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NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS  
SCHOOL OF MEDICINE

POSTGRADUATE COURSE  
Mental Health Promotion-Prevention of Psychiatric Disorders

Master's Thesis

***"Living happily in the era of COVID-19":***  
**Positive Psychology Intervention in Secondary Education**

Eleni Michopoulou

Athens

June 2021

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## Abstract

**Introduction.** The emergence and rapid spread of the new COVID-19 coronavirus disease since March 2020, when the WHO declared it a pandemic, caused a global health crisis, with serious consequences for both physical and mental health, imposing an unprecedented and long-term social isolation with huge financial problems. In this pandemic crisis, children and adolescents are a population group that needs special attention and care, as the changes due to COVID-19 have significantly burdened their mental well-being. In this context, based on the existing literature, the application of Positive Psychology Interventions may contribute to addressing the ever-increasing psychological problems.

**Purpose.** The purpose of this study was to investigate the effect of an innovative school intervention program, a structured psycho-educational intervention lasting 11 weeks on a sample of high school students, combining Positive Psychology techniques and principles of Epicurean and Stoic Philosophy, with the aim of promoting the mental well-being of adolescents and, consequently, the effective management of the psychological effects of the pandemic crisis.

**Method.** A qualitative methodology was used to achieve the research goal. For data collection, triangulation and data enrichment, self-referential demographic questionnaires, focus group and group interviews, semi-structured individual oral interviews and written descriptions and narratives were used as tools. According to the research design, the focus group was also the intervention group, with the absence of a control group. Two sampling methods were used in combination, convenience sampling and purposive homogeneous criterion sampling. Eligibility criteria of the sample were the attendance at the second year of Greek Lyceum (at the age of 16 years) and the participation of the students in the school Philosophy Laboratory. The total sample size was 11 schoolgirls. The research planning included, before the intervention, investigation, through written narratives, of the needs and expectations of the students, and, after the completion of the intervention, recording of their personal experiences and evaluative judgments, through semi-structured individual oral interviews, but also group interviews, on the results of the intervention. The data collection was followed by their coding, thematic analysis and interpretation.

**Results.** The findings showed a positive effect of the intervention on the participating students. The positive effect was to improve the emotional state, to enhance mental well-being, to improve aspects of quality of life, such as subjective health, cognitive field,

academic performance and family and interpersonal relationships, and, consequently, in the effective management of the psychological and social impact of the COVID-19 pandemic. The main finding of the study was to highlight the effectiveness and, consequently, the necessity of the philosophical framework of the applied positive intervention. The emergence of the supporting role of Philosophy in the effectiveness of the applied techniques of Positive Psychology, or, in other words, the practical and experiential application of philosophical principles through the applied techniques of Positive Psychology, is a new finding in the existing literature.

**Conclusions.** The Positive Psychology intervention, through the application of positive techniques of meaning in life, optimism, gratitude and the development of positive relationships, combined with a cognitive reconstruction based on the principles of Epicureanism and Stoicism, had beneficial effects on the mental well-being of adolescents in the era of COVID-19.

### **Keywords**

Positive Psychology, Epicureanism, Stoicism, school intervention program, COVID-19, mental well-being

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 μ μ *Geelong Grammar School (GGS)*, *Maytiv*  
 (Shoshani et al., 2016), *PROSPER* (Noble & McGrath, 2015), *EPOCH* (Kern et al.,  
 2016) *SEARCH* (Rusk & Waters, 2015).  
 , μ *Geelong Grammar School (GGS)*,  
 2005 μ μ μ  
 Seligman μ (Seligman et al.,  
 2009·Norrish, 2015), μ μ

*Learn it, Live it, Teach it, Embed it*

Hoare et al. (2017).

