

A VARIOUS SCIENTIFIC AND THEORETICAL ANALYSIS OF STUDYING THE SENSE OF CONFIDENCE IN ADOLESCENTS

Saidova Yulduzkhon Akbarjon qizi

Teacher of the Department of Psychology

Fergana State University

Tel: +998913987554

Email: yusaidova777@gmail.com

Annotation

The article focuses on increasing the level of confidence in adolescent children by studying their confidence, level of knowledge, and socio-psychological characteristics. In examining the psychological states, characteristics, and confidence levels of boys and girls, particular attention is given to their level of knowledge and their relationships with others. In developing adolescents' sense of confidence, not only their level of knowledge but also their intellectual abilities play a significant role. It is also important to note that relatives and teachers play a major role in strengthening confidence. The article shows that confidence in adolescents is initially weak but gradually develops over time.

Keywords: adolescent, confidence, emotion, knowledge, intellect, consequence, attention, imagination, perception, thinking, consistency of thoughts, parents, memory, family well-being.

Introduction

It is no secret that our country is progressing and developing in all spheres. Since gaining independence, Uzbekistan has implemented significant reforms in every field, particularly in the education system. These changes are primarily aimed at the younger generation and their future. As emphasized by the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his book *Yangi O'zbekiston Strategiyasi*:

“A school is not only an institution that provides education, but it must become a cradle of high spirituality for all of us and a place where our children are introduced to professions from an early age.”

Today, one of the urgent issues is the training of specialists who possess consistent knowledge and practical skills and who are capable of successfully solving modern problems. Since the development and prosperity of our republic depend on young people, it is necessary to educate them as comprehensively developed individuals. Proper organization of cooperative activities between teachers and adolescents is one of the main factors in the professional training of future specialists.

During the discussion of the draft of the new Law on Education in our country, the goal has been set to cultivate highly intelligent, professionally competent individuals with strong intellectual potential, a well-formed worldview, and rich spirituality who can compete in the global community. Therefore, educating adolescents and young people as mature individuals with independent and healthy thinking has become one of the most important tasks today.

One of the pressing issues facing psychologists today is the comprehensive study of interpersonal relationships and personality traits within student groups.

Socio-Psychological Characteristics of Trust in Adolescents

Adolescence is one of the most dynamic stages in a person's psychological development. During this period, trust is regarded as a central component of interpersonal relationships in psychology.

According to Erik Erikson's theory of psychosocial development, the foundations of trust are formed in early childhood; however, during adolescence, trust is reinforced, enriched in content, and improved in relation to social status. Erikson describes adolescence as the stage of "identity versus role confusion," emphasizing that trust is one of the pillars of psychosocial stability during this period.

Representatives of cognitive psychology, particularly Jean Piaget, argue that as abstract thinking, reflection, and self-awareness deepen during adolescence, the individual's evaluation of trust becomes more complex. Adolescents begin to assess others' behavior not only externally but also based on motivational and moral criteria. This process forms the cognitive component of trust.

Representatives of humanistic psychology, such as Abraham Maslow and Carl Rogers, interpret trust as a quality closely related to psychological well-being, self-esteem, and emotional security. Rogers' principles of unconditional positive regard are considered key psychotherapeutic mechanisms in the development of trust.

The family is the primary agent of socialization for adolescents, and the foundation of trust is formed within family relationships. Research shows that in families characterized by mutual respect, affection, emotional closeness, fairness, and consistent supervision, adolescents demonstrate higher levels of trust. Conversely, conflict-ridden, indifferent, or overly authoritarian environments increase distrust.

From the perspective of attachment theory developed by John Bowlby and Mary Ainsworth, secure attachment ensures internal stability, self-confidence, positive attitudes toward others, and social adaptation in adolescents. Insecure attachment, on the other hand, increases distrust, anxiety, aggression, and emotional vulnerability.

According to social learning theory proposed by Albert Bandura, adolescents create social models by observing others' behavior. Positive examples from teachers and peers strengthen trust, while aggression, humiliation, and indifference reinforce distrust.

As emphasized by Erikson, adolescence is the stage in which personal identity is formed. Adolescents with high self-esteem are more inclined to trust others because they perceive social evaluations adequately. Low self-esteem is considered one of the strongest predictors of distrust.

The phenomenon of trust has a long theoretical history and has been addressed in the philosophical works of thinkers such as Aristotle, Plato, Baruch Spinoza, Thomas Hobbes, Niccolò Machiavelli, John Locke, Jean-Jacques Rousseau, David Hume, Immanuel Kant, and Georg Wilhelm Friedrich Hegel. In their works, trust is presented as a moral category reflecting ethical norms and human relationships. Many authors emphasize that trust represents a specific state of consciousness that includes moral feelings and beliefs, which serve as motivators of behavior.

Literature Review Methodology

The concept of trust has been widely discussed in both Eastern and Western scholarship. Scholars such as Avicenna (Abu Ali ibn Sina), Abu Rayhan al-Biruni, Erik Erikson, Sergei Rubinstein, Erich Fromm, Søren Kierkegaard, and Ralph Waldo Emerson examined how trust emerges within the family, among friends, and during school years. They noted that adolescents particularly need affection and kind words, as trust at this age is relatively fragile.

Studies by Uzbek scholars such as B.M. Umarov, Sh.R. Baratov, N.G. Kamilova, and G.K. Tulyaganova have also scientifically analyzed the role of family environment, social-psychological factors, labor processes, fear, and overcoming distrust in the development of trust.

Conclusion

In conclusion, comparative analysis of confidence levels between girls and boys shows that girls demonstrate higher levels of confidence. This may be explained by their curiosity, independence of thought, and ability to express their opinions freely.

When comparing urban and rural adolescents, research indicates that adolescents living in urban areas tend to have higher levels of confidence.

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