



# Theoretical and Methodological Foundations for Applying the Metamodernism Paradigm in Psychological Research

## *Fundamentos teóricos y metodológicos para la aplicación del paradigma metamoderno en la investigación psicológica*

Serhii Bielavin  
Tetiana Bielavina  
*European University*

Olena Romanenkova  
*Open International University of Human Development Ukraine*

Oksana Pavliuk  
*Taras Shevchenko National University of Kyiv*

Yurii Onyshchenko  
*European University*

### ABSTRACT

The study aims to provide an in-depth analysis and research of the theoretical and methodological foundations underlying the definition of the subject of psychological research within the metamodern paradigm. The study highlights the paradigm's emphasis on oscillation between rational and emotional aspects, allowing for a more flexible, interdisciplinary approach to psychology. The findings demonstrate that metamodernism reshapes psychological research by addressing socio-cultural influences enhancing adaptability in studying mental health and identity. Furthermore, the study underscores the paradigm's role in developing innovative psychological methodologies and psychotherapeutic interventions. By incorporating qualitative and quantitative approaches, metamodernism enables a more nuanced understanding of mental processes and behavioral adaptation. The conclusions affirm its significance in shaping contemporary psychological science, particularly in addressing modern mental health challenges.

**Keywords: Transformation of society; Concepts; Modern theoretical approaches; Emotional regulation**

## **RESUMEN**

El estudio busca proporcionar un análisis e investigación en profundidad de los fundamentos teóricos y metodológicos que sustentan la definición del objeto de investigación psicológica dentro del paradigma metamoderno. El estudio destaca el énfasis del paradigma en la oscilación entre los aspectos racionales y emocionales, lo que permite un enfoque más flexible e interdisciplinario de la psicología. Los hallazgos demuestran que el metamodernismo transforma la investigación psicológica al abordar las influencias socioculturales, lo que mejora la adaptabilidad en el estudio de la salud mental y la identidad. Además, el estudio subraya el papel del paradigma en el desarrollo de metodologías psicológicas innovadoras e intervenciones psicoterapéuticas. Al incorporar enfoques cualitativos y cuantitativos, el metamodernismo permite una comprensión más matizada de los procesos mentales y la adaptación conductual. Las conclusiones afirman su importancia en la configuración de la ciencia psicológica contemporánea, en particular al abordar los desafíos modernos de la salud mental.

**Palabras clave: Transformación social; Conceptos; Enfoques teóricos modernos; Regulación emocional**

## **INTRODUCTION**

Metamodern, as a new cultural and philosophical paradigm, demonstrates a transition from postmodern irony and relativism to a synthesis of rationality and emotionality, faith and doubt, reflecting a more flexible, adaptive, and complex understanding of reality. Therefore, there is a need to revise the methodological foundations of psychological research, as traditional approaches may not meet the needs of modern society and individual changes in worldview. The study of the subject of psychology through metamodern contributes to a deeper understanding of the modern personality, its experience, and ways of adapting to a complex and dynamic reality, which makes this topic particularly relevant.

The concept of metamodernism is increasingly explored across social sciences, including psychology. Anita Pipere and Kristine Mārtiņšone (2022) examined how metamodernism influences future research trends, emphasizing its synthesis of modern and postmodern elements, its focus on meaning-making, and its potential for interdisciplinary inquiry. This paradigm offers a flexible framework that reflects contemporary socio-cultural shifts, particularly in areas related to uncertainty and transformation. Metamodernism's relevance extends to sociology, political theory, and cultural studies. Jason Storm (2021) proposed that it provides a

constructive, inclusive alternative to postmodern skepticism, rethinking social ontology. In education, Gokhan Kilicoglu and Derya Kilicoglu (2020) applied metamodern approaches to leadership and pedagogy, balancing rationality and affect in decision-making. Gregg Henriques (2020) linked metamodernism to psychological development, aligning it with Kegan's theories of self-transformation and higher cognitive integration. Isabel Bacellar et al. (2022) argued that metamodernism supports a nuanced approach to mental health, integrating scientific rigor with subjective experience and participatory research.

Despite its presence in cultural studies, metamodernism remains underutilized in psychology. Nasruliyah Maghfiroh and Bhennita Sukmawati (2024) conducted a bibliometric analysis of mental health research from 2014 to 2024, finding that metamodernism is not yet a dominant approach in psychological science. However, its principles are gaining traction in psychotherapy. Andre Marquis et al. (2021) highlighted the role of metamodernism in fostering pluralistic therapeutic methods, such as combining cognitive-behavioral therapy with mindfulness. Similarly, Michael Winkelman and Martin Fortier (2019) noted that metamodernism influences research methodologies by integrating big data and enhancing psychological inquiry. This study was conducted in three stages. First, the theoretical foundations of metamodernism and its impact on modern science were analyzed, focusing on its synthesis of modernist and postmodernist elements. This stage provided a framework for understanding its relevance to psychology. The second stage examined studies by Ciprian Baciu et al. (2015), Mihai Sleahitichi (2021), and Yuliia Shabanova (2020), which explored how metamodernism reshapes psychological research, particularly in mental health, identity, and emotional regulation. These works demonstrated how metamodernism transforms the formulation of psychological research by integrating diverse perspectives. The third stage synthesized findings to establish the theoretical and methodological foundations of metamodern psychological research. It concluded that metamodernism conceptualizes the subject of psychological research not as a static entity but as a dynamic, evolving structure that accounts for the complexities of contemporary reality.

The following goal was set: to investigate the theoretical and methodological foundations for defining the subject of psychological research in the context of the metamodern. To achieve this goal, the following research objectives were set, namely to analyze the concept of metamodernism and the main approaches to this concept; to determine how metamodernism as a whole has influenced psychology as a science; to define how the metamodern paradigm affects the formulation and understanding of the subject of psychological research; and to identify works that already use elements of the metamodernism approach to psychological research.

## MODERNISM, POSTMODERNISM, AND METAMODERNISM IN PSYCHOLOGY

The conceptual integration of modernism, postmodernism, and metamodernism in psychological research requires a precise delineation of these paradigms, particularly given that their application within psychology has been limited or tangential. To advance the discussion, it is essential to define how these philosophical movements have influenced, or failed to influence, psychological thought and methodologies.

Modernism in psychology can be understood as a commitment to objectivity, universalism, and scientific rigor. Originating in the late 19th and early 20th centuries, modernist psychology aligned itself with the positivist tradition, emphasizing empirical methodologies, experimental designs, and the search for generalizable laws governing human behavior. This perspective is evident in behaviorism, cognitive psychology, and classical psychometric approaches, all of which prioritize systematic observation, measurement, and the predictive capacity of psychological theories. Structuralist influences also contributed to modernist psychology, particularly in developmental and cognitive theories that sought to establish universal principles of human cognition and behavior. Within this framework, psychological research often assumed that truth about human nature could be discovered through rigorous scientific inquiry, independent of cultural or historical context (Budz & Hoian, 2024).