μ , μμ : ( ) μ μ , ( )  
μ μ μ μ  
, μ , , ( )  
μ 6 μ μ PERMA-H Seligman:  
μ , μ , μ , , ( )  
μ μ μ μ  
μ , ( ) μ μμ ,  
μ μ μ μ μ  
μ μ μ μ (Seligman et al.,  
2009. & , 2020). 2014 *Geelong Grammar School*  
μ .  
( ) μ μμ : μ μμ  
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, μ , μ ,  
, ( & ,  
2020). μ μ μμ  
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, μ μ ( & , 2020).  
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 ( & , 2020).  
 μ μ μ μ μ μ μ μ  
 μ μ μ μ *Penn Resilience Programm (PRP)*  
*Positive Psychology Programm (PPP)*, μ μ  
 μ μ μ μ μ μ ,  
 μ μ μ μ μ μ .  
 μ μ μ μ μ μ ,  
 μ μ μ μ μ μ ,  
 μμ *Building Hope for the Future, Making Hope Happen, Penn*  
*Optimism Program (POP)*, μ , *Best*  
*Possible Self Three Good Things*, μ μ ,  
 μ ( & , 2020).  
 μ μμ  
 μ *Penn Resilience Programm*  
 (PRP), , μ μ Brunwasser et al. (2009),  
 μ μ μ μ μ μ μ  
 μ μ μ μ  
 μ .  
 μμ μ - μ  
 Ellis (1962) Beck (1967,1976) μ *Activating*  
*Events-Beliefs-Consequences (ABC)* Ellis,  
 μ μ μ μ  
 , , , μ μ μ  
 . , μ μ μ  
 μ , μ μ μ ,  
 μ μ μ μ μ μ μ  
 ( & , 2020).  
 / μ μ *PRP*,





, « μ COVID-19»

μ  
(Furlong et al., 2014).

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( μ & , 2020).



#### 4 :

### 4.1 μ μ

#### 4.1.1

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 μ COVID-19, μ μ .  
 μ μ μ , μ .

#### 4.1.2 μ

μ μ μ μ  
 μ μ μ . ,  
 μ μ , μ μ μ  
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 μ ( , 2017). ,  
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 ( , 2014· , 2017)·  
 ( μ , 2007· Mason,  
 2009).

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« » μ

(Woodhouse, 2004). « μμ

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(Mulvihill et al., 2000· Devine, 2002· Sloper & Lightfoot, 2003·

Curtis et al., 2004).

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(Darbyshire et al., 2005).

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### 4.3 μ

#### 4.3.1 μ μ

, μ μ : ( )

μ (convenience sampling), ( ) μ μ (purposive

sampling), ( ) μ μ μ (quota sampling) ( )

μ μ μ (snowball sampling) ( , 2017).

μ , μ

μ μ (Cresswell, 2016).

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μ , μ μ μ

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, μ (Robson, 2010· Cresswell, 2016).  
μ μ  
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μ , ( &  
, 2015).

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μ μ ( , 2008· Mason, 2009· Cresswell,  
2016).

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μ μ , μ μ  
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(Mason, 2009), μ

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μ μ μ μ μ μ μ μ  
μ (Robson, 2010· , 2017). , μ μ μ

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μ ( ) μ μ μ μ  
μ μ , μ μ μ μ  
(Cresswell, 2016). μ , μ

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μ , μ  
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### 4.3.3 μ

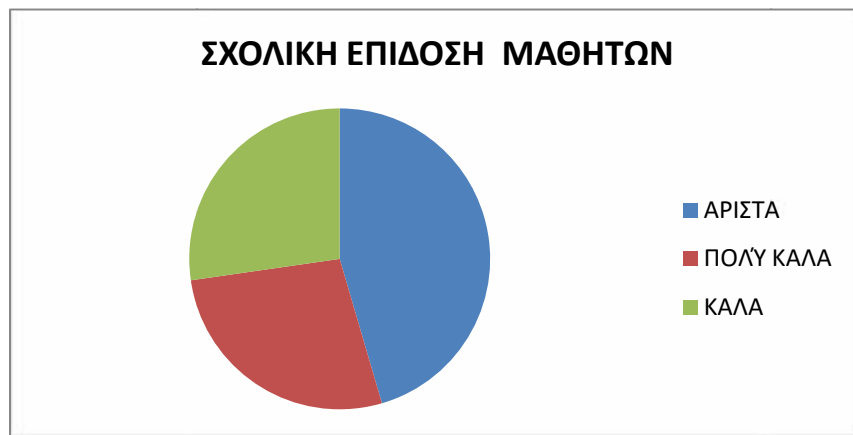
μ μ , μ (2) μ  
, μ (11) μ .  
μ μ μ μ  
μ μ , ,  
, μ μ ,  
μ μ ,  
μ μ , μ  
μ μ , μ μ  
μ ( , 2007. & , 2015).  
, rgan (1998), μ μ ,  
μ , μ μ μ μ  
6 12 μ , μ μ μ μ  
μ μ μ μ μ  
μ μ .

