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**FEATURES OF THE RELATIONSHIP OF SELF-ACTUALIZATION AND TRUST
IN YOUNG PEOPLE**

У статті аналізуються результати дослідження особливостей самоактуалізації і довіри в осіб юнацького віку, зокрема виявлення особливостей їх взаємозв'язку. Визначено, що самоактуалізація – це здійснення можливостей розвитку власного Я через докладання зусиль, сумісну діяльність та спільну творчу роботу з іншими людьми, соціумом та світом у цілому. У ряді особистісних факторів, пов'язаних з особливостями самоактуалізації, важливе місце займає довіра як психологічний феномен та риса особистості. Довіра – це віра у свої сили, власну значущість, цінність, повага до себе, бажання пошуку опори, підтримки в самій собі. Довіра важлива для налагодження та розвитку міжособистісних відносин, оскільки є механізмом, що сприяє входженню в нове середовище, формуванню позитивних взаємостосунків, що особливо важливе для осіб раннього юнацького віку. З'ясовано структуру, чинники детермінації довіри. До структури відносимо когнітивні, афективні, конативні компоненти. Виділено види довіри: довіра до світу, довіра до себе, довіра до інших, соціальна довіра. Констатовано, що формування конструктивних стосунків з оточуючими, можливі тільки тоді, коли у суб'єкта є довіра до себе, світу, оскільки довіра є фундаментальною умовою взаємодії особистості зі світом. Обґрунтовано важливість формування та розвитку довіри в юнацькому віці.

Дослідження проводилось на базі Вінницького державного педагогічного університету імені Михайла Коцюбинського та КЗВО «Вінницький гуманітарно-педагогічний коледж». У ньому взяли участь 72 особи.

За результатами емпіричного дослідження визначено, що серед показників самоактуалізації у досліджуваних значно виражені шкали «підтримка», «сензитивність», «самосприйняття», «уявлення про природу людини». Дослідження різних видів довіри дозволяє зробити висновок, що рівень розвитку довіри знаходиться в межах від нижче середнього до середнього рівня. Рівень довіри до себе переважає над рівнем довіри до інших. Кореляційний аналіз продемонстрував, що довіра в юнацькому віці позитивно пов'язана з такими параметрами самоактуалізації як підтримка, ціннісні орієнтації, самоповага, уявлення про природу людини, синергія.

Ключові слова: самоактуалізація, довіра, довіра до себе, довіра до інших, студенти юнацького віку.

The article analyses the results of the study of the peculiarities of self-actualization and trust in youth, in particular, the identification of the peculiarities of their relationship. It was determined that self-actualization is the realization of opportunities for the development of one's own self through efforts, joint activity and joint creative work with other people, society and the world as a whole. Trust as a psychological phenomenon and personality trait occupies an important place in a number of personal factors related to the features of self-actualization. Confidence is a belief in one's own strength, one's own significance, value, self-respect, the desire to find support and support in oneself. Trust is important for the establishment and development of interpersonal relations, as it is a mechanism that facilitates entry into a new environment, the formation of positive relationships, which is especially important for persons of early youth. The structure and factors determining trust have been clarified. The structure includes cognitive, affective, connotative components. Types of trust are highlighted: trust in the world, trust in oneself, trust in others, social trust. It was established that the formation of constructive relations with others is possible only when the subject has trust in himself, the world, since trust is a fundamental condition for the interaction of an individual with the world. The importance of the formation and development of trust in youth is substantiated.

The research was conducted on the basis of the Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University and the Communal Higher Education Institution «Vinnytsia Humanities Pedagogical College». 72 people took part in it.

According to the results of the empirical research, it was determined that among the indicators of self-actualization, the scales «support», «sensitivity», «self-perception», «idea about human nature» are significantly expressed in the respondents. The study of different types of trust allows us to conclude that the level of trust development is in the range from below average to average level. The level of trust in oneself prevails over the level of trust in others. Correlation analysis showed that trust in youth is positively related to such parameters of self-actualization as support, value orientations, self-respect, ideas about human nature, synergy.

Key words: self-actualization, trust, trust in self, trust in others, adolescent students.

Introduction. Modern reality requires a person to have special psychological qualities, skills, and competencies that will allow him to realize his own development trajectory. The problems of self-development, personal resources, potential, features of self-actualization of the personality of a modern person are currently relevant. Attention to self-actualization in psychological science is related to deepening the understanding of its importance in the life of an individual, especially in youth. An individual's awareness and development of their own potential will not only allow them to productively realize their own opportunities both in personal and professional development, but also to feel satisfaction from their achievements, which is especially relevant for young people, since the majority of Ukrainians find themselves in conditions of instability that require significant resources to overcome life's difficulties.