Postmodernism, in contrast, emerged as a critical response to modernist assumptions, challenging the idea of objective knowledge and emphasizing the socially constructed nature of reality. In psychology, postmodern perspectives have largely been confined to qualitative traditions, particularly social constructionism, discursive psychology, narrative psychology, and critical psychology (Rodrigues & Pinto, 2024). These approaches reject the notion of a single, overarching truth, instead highlighting the multiplicity of perspectives, the influence of language in shaping reality, and the role of power structures in determining what is considered legitimate knowledge. Although postmodernism has not been a dominant force in mainstream psychology, its critiques have been influential in areas such as feminist psychology, decolonial approaches, and certain branches of psychotherapy that prioritize subjective experience and narrative formation over empirical validation.

Given these distinctions, the notion of a “metamodern” paradigm in psychology must be carefully constructed. Metamodernism does not simply replace postmodernism but instead oscillates between modernist and postmodernist sensibilities (Dyduch et al., 2024). It acknowledges the limitations of both perspectives while attempting to synthesize their strengths. Within psychological research,

this means maintaining empirical rigor and commitment to systematic inquiry characteristic of modernism while also incorporating reflexivity, contextual sensitivity, and epistemological pluralism associated with postmodern thought.

A metamodern perspective in psychology, therefore, proposes an integrative approach that balances objectivity and subjectivity, structure and fluidity, and universal principles and cultural specificity. It allows for methodological pluralism, where quantitative and qualitative approaches are not seen as mutually exclusive but as complementary tools for understanding human behavior. Within psychological research, methodological pluralism denotes the strategic combination of diverse methodologies to capture the multifaceted nature of psychological phenomena. This includes integrating statistical analyses with interpretative frameworks, clinical trials with phenomenological case studies, and structured assessments with ethnographic observations, ensuring a more comprehensive and nuanced understanding of mental processes and therapeutic interventions. The application of metamodernism in psychology can be observed in emerging research methodologies that embrace complexity, such as mixed-methods designs that integrate empirical data with narrative inquiry, participatory research that acknowledges both researcher and participant perspectives, and dynamic systems theories that accommodate multiple interacting influences on psychological phenomena (Chekal, 2022).

Furthermore, metamodernism recognizes the role of hope, meaning-making, and authenticity in psychological processes. Unlike postmodernist skepticism, which often deconstructs grand narratives without offering alternatives, metamodernism accepts the need for reconstructing meaning in an era of uncertainty. This is particularly relevant in clinical psychology and psychotherapy, where individuals seek coherence and purpose in their experiences. Metamodern approaches thus encourage interventions that validate subjective realities while situating them within broader socio-cultural and biological frameworks.

In defending metamodernism as a viable paradigm in psychological research, it is necessary to emphasize that it does not disregard the contributions of modernism and postmodernism but rather seeks to integrate their insights in a way that reflects contemporary scientific and cultural complexities. While modernism provided psychology with its empirical foundation and postmodernism introduced critical perspectives on knowledge production, metamodernism offers a framework that embraces both systematic inquiry and epistemological flexibility. It is not a rejection of previous paradigms but an evolution that acknowledges the ongoing interplay between certainty and uncertainty, structure and fluidity, and objectivity and subjectivity. This paradigm shift is already visible in

contemporary psychological research that moves beyond rigid dichotomies, recognizing the coexistence of diverse methodologies and perspectives as essential to a holistic understanding of human experience.

### **METAMODERNISM AND ITS INFLUENCE ON PSYCHOLOGY THROUGH PHILOSOPHY AND CULTURE**

Metamodernism as a cultural and philosophical movement does not have a set date of foundation, as it has developed gradually. However, the term “metamodern” was actively used after the publication of the article by Timotheus Vermeulen and Robin van den Akker (2010). They described metamodernism as a response to postmodernity, characterized by oscillations between idealism and cynicism, irony and sincerity, and an attempt to find a balance between opposites. In the context of psychological research, oscillation refers to the dynamic interplay between seemingly opposing theoretical and methodological perspectives, such as structured, evidence-based approaches and more subjective, narrative-driven frameworks. This oscillation allows for adaptability in psychological inquiry, acknowledging the complexity of human behavior and mental processes without rigidly adhering to a singular epistemological stance. According to various researchers, including Dali Kadagishvili (2014), Svitlana Chernyshova (2023), and Pavol Bargár (2021), this movement began to take shape at the beginning of the 21st century, meeting a need for a new cultural paradigm that would consider the complexity of the modern world and avoid the excessive cynicism of postmodernism.

Firstly, it is worth outlining that metamodernism is a philosophical and cultural trend that emerged as a reaction to postmodernism and is characterized by the combination and reconciliation of opposing worldviews, modernist and postmodernist. In the scientific context, metamodernism is seen as a flexible and hybrid approach to knowledge that recognizes the simultaneous existence of rationality and irrationality, objectivity and subjectivity, and irony and sincerity. This concept describes a worldview that seeks to overcome the skepticism and relativism of postmodernism by bringing back some of the values of modernism to the discourse but with an understanding of the complexity and uncertainty of the modern world. At the same time, metamodernism does not deny the postmodernist critique of traditional ideologies but tries to move forward, accepting both the understanding of the need for certainty and the realization that absolute truth is impossible. The main principles of metamodernism include oscillation between polar concepts, flexibility and adaptability, as well as the desire to create new meaning through a combination of old and new approaches.

Researchers express different opinions on the concept of this concept. Thus, Dina Stoev (2022) noted that metamodernism replaces the pathos of modernism

with critical skepticism expressed through irony, while instead of postmodern cynicism and rationalism, it appeals to a sense of hope that manifests itself through sincerity. This phenomenon functions in a harmonious system that corresponds to the realities of the post-absurd era that modernity is experiencing. Metamodern attempts to describe a new type of sensibility that emerges in response to this post-absurd reality and to outline the new era that gives rise to it. This era includes both distinctly metamodern elements and features of previous eras, such as modernism and postmodernism. However, with the growing importance of interconnectedness and self-reference, the metamodern is likely to continue to evolve, synthesizing new ideas and concepts that will be in keeping with the spirit of the times.