### 4.3.4 μ

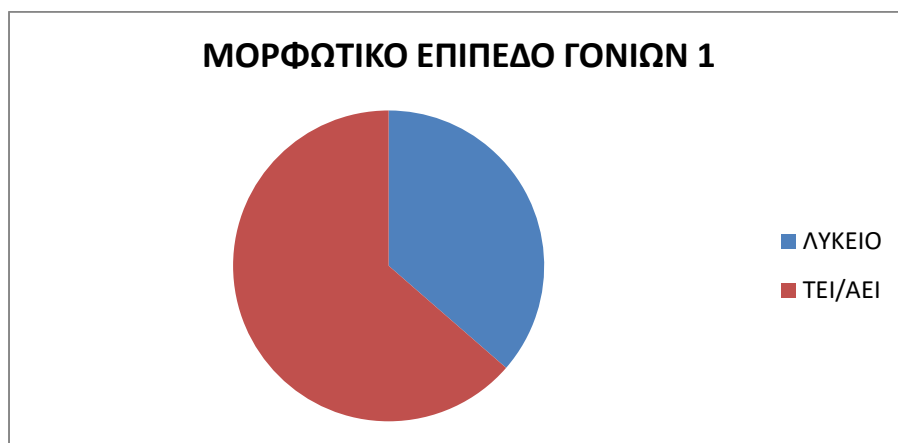
μ μ μ μ  
(13) μ , (2) , (11) .  
11 μ μ 16-17 .  
(5) « » μ ( μ 18.1-20), (3)  
« » ( μ 16.1-18), (3) « »  
( μ 13.1-16) ( μ 1). (9) μ  
(2) . 11 μ  
, (4) μ , (3) (2)  
, (4) μ (3) .

μ . (3)  
μ . (22) , (8)  
, (14) / (5)  
μ ( μ 2,3). ,  
22 (18). (4) μ μ  
, (3) μ (4)  
. (4) μ , (4)  
(3) μ .

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μ μ  
μ (triangulation) μ μ μ  
( , 2008· & , 2015).

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(2) μ μ ,

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(4) .

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#### 4.4.1 μ

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#### 4.4.2 μ

μ (focus groups) μ

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μ μ (Morgan et al., 2002· O'Dea,



(Morgan, 1998). μ , μ μ μ ,

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« » μ μ ( rgan, 1998· Robson,

2010).

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μ (moderator) ,

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( - ) μ μ

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μ μ

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μ μ ,

) (summary question), μ μ μ

( 2-3 ) μ μ





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(Robson, 2010· Cresswell, 2016).

μ μ (2008), μ μ μ μ

, , μ , μ μ

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μ (Robson, 2010·

Cresswell, 2016).

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4.4.3.1. μ

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μ (Robson, 2010· μ , 2007· , 2008· Mason, 2009).

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2007· Mason, 2009· & , 2015).

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μ μ (3) μ μ μ ,  
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μ μ μ  
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(Robson, 2010).

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Fenwick-Smith et al. (2018), μ  
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- μ :  
(1) μ , μ μ μ  
μ ; μ .  
(2) μ  
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« μ μ ,  
μ μ  
, μ ,  
, » (WHO, 1995,  
<https://docplayer.gr/3642176-Poiotita-zois-zois-erotimatologio-whoqol-100.html>).

μ : ( )  
μ μ μ  
μ , ( ) μ μ  
, ( ) μ  
μ μ ( )  
(policy making) (<https://docplayer.gr/3642176-Poiotita-zois-zois-erotimatologio-whoqol-100.html>)

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#### 4.5

μ 11 μ μ  
- 2021. 4 μ , μ  
2021, μ μ μ  
μ , μ μ ,  
μμ μ .  
μμ , μ  
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μ μ , μ μ  
μ μ μ μ ,  
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webex μ μ μ μ μ  
μ , μ













( ) (capitalizing positive news) (Gable & Reis, 2010·  
Demir et al., 2017, 2018).

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, (2020), μ :  
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μ , μ COVID-19.  
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μ μ Layout Lyubomirsky (2014), μ

μ μ μ , Schueller Park  
 (2012) 6 .  
 ( ) , μ  
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**4.6.4 μ μμ**

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 μ ( , 2020).  
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 μ μ , μ  
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 (Steger et al., 2008,  
 2009. & , 2020).  
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« μ COVID-19»

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( μ , 2020).