Trust as a psychological phenomenon and personality trait occupies an important place in a number of personal factors related to the features of self-actualization. A person does not exist outside of society, outside of interaction with other people. Relationships between people are built on certain foundations and principles. One of the foundations of interpersonal interaction is trust. Trust refers to important socio-psychological phenomena that determine the features of social interaction, its effectiveness and the success of joint activities. War has a negative impact on all spheres of life, increases instability, crisis situations, complicates interpersonal relationships, therefore, for effective interaction with the outside world, the ability to manage one's own life, readiness to overcome life's failures, a young person must develop trust. Confidence is a reflective component of self-awareness, a resource that contributes to the development of

personal integrity, as it includes perceptions of self-worth and includes self-acceptance and belief in self-efficacy.

Accordingly, it is appropriate to consider the features of the development of trust in the context of an important resource that affects the process of self-actualization of modern youth.

Theoretical foundations of research. The problem of self-actualization in psychology has a significant history of study, especially in the foreign scientific community. In particular, this problem was dealt with by A. Maslow, K. Rogers, and V. Frankl. Currently, many studies are devoted to the specifics of self-actualization in the professional sphere; gender and age aspects, as well as factors of self-actualization of an individual are investigated in the works of A. Hrys, Yu. Dolinska, M. Maksymenko, V. Kovalenko, L. Kolomiets, S. Kuzikova, B. Mandebury, N. Starynska, V. Tatenko, O. Shevchenko, Yu. Fomenko and others.

Traditionally, self-actualization of the individual is understood as a higher form of self-development, in which the higher meaningful motives of human behavior and life are activated [5]. A. Gris and his colleagues believe that the phenomenology of self-actualization has not been defined or described in psychological science today. Currently, we have an understanding of this phenomenon as a discrete process consisting of separate parts or acts. Diagnostics of the level of self-actualization of an individual involves the determination of certain indicators – characteristics of a self-actualized individual [1, p. 60]. In the context of our research, we will adhere to the opinion that self-actualization is the realization of opportunities for the development of one's own self through efforts, cooperative activities and joint creative work with other people, society and the world as a whole [4, p. 59].

The phenomenon of trust began to be actively studied in the 1960s by foreign scientists. Native researchers H. Andrushchenko, N. Astanina, N. Vasylets, S. Vorozhbyt, L. Kolomiets, V. Kravchenko, A. Krasnyakova, I. Semkiv, T. Tytarenko and others. are also actively interested in this problem. Self-trust as one of the important coordinates of the personality was singled out by representatives of the humanistic direction A. Maslow, K. Rogers. The authors believed that a mentally healthy person has the ability to self-disclose, the ability to trust at least one close person.

The analysis of modern foreign studies allows us to note that trust is interpreted as an emotional attitude, an optimistic attitude to the object, the ability to bring benefit; instead, mistrust is a suspicious, wary attitude. At the same time, the lack of trust is not evidence of the existence of mistrust, that is, although these are opposite concepts, they are not mutually exclusive (K. Jones) [2]; as belief in one's abilities to achieve goals, trust helps to cope with criticism, increases optimism, perseverance (R. Lone) [6]; as an individual's ability to successfully cope with difficult situations, trust acts as a measure of self-worth, characterizes the degree of self-approval (M. Sharma) [10].

In native studies, the concept of "trust" is also treated ambiguously. Trust is interpreted as conviction in one's uniqueness, unconditional faith in one's strengths, one's own significance, value and necessity [12]; as a basic sense of authenticity, interconnected with the expansion of the subject's capabilities, the increase of his creative resourcefulness, the desire to find support, support in himself [8]; as self-attribution in the cognitive, emotional and behavioural spheres, which determines the unity and integration of the "I" [14]; as attribution by the subject of certain qualities, opportunities, belief in their truth, preservation of self-respect [11].

Trust is important for building and developing interpersonal relationships. This is indicated by the research of N. Vasylets, S. Vorozhbyt, D. Lysenko, and others. According to N. Vasylets, trust is a prerequisite for understanding the positions of the environment, respectful, equal mutual understanding, which is the content of tolerance [12, p. 120]. S. Vorozhbyt substantiates the importance of developing trust, particularly among first-year students, since trust acts as a mechanism that contributes to the student's entry into a new social environment, is a means of mutual penetration of subjects into each other's essence, that is, a means of supporting the functioning of the socio-psychological space of their relationships [13, p. 35]. D. Lysenko points out the important role of trust in interpersonal relations, because it is the main condition for the formation of positive relationships, a kind of foundation and an integral attribute of human

communication. Trust relationships are characterized by the comfort of communication, mutual understanding, psychological closeness and security, the determinants of trust in relationships are value orientations, evaluations and instructions of subjects; safety of actions and behavior of the object in relation to the subject; confidence in the reliability of another person [7, p. 138].