According to Smiljka Jovanović (2021), the metamodern has become an important concept in contemporary cultural and academic discourse, offering a framework for interpreting and analyzing the complexities of the 21st century. It is characterized by the oscillation between modernist and postmodernist sensibilities, seeking to move beyond binary oppositions and achieve a more nuanced understanding of reality. This means that metamodernism does not deny the achievements of modernism and postmodernism but instead uses them as sources for creating new meanings that combine pragmatism with dreams and irony with sincerity. Alex Fergnani and Brent Cooper (2023), and Anita Pipere and Kristine Mārtiņšone (2022), add that, equally importantly, the metamodern has also been proposed as a framework for scientific research and research about the future. It offers a way to integrate different value systems and resolve conflicts between modern and postmodern perspectives, creating space for new interdisciplinary approaches and dialogues. Metamodernism combines objective and subjective aspects of research, which is especially relevant in the context of rapid social and technological change.

Elina Danilova and Daria Bakshutova (2021) reflect on the changes that the new historical period has brought to culture. They argue that metamodernism outlines the emotional and intellectual framework of the modern era, which is characterized by renewed interaction with all previous cultural forms to rediscover sources of inspiration for the future. This position emphasizes the desire to restore the lost harmony between humans and their cultural heritage, which differs from the simplistic approaches of previous eras. In this context, the concept of memory has once again gained importance. In contrast to the modernist obsession with relentless progress and the postmodernist tendency to treat history with irony, metamodernism promotes a more serious approach to the remnants of past eras. Nowadays, memory is seen as a source of deep cultural understanding, not just as an object of nostalgia or criticism. More and more attention is

devoted to the preservation and reinterpretation of these historical fragments, and architects are striving to materialize and integrate multi-layered narratives from different periods in their projects. This allows for the creation of spaces that both respect tradition and offer new ways to develop the future, striking a balance between past and present. This shift reflects a wider cultural movement towards combining innovation with heritage, as the past is no longer seen as an obstacle but as a rich reservoir from which to draw new meanings.

Summarizing the different approaches to the concept of metamodernism, the study determined that, in general, metamodernism is a concept that is seen as a synthesis of modernism and postmodernism. It emerges in response to the extremes of these two previous epochs, integrating elements of both but moving away from their radical positions. Whereas modernism emphasized belief in progress, rationality, and absolute truths, and postmodernism was characterized by skepticism, irony, and relativism, metamodernism unites these contrasting approaches. This concept implies the simultaneous acceptance of contradictory ideas: naivety and irony, hope and skepticism, and idealism and pragmatism. This approach allows modern culture to balance between opposing views while recognizing their interaction. In the metamodern, there is a tendency towards deep experiences, authenticity, and restoration of trust in grand narratives, but without losing awareness of their complexity and ambiguity. The metamodern also includes the restoration of emotional expression and the search for meaning in a rapidly changing world (Lewinski et al., 2019; Spytka, 2024). Its scientific significance lies in the study of post-postmodern thinking and cultural paradigms that reflect the complexity of modern society.

Considering the impact of the metamodern on psychology is important for several reasons. Metamodernism, as a cultural and philosophical concept, reflects modern thinking, where contradictory ideas and emotions coexist (Bocheliuk et al., 2019; Simões, 2024). It reflects broader socio-cultural changes that affect the perception of the world and personal identity and thus psychological processes. First, the metamodern offers a new approach to understanding emotions. In the metamodern world, people simultaneously experience hope and skepticism, which affects psychological models of emotional regulation. Exploring these dynamics defines how people adapt to constant social change and uncertainty. Second, the metamodernism emphasizes the search for meaning and authenticity, which are key elements of psychological well-being. Moving away from the relativism of postmodernism opens new opportunities for therapeutic work based on the desire for self-realization and deep self-knowledge. Thirdly, metamodernism allows for a better understanding of the phenomena of collective psychology and social identity, as it emphasizes the complexity of contemporary narratives and their impact on the formation of public consciousness.

Recent studies have explored the emergence of the metamodern and its impact on psychology and related fields. The metamodern is characterized by a constant oscillation between the principles of modernism and postmodernism, combining enthusiasm with irony and hope with nihilism, as Pavol Bargár (2021) and Manuel Franco-Torres (2021) noted. This oscillation reflects the attempts of contemporary thought to create new forms of engagement with reality that recognize the importance of both belief in progress and a critical attitude to that progress. Metamodernism does not deny the achievements of past eras but tries to combine them in a harmonious synthesis, where idealistic aspirations coexist with an awareness of the limitations and shortcomings of these ideals. In the field of psychology, this transition is expressed in the formation of the so-called pragmatic romanticism, where the emphasis is on expressing attitudes to problems rather than simply studying them, adds Anatoliy Grebenyuk (2020). Pragmatic romanticism can be used to address emotional and intellectual reactions as integral components of the decision-making process, as opposed to purely rationalistic or purely subjective approaches (Bazaluk & Nezhyva, 2016). This opens new possibilities for psychotherapeutic practices, where the emotional perception of a problem is considered as important as its rational understanding. As a result, therapists can better understand the complex nature of human experience and promote the development of more adaptive approaches to overcoming life's challenges.

Metamodernism offers a holistic, syncretic approach to understanding human behavior and societal challenges, combining elements of science, art, and craft (Nechyporenko et al., 2019; Spytka, 2023). It seeks to bring together diverse perspectives, recognizing the importance of both scientific methodology and cultural, spiritual, and creative processes. As a result, metamodernism provides a platform for integrating different approaches to the study of human nature, allowing for a better understanding of how globalization, technological change, and cultural diversity affect personal and collective development. It also acknowledges the complexity and uncertainty of the modern world, which is reflected in approaches to problem-solving (Grebenyuk, 2020; Franco-Torres, 2021). It acknowledges that solutions to contemporary challenges are not always linear or simple. For instance, in the field of therapy and counseling, this leads to the development of flexible approaches that allow for a combination of analytical and empathic strategies, considering the multilayered nature of human experience. In other words, metamodernism becomes a kind of “bridge” between modernist rationalism and postmodern skepticism, providing space for dialogue between opposing ideas and attitudes. This allows for the development of new ways of thinking and interacting with reality that incorporate both

the pursuit of objective truth and the subjective experience of this truth. In this context, the metamodern opens up opportunities for rethinking values, which is key to understanding modern social processes and internal conflicts faced by people in a rapidly changing world.

Iryna Petrova (2020) addressed the characterization of metamodernism as a new cultural paradigm that affects contemporary socio-cultural practices. In the analysis, Petrova (2020) investigated metamodernism as a transitional stage between modernism and postmodernism, which provides a new perspective on human participation in cultural processes, especially in the context of modern changes and challenges. The main aspect of the metamodern is the concept of “structure of feelings,” which emphasizes the importance of emotional reactions and empathy. This concept is becoming central to the desire for authenticity and sincerity in cultural expressions that reflect contemporary needs and the desire for a deeper understanding of the human experience. The researcher also points out that metamodernism supports the rejection of irony and provocation characteristic of postmodernism in favor of a warm attitude and emotional depth. It combines contemporary cultural realities with a sense of connection between individual experiences and global changes taking place in the world. As a result, metamodernism becomes a tool for rethinking the role of emotions in social practices and understanding oneself in a changing cultural landscape.

