additional anxiety, depression. Emotional dependence is manifested in a person's need for constant contact with another person [23]. Similar studies are reviewed in the work of Müller *et al.* [24]. The authors believe that the violation of the emotional perception of oneself and others depends on cognitive, affective influences. Dependence on another person is a severe depressive disorder that can be regulated by integrative therapy. The treatment consisted of a controlled approach, which involved accepting the situation, searching for elements of negative influence. The quality of therapeutic interaction depended on the mutual

understanding of its participants, the perception of interpersonal trauma [25]. The reviewed studies determined that the use of a controlled approach during therapy contributes to the reduction of emotional dependence in a person. We fully agree with these studies, but our work reflects more active approaches to therapy, which included social interaction and art therapy. Our study is more focused on emotional regulation in society, which does not require specialized treatment, unlike the analysis in previous works. Also, our article describes the features of emotional dependence in more detail, which contributes to the understanding of the peculiarities of minimizing negative emotions.

The authors Fernández *et al.* [26] found that clinical approaches to the development of psychosis may be associated with persistent experiences. The approaches of avoiding experience, cognitive reappraisal, and emotional suppression can be used as emotional regulation strategies [26]. We partially agree with these conclusions, but avoiding socialization has a negative impact on a person's perception of the world around them. The study by Wang *et al.* [27] showed that emotional support from friends is an important element of the psychological development of young people. It is also worth considering dynamic indicators that depend on the internal energy of emotional perception, time dependence, and psychological instability [27]. This work is more similar to our study, but attention should be paid to interaction with professional psychologists who can help regulate the emotional state. It is also necessary to describe more specific methods of regulating psychological therapy. Intermittent explosive disorder reflects an impulsive aggressive disorder that affects self-control problems.

Self-control problems are associated with behavioural and cognitive inhibition, emotional interference [28]. The development of emotional dependence on a partner may be associated with direct and indirect individual factors, which was investigated in the study of Momeñe *et al.* [29]. The greatest emotional dependence was found among individuals who do not care about their own interests. Refusal of negative emotions can develop self-confidence, help to avoid emotional dependence [29]. The presented studies reflect approaches to avoiding negative experiences and self-control, which contribute to reducing dependence on another person. Our study reflects the possibility of developing psychological skills as a result of reducing emotional dependence on another person.

The authors of Etxaburu *et al.* [30] believe that attachment is one of the critical elements for the development of emotional dependence and anxiety-depressive symptoms in general. Comforting behaviour provides interpersonal regulation of emotions [30]. Our article also identified elements of interpersonal interaction. But the study is based on a combination of different approaches, which involves active interaction of respondents. Socio-emotional regulation is possible on the basis of AI, which involves digital transformation, skills development. Regulation occurs on the basis of critical thinking, self-knowledge, active listening. Adoption of sustainable experience develops self-confidence, optimizes productivity [31]. Christoffersen [32] believes that low emotional, cognitive, social development have an impact on low academic performance. It is also associated with low self-esteem, loneliness, and behavioural problems [32]. We also believe that such approaches influence the development of support, but the research process is aimed at the possibility of working through various emotional factors. It is also necessary to describe in more detail the peculiarities of low emotional, cognitive, and social development, which will allow choosing the most effective strategies for improving the psychological state.

A comparison of academic articles found that emotion regulation is considered from the perspective of related severe psychological illnesses. Our study is exclusively related to the correction of emotional dependence in young people as a result of a combination of socialization approaches and creative expression. Art therapy was aimed at releasing emotions and understanding one's own problem. Socialization involved analysing someone else's problem and ways to solve it. The research identified the psychological skills that were developed during the study period. The Spann-Fisher scale was used to determine the level of respondents' dependence.

5.1. Limitations

The limitations of the research are the age category, which excludes middle-aged people. The limitations were also related to the lack of sufficient resources to conduct the study. These limitations are not significant, which outlines further research prospects. Increasing the number of respondents in different age groups will allow for a more comprehensive analysis of the results. Attracting possible resources for the cooperation of respondents may help to find new opportunities for conducting the study. However, the sample is

representative, which is due to the coverage of young people who are most susceptible to emotional dependence. The sample also had an equal gender composition, which contributes to the correctness of the results. Ensuring a targeted selection of the sample of participants also contributed to positive representativeness. On this basis, it is possible to maintain the external validity of the sample, which excludes systematic errors. The selection of the study participants contributed to the closeness of the results to real conditions.

5.2. Recommendations

Regulation of emotional dependence requires an organized approach that will allow respondents to become self-confident in their own abilities. The combination of socialization techniques and creative expression is one of the effective mechanisms. Therefore, the therapy should include the obtained indicators to achieve maximum results.

6. CONCLUSIONS

The final results of the study showed the possibility of revealing the set goal. The study presents appropriate psychological approaches for the regulation of emotional dependence in young people. The process included socialization (social recovery, analysis of someone else's problem and its solution), and creative expression (art therapy). The approaches were aimed at the possibility of revealing and realizing one's own psychological problems caused by dependence on another person. Based on the seven-month therapy, it was determined that students were able to develop self-confidence skills (96%), take into account their own interests (93%). It also contributed to eliminate the need for constant approval (92%). The process also had an impact on ensuring control over one's own actions (89%), maintaining psychological boundaries (87%). The obtained results had a positive effect on communication with people, expression of emotions.

Using the Spann-Fisher scale, it was found that the level of emotional dependence among respondents was high (93%) before the study. Taking into account the approaches to regulating emotional dependence allowed respondents to reduce emotional dependence to a low level (84%). Based on psychological training, students were able to form their own value, eliminate dependence on the opinions of others. It was established that art therapy had a predominant

influence among respondents on eliminating emotional dependence. Their self-confidence was developed through solving the problems of other respondents.

The practical significance of the study is identified effective approaches to reducing emotional dependence by combining elements of socialization and creative expression. The research prospects are aimed at comparing the presented approaches and the AI capabilities for regulating emotional dependence.

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CONFLICT OF INTEREST

The authors have no conflicts of interest to declare that are relevant to the content of this article.

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