Many scientific works are now focused on revealing the structure and factors of trust determination. In the structure of trust, cognitive, affective, and conative components are traditionally distinguished [11; 12; 14]. L. Kolomiets substantiates the identification of individual psychological factors of self-confidence: self-esteem, personal identity, existential feasibility, reflexivity, vitality, viability, psychological well-being, locus of control, confidence, self-efficacy, etc. [3, p. 417].

Trust is a systemic phenomenon and manifests itself at different levels – personal, interpersonal, organizational, social. In psychology, trust is studied at the first three levels. Trust in the personal context is usually related to the satisfaction of basic human needs, and above all the subject's need for individual security. In the social context, trust is the trust of the population in the state and state institutions, and a lack of trust can negatively affect the development of public institutions. In the social context, trust is the subject of sociological research.

Different types of trust are distinguished: trust in the world, trust in oneself, trust in others, social trust. Scientists believe that the formation of constructive relations with others is possible only when the subject has trust in himself, the world, since trust is a fundamental condition for the interaction of an individual with the world.

Many scientists emphasize the need to pay more attention to how trust develops in youth.

The purpose of the article The purpose of the article is to review the results of an empirical study of the characteristics of self-actualization and trust in youth, in particular, to identify the characteristics of their relationship.

Methods. In order to determine different attitudes and the attitude of a person to the world, other people, to himself, E. Shostrom's CAT method was used, which made it possible to characterize the main areas of self-actualization of the individual. The degree of trust in interpersonal relationships was determined using the "Interpersonal Trust Scale", J. Rotter [12]. In order to specify the subjects of trust/distrust, the "Trust" method by I. Semkiv [9] was used. N. Astanina's "Self-confidence" method (adapted by N. Vasylets) made it possible to specify the personal characteristics of the subjects from the point of view of independence, achievement orientation, value attitude towards one's subjectivity, ability to take into account past experience when building plans for the future. Mathematical and statistical analysis of the research results was carried out using the SPSS Statistics program (version 16).

Sample. The sample of the study was 72 people. Participating in the study were full-time students of the bachelor's degree program "Psychology", "Social work" of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University aged 18-21, the bachelor's degree program "Philology", "Secondary Education" of the Communal Higher Education Institution «Vinnytsia Humanities Pedagogical College» aged 18-21.

Results and discussion. Let's analyze the results of E. Shostrom's SAT technique presented in the table 1.

According to the obtained results of the sample, low values are dominated by indicators on the scales "cognitive needs" (62.5%), "orientation in time" (50%), "creativity" (50%), "synergy" (50%), "value orientations" (45.8 %), "contact" (40.3 %). This shows that such students do not strive for new knowledge, are focused only on one period of the time scale (or on the past, or on the present, or on the future), they do not have a pronounced creative orientation, they do not share the values that are inherent in the personality that self-actualizing; experience difficulties in establishing close, emotionally saturated interpersonal contacts.

Table 1.

The percentage ratio on self-actualization scales in the studied sample

№	Indicator of self-actualization	Levels of self-actualization (%)			
		low values	mental norm	self-actualization	pseudo-actualization
1.	Orientation in time (TO)	50	41,7	8,3	0
2.	Support (S)	29	29	42	0
3.	Value orientations (VO)	45,8	33,3	20,9	0
4.	Behavioural flexibility (BF)	41,7	54,2	4,1	0
5.	Sensitivity (Sen)	25	33,3	41,7	0
6.	Spontaneity (Sp)	25	36	25	0
7.	Self-esteem (SE)	20,8	54,3	20,9	4,1
8.	Self-acceptance (SA)	25	29,2	41,7	4,1
9.	Ideas about human nature (IHN)	41,7	16,6	41,7	0
10.	Synergy (Syn)	50	20,8	29,2	0
11.	Acceptance of aggression (AA)	12,5	54,2	25	8,3
12.	Contact (C)	40,3	25	34,7	0
13.	Cognitive needs (CN)	62,5	16,7	20,8	0
14.	Creativity (Cr)	50	29,2	16,7	4,1
15.	Self-actualization (SAct)	33,3	41,7	25	0

According to the level of development, "mental norm" is dominated by indicators on the scales "self-respect" (54.3%), "flexibility in behaviour" (54.2%), "acceptance of aggression" (54.2%), "self-actualization" (41, 7 %). This shows that young people are able to appreciate themselves, their advantages, positive qualities of character, respect themselves for them; in interpersonal interaction, they are able to respond to a changing situation; they accept their own aggression, have a desire to identify and develop their personal capabilities.