The metamodern acknowledges the inherent complexity and ambivalence of human experience, offering a framework that encompasses both conflicting emotions and diverse realities. This perspective is becoming increasingly evident in current research, especially in studies examining adolescent anxiety. For instance, in Dwi Jannah and Ninik Setiyowati (2024), mindfulness practices were identified as a highly effective intervention for alleviating anxiety symptoms by providing young people with tools to manage their emotional landscape. As opposed to one-size-fits-all solutions, this approach emphasizes the importance of recognizing the nuanced and multifactorial nature of psychological problems, promoting interventions that are not only evidence-based but also flexible enough to adapt to each individual’s specific needs and context.

Metamodernism has a significant impact on modern psychological theories, integrating elements of both modernism and postmodernism, contributing to a more nuanced understanding of human behavior and mental processes. Some of the key ways in which metamodernism influences contemporary psychological theories are presented below (see Table 1).

**Table 1.** The main methods that influence psychological theories in the metamodern paradigm

Method of exposure	Brief description
Integrating perspectives	Metamodernism synthesizes science and experience to determine mental health
Emphasis on complexity and ambivalence	Modern theories recognize the contradictory nature of human feelings and reactions
Focus on the dynamics of the relationship	The importance of relationships and community in shaping psychological well-being
Cultural sensitivity and contextualisation	Cultural narratives and context influence mental health and therapy
New methodological approaches	Encourages mixed methods of research for a deeper understanding of psychology
Focusing on hope and looking to the future	Modern theories focus on sustainability, growth, and the possibility of change

Metamodernism encourages the synthesis of psychological frameworks, integrating objective scientific methods with subjective experience. This approach enables a more comprehensive understanding of mental health by recognizing the interplay of biological and sociocultural factors. Kenneth Cohen (2019) exemplifies this by synthesizing relational and neurobiological perspectives on chronic shame, highlighting how internal neurobiological processes and external relationship dynamics shape individual experiences. This integration underscores the necessity of combining scientific rigor with subjective insights for a holistic understanding of psychological phenomena. Modern psychological theories increasingly acknowledge emotional complexity, aligning with metamodernism’s embrace of ambivalence (Efremov, 2025). Dialectical Behavioral Therapy (DBT) exemplifies this by balancing acceptance and change in emotional regulation. Allison Ruork et al. (2022) emphasize how individuals can simultaneously experience conflicting emotions, such as love and anger. DBT addresses this by incorporating mindfulness, which fosters self-awareness and emotional flexibility, reinforcing the idea that metamodern psychology values both emotional depth and pragmatic adaptation.

Relationships and community play a crucial role in psychological well-being within the metamodern paradigm (Messina et al., 2023, 2024). Attachment theory has gained renewed interest, emphasizing how interpersonal dynamics influence mental health. Mario Mikulincer and Phillip Shaver (2018), and Georgia Kouri et al. (2024) explore how insecure attachment can lead to emotional stress, particularly during significant life transitions like parenthood. These findings align with metamodernism’s focus on social context and mutual emotional regulation in shaping individual well-being. Cultural sensitivity is another key aspect of metamodernism

in psychology, recognizing that mental health is shaped by cultural narratives and societal structures. Marianna Purgato et al. (2021) stress the importance of “precision psychology” in tailoring interventions to patients’ cultural and demographic backgrounds. This perspective challenges one-size-fits-all approaches in psychiatry, advocating for culturally informed methods that enhance treatment effectiveness. Metamodernism thus integrates cultural sensitivity into psychotherapy, ensuring that psychological interventions address diverse social realities.

Metamodernism promotes methodological pluralism, advocating for mixed research methods that combine quantitative and qualitative approaches. Nollaig Frost and Deborah Bailey-Rodriguez (2020) highlight the growing recognition of qualitative research in psychology, allowing for a deeper understanding of subjective experiences. They propose qualitatively oriented mixed methods, which blend statistical analyses with narrative interpretations. This approach aligns with metamodernism’s rejection of strict positivism or relativism, instead fostering a methodological balance that accommodates the complexity of human experience. The emphasis on pluralism extends to data analysis, where multiple researchers interpret findings from diverse perspectives, enriching the understanding of psychological phenomena.

Unlike postmodernism, which often focuses on skepticism and deconstruction, metamodernism fosters optimism and future-oriented thinking. Psychological theories increasingly incorporate resilience, growth mindset, and positive psychology to emphasize human potential. Janine Campbell and Ingrid Løkken (2023) explore how optimism and mindset development enhance children’s well-being, promoting resilience and social adaptability. Their findings underscore metamodernism’s commitment to fostering personal growth through hope and transformation. This optimistic outlook supports psychological theories that prioritize positive change and the development of adaptive coping strategies.

Thus, metamodernism has a significant impact on modern psychology, combining scientific approaches and subjective experience. It promotes the integration of different perspectives, considering biological, psychological, and sociocultural factors, and emphasizes the complexity of emotions and the importance of relationships. Metamodernism also emphasizes cultural sensitivity, the use of mixed methods of research, and a focus on hope and development, which contributes to the awareness of mental health and personal growth.

## **THE IMPACT OF METAMODERNISM ON THE FLEXIBILITY AND DYNAMISM OF PSYCHOLOGICAL RESEARCH AND METHODOLOGIES**

Metamodernism as a cultural and intellectual paradigm also affects the subject of psychological research, changing the nature of its formulation to a more flexible

and dynamic one. Contrary to modernist scientific rigor or postmodernist relativism, metamodernism synthesizes these models, combining the rational and the emotional, the scientific and the artistic. Within the framework of metamodernism, the subject of scientific research is considered not to be static or objectively determined but as a constantly changing, procedurally significant category. Metamodernism potentiates to refer to both scientific facts and subjective experience, as well as to the broad socio-cultural context of the subjects' lives. This means that psychologists are moving away from theorizing individual aspects of their research to introducing more unified contextual approaches that combine the necessary aspects: emotional, cognitive, social, cultural, and even spiritual. Thus, metamodernism extends the subject of psychological research to the relationship between the inner mental world of a person and the external social structure.