( ) (The Best Possible Self)/

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(Best Future Self)

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(The Best Possible Self) , ,

(Best Future Self),

μ μ ,

μ μ (King, 2001·Sheldon &Lyubomirsky, 2006·Layous et al., 2012).

μ μ μ , μ

μ μ μ

μ , μ (King, 2001· Sheldon & Lyubomirsky, 2006).

μ μ King (2001), μ

μ μ « »

μ μ Seligman et al. (2005), μ μ

μ μ μ .

μ : «

μ , μ ,

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μ μ , μ .

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μ » (King, 2001· Sheldon Lyubomirsky, 2006).

μ μ Lyubomirsky (2008, . , 2012),

μ μ ,

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μ . ,

μ μ ,



μ μ μ . ,  
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 μ , μ ,  
 μ , μ μ « μ (savoring) μ  
 μ » ( & - , 2020).  
 ( ) μμ \_\_\_\_\_

μ μ  
 μ Chishima et al. (2021),  
 μ COVID-19. μ μ  
 μ μ μ  
 , μ μ  
 μ COVID-19 . ,  
 μμ μ μ ( μ  
 μ ), μμ μ - μ  
 ( μ ). μμ  
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 μ μ . μ μ  
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 μ μ μ μ ,  
 μ μ ,  
 μ μ COVID-19.

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 μ μ , « μ ,  
 μ , μ , μ μ ,  
 μ » ( , 1388b31–1390b13).

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(Three Good

Things), μ μ ,  
μμ μ . μ μ (μ )  
μ , μ μ  
μ . , μ  
, μ (One door closes, another door opens).

( ) \_\_\_\_\_ / μ / μ (Three Good  
Things)

μ μ μ μ - μ  
Seligman et al. (2005), μ μ  
μ (Lyubomirsky et al., 2005·Huffman et al., 2011·Mongrain & Anselmo-Matthews,  
2012·Gander et al., 2012·Woodworth et al., 2016) , μ  
, μ μ μ ( μ μ  
μ μ ) μ μ  
μ μ ,  
μ , μ , μ ,  
μ (Froh et al., 2008· Schueller & Parks, 2012).

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μ μ μ μ , μ  
μ μ μ μ , μ  
μ ( , 2020).  
μ μ ,  
μ μ μ /  
μ / μ , μ μ μ ,  
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μ : « ; ; ».

μ μ μ μ μ  
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μ (Seligman et al., 2005· Anselmo, 2010).





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( ) \_\_\_\_\_, μ (One door closes, another door opens)

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μμ : « μ

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(Therapist's Guide to Positive

Psychological Intervention) Rashid (2008), ,

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μ (Rashid & Anjum, 2008· Gander, et al.,

2013· Brownell et al., 2015· Proyer et al., 2017).

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2. μ μ ;
3. μ μ μ , μ ;»  
( ) μμ μ  
μ , μ  
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, μ (Seligman et  
al., 2005· Wong et al., 2016). , Toepfer & Walker (2009), μ  
μμ μ μ μ μ μ μ  
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μ , μ μ μ μ ,  
μ (Froh et al., 2009).  
μ μ , μμ  
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μ , Seligman et al. (2005),  
μ μ  
μ μ (Seligman et al., 2006, . . &  
, 2020).  
μ μ  
( , μμ , )  
μ , μ μ , μ  
, μ , μ μ  
μ , « ».  
μμ μ , μ  
μ μ μ  
(Seligman et al., 2005· Lyubomirsky et al., 2005).









(7) (Temporal awareness).

μ , μ μ μ μ  
« μ » (carpe diem),  
μ μ μ

(8) μ (Counting Blessings). μ

μ μ μ μ μ μ μ  
, ,

(9) (Comparing). μ μ

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μ μ μ μ μ μ μ

(10) (Kill joy thinking).

μ , μ μ  
μ « μ »

μ (Bryant et al., 2005·Bryant & Veroff, 2007· Quoidbach et al., 2010).

4.6.5 μ μμ

μ 11 μ μ  
Webex, μ μ : ( ) μ , ( )  
, ( ) μ μ , ( ) ,  
( ) μ ( ) μ .  
μ μ μ  
- μ μμ  
power point, μ word, , μ , ,  
μ , μ (sharescreen)  
μ μ μ .