According to the level of development, "self-actualization" is dominated by indicators on the scales of "support" (42%), "sensitivity" (41.7%), "self-acceptance" (41.7%), "idea about human nature" (41.7%) . Such results allow us to characterize the researched as young people who are relatively independent in their actions, seek to be guided in life by their own goals, beliefs, attitudes and principles; understand their needs and feelings, reflect them at the appropriate level; accept themselves as they are, positively and rationally perceive human nature.

The revealed trends indicate that students have difficulties in learning, establishing interpersonal contacts, and determining their own life path. Instead, they demonstrate independence in decision-making and a desire for self-improvement in terms of understanding and self-perception. We attribute the obtained results to long-term online education, the negative impact of the war on the psycho-emotional state of students.

According to J. Rotter's "Scale of Interpersonal Trust" method (Table 2), indicators below the average level of trust (91.7%) prevail among the subjects.

Table 2.

The percentage ratio on the confidence scale in the studied sample

№		Level of trust (%)			
		absolute distrust	below average	average level	above average
1.	Trust	0	91,7	8,3	0

According to the obtained results, the majority of the respondents demonstrate a below-average level of trust (91.7%). Obviously, such young people tend to trust other people with some caution. The reasons for such behaviour can be explained, firstly, by objective factors: the mentality of the Ukrainian people, and secondly, by subjective factors, namely the inability to communicate, limited experience of interaction,

negative experience of relationships with close people, etc. [8, p. 466]. Only 8.3% of the studied students demonstrated an average level of trust, that is, they are partially able to endow the phenomena and objects of the surrounding world and other people with properties of reliability and significance. A high level of trust development was not found in any student from the sample.

The analysis of the obtained results using the "Trust" method by I. Semkiv made it possible to state that interpersonal trust has the greatest development (12.2% high and 69% medium level) (Table 3).

Table 3.

The percentage ratio on the scales of trust in the studied sample

№	Type of trust	Level of trust (%)		
		high	middle	low
1.	Interpersonal trust	12,2	69	18,8
2.	International trust	0	52,7	47,3
3.	Trust in institutions	4,1	48,6	47,3
4.	Confidence in the mentor	12,2	40,5	47,3

The majority of students treat other people with trust, prefer cooperation, relationships with them, believe in reliability, responsibility, readiness to keep their promises given to a communication partner. This type of trust is important for the development of the subject's trust in society and the world as a whole. The indicator of "international trust" (52.7%) is in second place according to the sample statistics. Students tend to distrust representatives of other nationalities, are intolerant towards them. We explain such results as military actions, since all students unanimously expressed their distrust of the nation of the aggressor country. On the scales "trust in institutions" and "trust in the mentor", low percentage values prevail (47.3% each), which can be explained as distrust in the institutions of society, politics, local authorities, and in the mentor. Such results are obviously not accidental, since the war has a negative effect on the psychological state of students.

The results of N. Astana's "Trust in yourself" method (adapted by N. Vasylets) are quite indicative for analysis in our research. N. Vasylets notes that the conditions that cause trust are the significance of one's own subjectivity for the individual, the prediction of a certain level of security for oneself, one's status, the reputation of the intended act, that is, the degree of perceived risk as a result of the planned act [12, p. 18]. The obtained results testify to the predominance of an average level of self-trust in 75% of the subjects (Table 4).

Table 4.

Percentage ratio according to the level of self-trust in the studied sample

№		Рівні самодовіри (%)		
		high	middle	low
	Self-trust	25	75	0

Most of the subjects demonstrate an average level of value attitude towards themselves and the situation in which the interaction is expected. Such young people are relatively independent, positively oriented towards achievements, able to take into account past experience and correlate it with plans for the future.

In order to determine the specifics of the relationship between trust and self-actualization of the individual, a correlation analysis was conducted using the Pearson test. Table 5 presents significant correlation coefficients between indicators of self-actualization and trust.

Table 5.

Significant correlation coefficients between indicators of self-actualization and trust

	S	TO	VO	BF	S en	Sp	SE	SA	IHN	Syn	AA	C	Sn	Cr	SAct
ST	,450*		,407*				,427*								,428*
IntprT	,520**		,632*				,495*		,404*	,462*					,547*
ItrnT															
TI							,438*								
TM															
ST	,453*													,454*	,453*

Note: 1) * – correlation is significant at the ≤ 0.05 level; ** correlation is significant at the ≤ 0.01 level; 2) conditional reductions of the self-actualization indicator – SAct; 3) conditional reductions of trust indicators: ST – social trust; IntprT – interpersonal trust; ItrnT – international trust; TI – trust in institutions; TM – trust in mentors; ST – self-trust.