Psychological science, under the influence of metamodernism, is undergoing a reformulation that aims to balance scientific rigor with personal, cultural, and emotional understanding (Efremov, 2024). Mihal Sleahitchi (2021) discusses how metamodernism encourages psychological researchers to move beyond the limitations of traditional psychological models, promoting an integrative approach that better addresses the complexity of human experience in a globalised world. Thus, by allowing for the coexistence of different points of view, the metamodern paradigm changes the learning and comprehension of psychological phenomena. This includes a greater focus on how people manage conflicting emotions and experiences, which are important aspects of contemporary psychological issues such as identity formation, resilience, and mental health.

Metamodernism in mental health research, as noted by Bethany Teachman et al. (2019), offers an overarching concept that seeks to bridge the gap between traditional biomedical and psychosocial methodologies. This approach recognizes the importance of both the biological basis of mental processes and the social and psychological factors that influence the development and course of mental illness. Biomedical methods that focus on the neurophysiological and genetic aspects of mental disorders provide insight into biological mechanisms and potential pharmacological interventions. However, they often do not consider the wide range of personal and sociocultural factors that shape a person's psychological experience.

On the other hand, psychosocial methodologies, which focus on the influence of the environment, social interaction, and personal experiences on mental health, can describe the context in which mental disorders develop and manifest themselves. The metamodernism approach proposes an integration of these two approaches, viewing them not as contradictory but as complementary.

As noted by Teachman et al. (2019), metamodernism in mental health research offers an integrated approach that attempts to combine biomedical and psychosocial methodologies. Such an integrative approach can help to better understand how genetic factors interact with social experiences to cause the development of certain psychological disorders. For example, people with a genetic predisposition to depression may have different manifestations of the disease depending on the conditions in which they grew up and the social support they receive. The metamodernism approach allows for the development of more individualized and comprehensive interventions that account for both biological and psychosocial aspects of mental health.

This not only enables more effective treatment but also a deeper understanding of the nature of mental illnesses and disorders, which contributes to the prevention and improvement of the quality of life of people with mental health problems. Thus, the metamodernism approach, according to researchers, is becoming a powerful tool in modern mental health science, capable of combining diverse perspectives to achieve a comprehensive understanding of human experience. Metamodernism emphasizes the importance of fluidity between these paradigms, recognizing that to achieve more holistic and individualized mental health interventions, both biological factors (such as genetics or neurochemistry) and contextual or relational influences (such as culture, community, and trauma) need to be considered. This integration promotes a balanced, flexible understanding of mental health, enabling the development of treatment plans that are more responsive to the changing nature of human experience and societal influences, and enables interdisciplinary collaboration between psychiatry, psychology, and the social sciences.

It is worth noting that, in general, metamodernism in psychological research is characterized by the following aspects, as shown below (see Table 2).

**Table 2.** The main characteristics that define the metamodern in psychological research

Aspect	Brief description
Covering complexity	Understanding that human experience is complex, multidimensional and cannot be simplified
Pluralism	Involves a combination of different methods and approaches for a comprehensive understanding
Contextual sensitivity	The notion is that the adaptation of psychological approaches to a person's socio-cultural context is necessary for effectiveness
Interdisciplinary cooperation	Involvement of knowledge and methods from different sciences for a deeper and more holistic understanding of psychological phenomena

Interdisciplinary workshops and trainings are important in facilitating collaboration between different professionals to address complex mental health issues (Zelenin, 2023; Zelenin et al., 2023). Following Holly Witteman et al. (2013) and Avram Kordon et al. (2024), participants in such events, which can include psychologists, psychiatrists, anthropologists, healthcare professionals and social work specialists, combine their knowledge and experience to create innovative treatment approaches. For instance, health research workshops bring together experts to discuss new approaches to mental health, including the integration of psychological and medical interventions. These events discuss and develop models of care that combine different treatment approaches, such as behavioral therapy, medication and social support.

Metamodernism's influence on psychology extends beyond theoretical discourse, manifesting in therapeutic models that integrate structured cognitive frameworks with experiential and adaptive techniques. One example is Mindfulness-Based Cognitive Therapy (MBCT), which exemplifies a metamodern approach by synthesizing cognitive-behavioral strategies with mindfulness practices, balancing empirical rigor with subjective experience (Beshai, 2024). Similarly, Mindfulness-Integrated Cognitive Behavior Therapy (MiCBT) reflects this paradigm by oscillating between cognitive restructuring and acceptance-based interventions, recognizing the complexity of human cognition and emotion (Francis et al., 2024). These models demonstrate how psychological practice incorporates both modernist and postmodernist insights, offering dynamic, context-sensitive treatments for contemporary mental health challenges.

In addition, integrative healthcare models that involve specialists from different fields help to address both physical and mental health problems simultaneously. This is especially relevant for people with comorbid conditions, as mental disorders are often accompanied by physical problems, such as chronic illness or addiction. In general, these elements define a new way of thinking in psychology, as they can offer answers to contemporary challenges and needs of society. Metamodernism is no longer content with narrow, reduced views of the human psyche but offers flexible, multidimensional approaches to better understand and support mental health.

A key challenge in applying metamodernism to psychological research is the difficulty of integrating subjective narratives with objective empirical measures, raising concerns about methodological coherence. While the paradigm promotes methodological pluralism, the blending of qualitative and quantitative approaches

can lead to methodological ambiguity, potentially undermining the scientific rigor of psychological studies. The flexibility inherent in metamodern frameworks risks a lack of clear methodological boundaries, making it difficult to establish standardized criteria for evaluating findings. Nelli Gaiduk and Mykhailo Tarapatov (2022) highlight similar concerns in their analysis of metamodernism as a cultural phenomenon, noting its tendency to blur distinctions between established paradigms. This critique is relevant to psychological research, where the oscillation between structured empirical inquiry and interpretative subjectivity may lead to theoretical inconsistencies. Additionally, the incorporation of diverse epistemological perspectives could result in fragmented methodologies, complicating replication and generalizability. Acknowledging these challenges is essential to refining metamodern approaches in psychology, ensuring that integrative frameworks maintain both flexibility and empirical robustness.

Thus, the metamodernism paradigm influences the formulation and understanding of the subject in psychological research by promoting a more fluid and dynamic view of the individual and experience. In contrast to previous paradigms such as modernism and postmodernism, which tended to view the subject either through the lens of objective categorization or with a deep skepticism about universal truths, metamodernism promotes a balanced approach. This paradigm encourages oscillation between multiple perspectives, allowing researchers to work with complexity, ambiguity, and contradiction. In the context of psychological research, the metamodern paradigm encourages a rethinking of the definition of the subject of research. Instead of considering it as a fixed or stable entity, the subject is conceptualized as relational in nature, shaped by both internal motivations and external socio-cultural forces. The metamodernism lens emphasizes the evolving nature of the human being, recognizing that psychological phenomena cannot be fully understood in isolation but must be explored in broader cultural and temporal contexts.