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- μ ,  
μ , μ , (revision)  
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μ μ (share screen) *Your Secret* Jean Sebastien-

Monzani (<https://vimeo.com/12890334>).

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μ μ μ (sharescreen)

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μ (savoring).

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4 μ μ . μ ,

μ μ Geelong Grammar School (Seligman et al., 2009),

μμ « μ μ μ » (*Meaning Dialogue*),

μ μ μ μ

μ , μ (*life meaningful and purposeful*).

μ μ -

μ μ Irvin Yalom

« , . (2003) μ μ

<https://www.psychorropia.gr/irvin-yalom>,

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5 μ

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μ μ μ (Jeremy Bentham, 1748-1832)  
(John Stuart Mill, 1806-1873), μ  
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8 μ -  
« μ » μ - μ μ  
μ . μ μμ  
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1	<ul style="list-style-type: none"> <li>• μ μ</li> <li>• <i>Your Secret</i> Jean Sebastien-Monzani (<a href="https://vimeo.com/12890334">https://vimeo.com/12890334</a>)</li> <li>• 3</li> <li>• - μ</li> <li>• μ</li> <li>• :</li> <li>μ μ μ</li> </ul>
2	<ul style="list-style-type: none"> <li>• - μ , μ μ</li> <li>μ μ μ</li> <li>•</li> <li>•</li> </ul>



	<ul style="list-style-type: none"> <li>• μ : μ (savoring) μ</li> </ul>
3	<ul style="list-style-type: none"> <li>• μ</li> <li>• μ : ( ) μ , μ</li> </ul>
4	<ul style="list-style-type: none"> <li>• μ μ - μ</li> <li>• « μ Irvin Yalom (2003) μ <a href="https://www.psychorropia.gr/irvin-yalom">https://www.psychorropia.gr/irvin-yalom</a></li> <li>• μ</li> <li>• μ</li> <li>• :</li> </ul>
5	<ul style="list-style-type: none"> <li>• μ μ μ</li> <li>• μ μ , μ μ ο μ</li> <li>• μ</li> <li>• :</li> </ul>
6	<ul style="list-style-type: none"> <li>• μ</li> <li>• μ</li> <li>• μ : ( ) μμ μ , ( ) μ μ μ</li> </ul>
7	<ul style="list-style-type: none"> <li>• μ μ μ μ μ</li> <li>• μ μ μ</li> <li>• :</li> </ul>
8	<ul style="list-style-type: none"> <li>• μ - μ « μ μ »</li> <li>• μ : μμ μ</li> </ul>
9	<ul style="list-style-type: none"> <li>• μμ</li> <li>• μ</li> </ul> <p>« »</p>







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 , Mulholland Wallace (2003, . . :  
 & , 2015), μ ) :  
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 2015).



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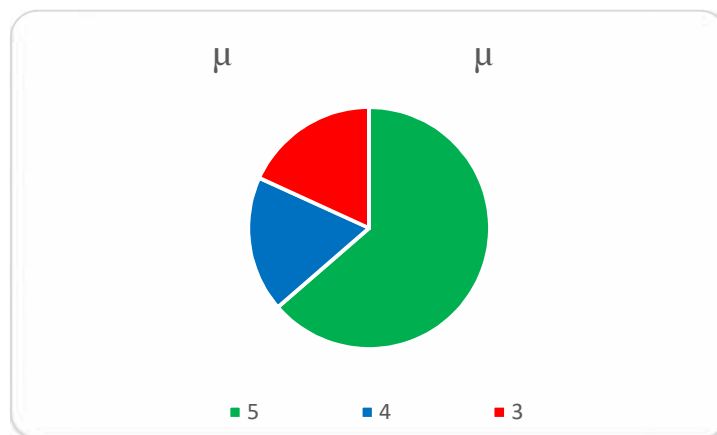
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 , 5, (2) μ 4,  
 (2) 3 ( μ 4). μ μμ μ 1-  
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μμ , (7) μ  
 μμ « μ », « μ » «



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 (4) μ , μ μμ  
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**5.2 μ - μ**  
**( 6)**

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31. ( . . . 113)
32. ( . . . 37 )
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34. ( 14)
35. ( I, . . . 146)
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