The analysis of the identified significant correlations shows that the indicator of "social trust" is positively correlated with the indicators of self-actualization "support" ($r = 0.450, p < 0.05$), "value orientations" ($r = 0.407, p < 0.05$), "self-esteem" ($r = 0.427, p < 0.05$), "self-actualization" ($r = 0.428, p < 0.05$). That is, persons of youthful age tend to trust others in the case of self-respect; usually such individuals share values and appreciate their virtues, positive qualities of character, have certain value orientations, their actions correlate with their own views and desires; they are clearly aware of their own preferences and priorities. The obtained results are harmoniously correlated with the personal characteristics of a person who has a high level of social trust: independent values, behaviour; shares the values inherent in a self-actualizing personality; values himself

The indicator "interpersonal trust" is positively correlated with the indicators "support" ($r = 0.520, p < 0.01$), "value orientations" ($r = 0.632, p < 0.01$), "self-esteem" ($r = 0.495, p < 0.05$), "man's perception of nature" ($r = 0.404, p < 0.05$), "synergy" ($r = 0.462, p < 0.05$), "self-actualization" ($r = 0.547, p < 0.01$). This indicates the importance for the development of interpersonal trust of positive self-acceptance, certainty of one's own values, independence in actions, the desire to be guided in life by one's own goals and beliefs. Interpersonal trust is facilitated by the presence of an active life position, the ability to share values that are inherent in a self-actualized personality, the ability to self-respect, acceptance of one's virtues, positive character qualities, as well as self-respect, the adequacy of understanding of human nature, its imperfections, the ability to holistically perceive the world and people .

The indicator "trust in institutions" is positively correlated with the indicator "self-esteem" ($r = 0.438, p < 0.05$). This shows that trust in social institutions depends on an individual's ability to value and respect himself.

The "self-trust" indicator positively correlates with the indicators of "support" ($r = 0.453, p < 0.05$), "creativity" ($r = 0.454, p < 0.05$), the general indicator of self-actualization ($r = 0.453, p < 0, 05$). We assume that the level of self-trust in young people depends on the maturity of the individual, on the ability to be guided by one's own beliefs, not to be subject to external influence, and the ability to be creatively oriented in the implementation of life plans.

The conducted correlational analysis thus proves the existence of a relationship between self-actualization and trust in youth. The following indicators of self-actualization are most important for the development of trust: support, value orientations, self-respect, a person's perception of nature, synergy.

Conclusions. The conducted theoretical analysis shows that trust is considered by domestic scientists as faith in one's own strength, one's own significance, value, self-respect, desire to find support, support in

oneself. Trust is important for the establishment and development of interpersonal relations, as it is a mechanism that facilitates entry into a new environment, the formation of positive relationships, which is especially important for persons of early youth. Self-actualization is considered by us as the ability to realize opportunities for the development of one's own self through efforts, cooperative activities and joint creative work with other people, society and the world as a whole.

It was determined that among the indicators of self-actualization, the scales "support", "sensitivity", "self-perception", "idea about human nature" are significantly expressed in the subjects, which indicates a desire to understand oneself, one's needs, feelings, accept oneself, respect; the desire to be independent, to be guided by one's own principles and beliefs. Low values were determined on the scales "cognitive needs", "orientation in time", "creativity", "value orientations", "contact". Based on these indicators, we assume that students' cognitive interest has decreased, they experience difficulties in establishing close, emotionally saturated interpersonal contacts, which is a negative trend.

Empirical research of different types of trust allows us to conclude that the level of trust development is in the range from below average to average level. The level of trust in oneself prevails over the level of trust in others. Therefore, the subjects are more likely to trust themselves than others.

Trust in youth is positively related to such parameters of self-actualization as support, value orientations, self-respect, ideas about human nature, and synergy. Obviously, if a person demonstrates at the level of beliefs the independence of values and behaviour from outside influences; shares the values that attract a self-actualizing personality; appreciates his virtues and positive qualities of character, respects himself for them; positively and holistically perceives human nature and the world, then the level of trust (social, interpersonal, self-trust) will be high.

A perspective for further research The perspective of further research is to study the peculiarities of self-actualization in students of socioeconomic specialties with different levels of confidence; study of the factors of formation and development of self-confidence; determining what personal qualities a teacher of a higher education institution should possess in order to inspire confidence among students.

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