This paradigm shift is also affecting research methodologies. Traditional positivist approaches that prioritize measurable and observable data are being complemented by methodologies that consider the subjective and emotional dimensions of experience. Researchers working within the metamodern framework are more likely to integrate quantitative and qualitative methods, using personal narratives and anecdotal evidence alongside empirical evidence. This holistic approach reflects the understanding that human psychological reality is multifaceted and shaped by changing identities, emotions, and cultural factors. Thus, the metamodern paradigm changes the way psychological research is framed and understood by embracing complexity, encouraging methodological pluralism, and recognizing the dynamic interplay between objective and subjective aspects of human experience.

## CONCLUSIONS

The study established theoretical and methodological foundations for defining the subject of psychological research within the metamodern paradigm. Metamodernism, as a cultural and philosophical movement, synthesizes modernist and postmodernist elements, providing a flexible framework that aligns with contemporary socio-cultural challenges. This paradigm enables a more comprehensive exploration of mental health, identity, and personal development in a rapidly changing global context.

The findings demonstrate that metamodernism reshapes psychological research by integrating rational and emotional aspects, fostering methodological pluralism, and adapting to cultural and social transformations. Although metamodernism is gaining traction in various disciplines, its presence in psychological research remains limited. Bibliometric analysis indicates that its concepts are not yet widely applied, particularly in mental health studies. However, metamodernism offers valuable insights for psychotherapy, promoting an integrative approach that tailors therapeutic methods to individual needs, fostering flexibility in mental health interventions.

A key limitation of this study is the nascent application of metamodernism in psychological research and therapy, necessitating further empirical validation. Future research should focus on refining methodological approaches, particularly the interplay between internal psychological processes and external socio-cultural conditions. Additionally, exploring the practical integration of metamodernist principles into psychotherapy could lead to innovative treatment models that reflect the complexity and fluidity of contemporary mental health.

## REFERENCES

- Bacellar, Isabel; Morin, Genevieve; Daniels, Sylvanne; Turecki, Gustavo; Palaniyappan, Lena, & Lepage, Martin. (2022). Opening up mental health research. *Journal of Psychiatry and Neuroscience*, 48(3), 209-216. <http://doi.org/10.1503/jpn.220199>
- Baciu, Ciprian; Bocoş, Musata, & Baciu-Urzică, Corina. (2015). Metamodernism - a conceptual foundation. *Procedia-Social and Behavioral Sciences*, 209, 33-38. <https://doi.org/10.1016/j.sbspro.2015.11.226>
- Bargár, Pavol. (2021). The modern, the postmodern, and...the metamodern? Reflections on a transforming sensibility from the perspective of theological anthropology. *Transformation: International Journal of Holistic Mission Studies*, 38(1), 3-15. <https://doi.org/10.1177/0265378820976944>
- Bazaluk, Oleg, & Nezhyva, Olga. (2016). Martin Heidegger and fundamental ontology. *Analele Universitatii din Craiova, Seria Filozofie*, 38(2), 71-83.
- Beshai, Shadi. (2024). Mindfulness and CBT: a conceptual integration bridging ancient wisdom and modern cognitive theories of psychopathology. *Frontiers in Psychology*, 15, 1489798. <https://doi.org/10.3389/fpsyg.2024.1489798>

- Bocheliuk, Vitalii; Panov, Nikita; Fedorenko, Myroslav; Zhuzha, Lilia, & Cherepiekhina, Olha. (2019). Gender particularities of value ideals of chiefs. *Prabandhan: Indian Journal of Management*, 12(10), 33-43. <https://doi.org/10.17010/pijom/2019/v12i10/147815>
- Budz, Andrii, & Hoian, Ihor. (2024). Nietzsche's concept of revaluation of values and its potential application for rethinking postmodern constructs. *Humanities Studios: Pedagogy, Psychology, Philosophy*, 12(3), 101-113. <https://doi.org/10.31548/hspedagog/3.2024.101>
- Campbell, Janine, & Løkken, Ingrid. (2023). Inside out: A scoping review on optimism, growth mindsets, and positive psychology for child well-being in ECEC. *Education Sciences*, 13(1), 29. <https://doi.org/10.3390/educsci13010029>
- Chekal, Lyudmila. (2022). Personality transformations of the modern age: from a post-modern individual to a spiritually mature citizen. *Humanities Studios: Pedagogy, Psychology, Philosophy*, 10(1), 179-184. [https://doi.org/10.31548/hspedagog13\(1\).2022.179-184](https://doi.org/10.31548/hspedagog13(1).2022.179-184)
- Chernyshova, Svitlana. (2023). Dominants of metamodernism: Critical reception. *Contemporary Literary Studies*, 20, 85-90. <https://doi.org/10.32589/2411-3883.20.2023.293576>
- Cohen, Kenneth. (2019). Understanding and treating chronic shame: A relational/neurobiological approach by Patricia A. DeYoung, Routledge, New York, 2015, 190pp. *American Journal of Psychoanalysis*, 79(2), 250-252. <http://doi.org/10.1057/s11231-019-09190-6>
- Danilova, Elina, & Bakshutova, Daria. (2021). Metamodernism: The phenomenon of memory as part of an architectural concept. In *Proceedings of the 3rd International Conference on Architecture: Heritage, Traditions and Innovations* (pp. 140-146). Atlantis Press. <https://doi.org/10.2991/assehr.k.211125.162>
- Dyduch, Wojciech; Dominiczevska, Magdalena, & Kubiczek, Jakub. (2024). Value creation and value capture revisited: resource, entrepreneurial and relational perspectives. *Forum Scientiae Oeconomia*, 11(4), 63-84. [https://doi.org/10.23762/FSO\\_VOL11\\_NO4\\_3](https://doi.org/10.23762/FSO_VOL11_NO4_3)
- Efremov, Andrei. (2024). Psychosomatics: communication of the central nervous system through connection to tissues, organs, and cells. *Clinical Psychopharmacology and Neuroscience*, 22(4), 565-577. <https://doi.org/10.9758/cpn.24.1197>
- Efremov, Andrei. (2025). The fear primacy hypothesis in the structure of emotional states: a systematic literature review. *Psychological Reports*. Advance online publication. <https://doi.org/10.1177/00332941241313106>
- Fergnani, Alex, & Cooper, Brent. (2023). Metamodern futures: Prescriptions for metamodern foresight. *Futures*, 149, 103135. <https://doi.org/10.1016/j.futures.2023.103135>
- Francis, Sarah; Shawyer, Frances; Cayoun, Bruno; Grabovac, Andrea, & Meadows, Graham. (2024). Differentiating mindfulness-integrated cognitive behavior therapy and mindfulness-based cognitive therapy clinically: The why, how, and what of evidence-based practice. *Frontiers in Psychology*, 15, 1342592. <https://doi.org/10.3389/fpsyg.2024.1342592>
- Franco-Torres, Manuel. (2021). The path to the new urban water paradigm - From modernity to metamodernism. *Water Alternatives*, 14(3), 820-840.
- Frost, Nollaig, & Bailey-Rodriguez, Deborah. (2020). Doing qualitatively driven mixed methods and pluralistic qualitative research. In Sofie Bager-Charleson, & Alistair McBeath (Eds.), *Enjoying Research in Counselling and Psychotherapy: Qualitative, Quantitative*

- and Mixed Methods Research (pp. 137-160). Palgrave Macmillan. [https://doi.org/10.1007/978-3-030-55127-8\\_8](https://doi.org/10.1007/978-3-030-55127-8_8)
- Gaiduk, Nelli, & Tarapatov, Mykhailo. (2022). Theoretical background to metamodernism as the new form of modern culture. *National Academy of Culture and Arts Management Herald: Science Journal*, 1, 30-35.
- Grebenyuk, Anatoliy. (2020). Metamo-modern psychology: Psychological-philosophical analysis of possible development. *Scientific Notes of V.I. Vernadsky Crimean Federal University. Sociology. Pedagogy. Psychology*, 6(72), 67-76. <https://doi.org/10.37279/2413-1709-2020-6-3-67-76>
- Henriques, Gregg. (2020, April 17). What is metamodernism? *Psychology Today*. <https://www.psychologytoday.com/us/blog/theory-knowledge/202004/what-is-metamodernism>
- Jannah, Dwi Miftakhul Jannah, & Setiyowati, Ninik. (2024). Mindfulness and anxiety in adolescents: Systematic literature review based on big data. *Bulletin of Counseling and Psychotherapy*, 6(1), 1-14. <https://doi.org/10.51214/00202406835000>
- Jovanović, Smiljka. (2021). Metamodernism and the coronavirus (COVID-19) pandemic. *INSAM Journal of Contemporary Music, Art and Technology*, 6, 57-74. <https://doi.org/10.51191/issn.2637-1898.2021.4.6.57>
- Kadagishvili, Dali. (2014). Metamodernism as we perceive it (quick review). *European Scientific Journal*, 9(10), 559-565.
- Kilicoglu, Gokhan, & Kilicoglu, Derya. (2020). The birth of a new paradigm: Rethinking education and school leadership with a metamodern 'lens'. *International Journal of Studies in Philosophy and Education*, 39, 493-514. <https://doi.org/10.1007/s11217-019-09690-z>
- Kordon, Avram; Carroll, Allison; Fu, Emily; Rosenthal, Lisa; Rado, Jeffrey; Jordan, Neil; Brown, Hendricks, & Smith, Justin. (2024). Multilevel perspectives on the implementation of the collaborative care model for depression and anxiety in primary care. *BMC Psychiatry*, 24, 519. <https://doi.org/10.1186/s12888-024-05930-w>
- Kouri, Georgia; Meuwly, Nathalie; Richter, Marianne, & Schoebi, Dominik. (2024). Attachment insecurities, emotion dynamics and stress in intimate relationships during the transition to parenthood. *BMC Psychology*, 12, 200. <https://doi.org/10.1186/s40359-024-01686-w>
- Lewinski, Peter; Lukasik, Michal; Kurdej, Konrad, Leonorski, Filip; Rakowski, Franciszek, & Plewczynski, Dariusz. (2019). The world color survey: data analysis and simulations. In Angles Massip-Bonet, Gemma Bel-Enguix, & Albert Bastardas-Boada (Eds.), *Complexity Applications in Language and Communication Sciences* (pp. 289-311). Springer International Publishing. [https://doi.org/10.1007/978-3-030-04598-2\\_18](https://doi.org/10.1007/978-3-030-04598-2_18)
- Maghfiroh, Nasruliyah Hikmatul, & Sukmawati, Bhennita. (2024). Bibliometric analysis: Mental health problems in a decade. *West Science Social and Humanities Studies*, 2(5), 706-715. <https://doi.org/10.58812/wsshs.v2i05.780>
- Marquis, Andre; Henriques, Gregg; Anchin, Jack; Critchfield, Ken; Harris, Jeff; Ingram, Barbara; Magnavita, Jeffrey, & Osborn, Kristin. (2021). Unification: The fifth pathway to psychotherapy integration. *Journal of Contemporary Psychotherapy*, 51, 285-294. <https://doi.org/10.1007/s10879-021-09506-7>
- Messina, Antonino; Bella, Fabrizio; Maccarone, Giuliana; Rodolico, Alessandro, & Signorelli, Maria Salvina. (2024). Neutrophil-lymphocyte ratio values in schizophrenia: a comparison between oral and long-acting antipsychotic therapies. *Brain Sciences*, 14(6), 602. <https://doi.org/10.3390/brainsci14060602>

- Messina, Antonino; Caraci, Filippo; Aguglia, Eugenio, & Signorelli, Maria Salvina. (2023). Catatonia-like behavior and immune activation: A crosstalk between psychopathology and pathology in schizophrenia. *Annals of General Psychiatry*, 22(1), 39. <https://doi.org/10.1186/s12991-023-00471-0>
- Mikulincer, Mario, & Shaver, Phillip. (2018). Attachment theory as a framework for studying relationship dynamics and functioning. In Anita Vangelisti, & Daniel Perlman (Eds.), *The Cambridge Handbook of Personal Relationships* (pp. 175-185). Cambridge University Press. <https://doi.org/10.1017/9781316417867.015>
- Nechyporenko, Valentyna; Bocheliuk, Vitalii; Pozdniakova-Kyrbiatieva, Ellina; Pozdniakova, Olena, & Panov, Nikita. (2019). Value foundation of the behavior of managers of different administrative levels: Comparative analysis. *Espacios*, 40(34), 17.
- Petrova, Iryna. (2020). Identification of metamodernism as a cultural practice. *Bulletin of Mariupol State University - Series: Philosophy, Culture Studies, Sociology*, 20, 67-77. <https://doi.org/10.34079/2226-2830-2020-10-20-67-77>
- Pipere, Anita, & Mārtinsons, Kristine. (2022). Metamodernism and social sciences: Scoping the future. *Social Sciences*, 11(10), 457. <https://doi.org/10.3390/socsci11100457>
- Purgato, Marianna; Singh, Rakesh; Acarturk, Ceren, & Cuijpers, Pim. (2021). Moving beyond a 'one-size-fits-all' rationale in global mental health: Prospects of a precision psychology paradigm. *Epidemiology and Psychiatric Sciences*, 30, e63. <https://doi.org/10.1017/s2045796021000500>
- Rodrigues, Carina, & Pinto, Ana Isabel. (2024). Postmodern experimentation in Anthony Browne's picturebooks: the reinvention of a canon in children's literature. *Bakhtiniana*, 19(3), e64072e. <https://doi.org/10.1590/2176-4573e64072>
- Ruork, Allison; Finkelstein, Jesse; McLean, Caitlin, & Rizvi, Shireen. (2022). Dialectical behavior therapy and acceptance and commitment therapy: Areas of overlap and distinction. *Journal of Contemporary Psychotherapy*, 52, 281-292. <https://doi.org/10.1007/s10879-022-09550-x>
- Shabanova, Yuliia. (2020). Metamodernism man in the worldview dimension of new cultural paradigm. *Anthropological Measurements of Philosophical Research*, 18, 121-131. <https://doi.org/10.15802/ampr.v0i18.221402>
- Simões, Pedro Henrique de Oliveira. (2024). Ought to be, science and being in moral philosophy and legal theory: Between Mikhail Bakhtin and Hans Kelsen. *Bakhtiniana*, 19(4), e65816e. <https://doi.org/10.1590/2176-4573e65816>
- Sleahitchi, Mihal. (2021). A new beginning, a great challenge: & Metamodern psychology (Part I). *Bulletin of Integrative Psychiatry*, 27(1). <https://doi.org/10.36219/BPI.2021.1.12>
- Spytska, Liana. (2023). Social-psychological peculiarities of youth with delinquent behavior. *Youth Voice Journal*, 2, 9-17.
- Spytska, Liana. (2024). The difference in the world perception between a hysteric and a neurotic. *Environment and Social Psychology*, 9(6), 2229. <https://doi.org/10.54517/esp.v9i6.2229>
- Stoev, Dina. (2022). Metamodernism or metamodernism. *Arts*, 11(5), 91. <https://doi.org/10.3390/arts11050091>
- Storm, Jason Ananda Josephson. (2021). *Metamodernism: The future of theory*. University of Chicago Press. <https://doi.org/10.7208/chicago/9780226786797.001.0001>
- Teachman, Bethany; McKay, Dean; Barch, Deanna; Prinstein, Mitchell; Hollon, Steven, & Chambless, Dianne. (2019). How psychosocial research can help the National Institute of Mental Health achieve its grand challenge to reduce the burden of mental illnesses

- and psychological disorders. *American Psychologist*, 74(4), 415-431. <https://doi.org/10.1037/amp0000361>
- Vermeulen, Timotheus, & van den Akker, Robin. (2010). Notes on metamodernism. *Journal of Aesthetics and Culture*, 2(1), 5677. <http://doi.org/10.3402/jac.v2i0.5677>
- Winkelman, Michael, & Fortier, Martin. (2019). The evolutionary neuroanthropology of consciousness: Exploring the diversity of conscious states across cultures. *ALIUS Bulletin*, 3, 45-97.
- Witteaman, Holly; Stahl, James, & Interdisciplinary Solutions in Health Care Group. (2013). Facilitating interdisciplinary collaboration to tackle complex problems in health care: Report from an exploratory workshop. *Health Systems*, 2(3), 162-170. <https://doi.org/10.1057/hs.2013.3>
- Zelenin, Vsevolod. (2023). Coaching in the development of leadership qualities of heads of Ukrainian business organizations in the conditions of war. *Journal of Law and Sustainable Development*, 11(3), e0817. <https://doi.org/10.55908/sdgs.v11i3.817>
- Zelenin, Vsevolod; Andrushchenko, Tetiana; Mymryk, Mykhailo; Oleksiienko, Oleksandr, & Vashchenko, Kostiantyn. (2023). Introduction of coaching technologies into educational practice. *Journal of Higher Education Theory and Practice*, 23(2), 153-160. <https://doi.org/10.33423/jhetp.v23i2.5817>



#### **SERHII BIELAVIN**

PhD in Psychology, Associate Professor, Researcher at the Faculty of Psychology and Social Technologies, European University, Kyiv, Ukraine. He is interested in metamodernism and its application in psychotherapy practices.

[s.bielavin@outlook.com](mailto:s.bielavin@outlook.com)

<https://orcid.org/0000-0001-8491-9417>

#### **TETIANA BIELAVINA**

PhD in Psychology, Associate Professor, Researcher at the Faculty of Psychology and Social Technologies, European University, Kyiv, Ukraine. Her research interests include the synthesis of modernism and postmodernism in psychology and the influence of socio-cultural changes on mental health.

[t-bielavina@hotmail.com](mailto:t-bielavina@hotmail.com)

<https://orcid.org/0000-0002-0024-1491>

#### **OLENA ROMANENKOVA**

PhD in Medicine, Associate Professor, Researcher at the Department of Psychology, Social Work and Pedagogy, Open International University of Human Development Ukraine, Kyiv, Ukraine. Her scientific interests include the psychological impact of globalization on mental health and the role of social narratives in shaping mental health and identity.

[ol.romanenkova@ukr.net](mailto:ol.romanenkova@ukr.net)  
<https://orcid.org/0009-0003-1099-0300>

#### **OKSANA PAVLIUK**

PhD in Psychology, Associate Professor at the Department of Social Psychology, Taras Shevchenko National University of Kyiv, Kyiv, Ukraine. Her research interests are the new approaches to studying mental health challenges in the modern world and the role of metamodernism in reinterpreting identity development.

[o\\_pavliuk@outlook.com](mailto:o_pavliuk@outlook.com)  
<https://orcid.org/0000-0003-1066-1235>

#### **YURI ONYSHCHENKO**

PhD in Law, Lecturer, Researcher at the Faculty of Psychology and Social Technologies, European University, Kyiv, Ukraine. His scientific interests are the theoretical foundations of metamodern, and the impact of the metamodern paradigm on psychology as a science.

[onyshchenko-y@hotmail.com](mailto:onyshchenko-y@hotmail.com)  
<https://orcid.org/0009-0009-9293-943X>

#### **CITATION FORMAT**

Bielavin, Serhii; Bielavina, Tetiana; Romanenkova, Olena; Pavliuk, Oksana, & Onyshchenko, Yurii. (2026). Theoretical and Methodological Foundations for Applying the Metamodernism Paradigm in Psychological Research. *Quaderns de Psicologia*, 28(1), e2270. <https://doi.org/10.5565/rev/qpsicologia.2270>

#### **EDITORIAL HISTORY**

Received: 15-1-2025  
1<sup>st</sup> review: 25-2-2025  
Accepted: 24-3-2025  
Published: 25-04-2026