

Research article

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Associations of Core Beliefs with Representations of the World and Relationships with Significant Others in Adolescents Living Under Different Conditions

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Abstract

Introduction. Various living conditions, including uncontrolled global changes in the world, can affect the personality of adolescents and their representations of the world around them. In this case, the search for support resources in the social development environment becomes very important. This study aims to examine the associations between implicit representations of the world and the self and the characteristics of peer relationships and perceived support from significant others in adolescents living under different conditions. **Methods.** In total, 238 adolescents aged 13 to 15 years took part in this study, 52 % of whom lived in Moscow, and 48 % lived in Mariupol. The study used the following diagnostic tools: (a) the World Assumption Scale by Janoff-Bulman, (b) the Multidimensional Scale of Perceived Social Support by G. Zimet, (c) the World Today and the World in 5 Years psychosemantic differential developed by the authors, and (d) the Inventory of Parent and Peer Attachment by G. Armsden and M. Greenberg. **Results.** Compared to adolescents in Mariupol, those living in Moscow represent the world as more friendly but less fair; they have more positive self-image and greater belief in luck and control. The representations of the "world today" among Moscow adolescents is characterized by greater reliability, friendliness, unity, calmness, and complexity; the

"world in 5 years" is characterized by greater value and manageability, compared to adolescents in Mariupol. Perceived support from family and significant others (directly) and peer alienation (inversely) are predictors of individual core beliefs. **Discussion.** The study proposes the picture of the transformation of implicit representations of the world and the self in relation to the new conditions of living of adolescents (who live near combat zones) and discusses the role of social support as a resource to adapt to new conditions.

Keywords

core beliefs, representation of the world, perceived social and psychological support, peer relationships, social development situation, adolescence

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Introduction

Core beliefs are personality traits that largely determine an individual's behavior and thinking. The model of world assumptions was proposed by R. Yanoff-Bulman as a system of hierarchically organized cognitive-emotional implicit representations of the world and the self, which influences individual thinking and behavior. The stability of the subjective view of the world is reflected in the specific nature of the interpretation of events involving individuals and serves as a stable foundation in a changing social world (Janoff-Bulman, 1992). Based on the analysis of the study of the core beliefs in the Russian sample, five core beliefs that provide a holistic picture of the world were identified, including the benevolence of the world, justice, self-worth, luck, and control (Padun & Kotelnikova, 2008). A study involving Russian adolescents revealed the following hierarchy of core beliefs (from the most to the least expressed): self-worth, luck, benevolence of the world, control, and justice. At the same time, adolescents facing military operations in the immediate vicinity of their residence have a significantly higher

score of "justice", and all other core beliefs are reduced compared to adolescents without such experience (Almazova et al., 2025). A study (Almazova et al., 2025) showed that the benevolence of the world and beliefs about control over life are inverse predictors of the severity of adolescents' use of mechanisms of alienation from moral responsibility, which again confirms that fundamental beliefs underpin human behavior, including deviations (ibid.). Although individual core beliefs begin to form very early and are very close to the structures of other widely accepted psychological theories, such as internal working models (Bowlby, 2006) and basic trust (Erickson, 1996), these implicit representations in young people are dynamic and can change depending on the reality around them (Mikulinger & Shaver, 2023; Yang et al., 2020; Kalinina, 2021).

An important correlation of a person's core beliefs is the image of the world, defined in V. V. Petukhov's model of "a holistic view of the world that reflects the specific historical, ecological, social and cultural contexts in which the whole human mental activity develops" (Molchanov et al., 2023, p. 73). For example, in a study of young people involved in volunteering, it was shown that participation in volunteering is associated with a more active, manageable and benevolent representation of the present and future world (Molchanov et al., 2023). We can say that the image of the world is associated with human activity, and the positive image of the world is associated with participation in pro-social activities. Complex and ambiguous events can affect the image of the world, complicating life activities under conditions of high uncertainty.

Adolescence as a self-determination period is extremely sensitive to the quality and content of social interaction with others, which determines the patterns of behavior, values, beliefs, the space of life goals, attitudes towards others and the vision of the world (Avdulova, 2025; Parishioners & Tolstykh, 2025). Social environments, including communication and interaction, are a source of mental development for children and adolescents and determine the specificity of the social development space (Elkonin, 1989). The key to development is the active position of adolescents in relation to the social environment around them. It is not only the content of social interaction that is important, but also the attitude of the subject of development towards this interaction. (Karabanova, 2024). This is particularly reflected in the fact that the process of assimilation of social images transmitted by surrounding society is nonlinear in adolescence, which is the transition period from childhood to adulthood. Different social groups can be identified as important to provide conditions for the development and support of adolescents. The age-related psychological approach in understanding adolescence identifies peers as the most important social group that impacts the essence and content of the process of self-determination (Elkonin, 1989). At the same time, the role of parents as representatives of the social environment, which determines most of the characteristics of psychological well-being and development, does not diminish. A study of child-parent relationships in adolescence shows the possibility of positive and negative effects on personality development of adolescents (Branje, 2018). It is noted that in the modern world, significant others may include not only classmates

and parents, but also other adults with high social status for adolescents (Krasilo, 2006; Tolstyykh, 2020). Global political, social, and economic transformations affect social interaction of people (Bronfenbrenner, 2005).

Resistance to the risks of new social development is necessary to maintain the psychological well-being of adolescents (Olsson et al, 2003; Zimmerman et al, 2015). It is important to organize intensive communication and social support for adolescents from parents and adults (nearby adults, family members and other significant adults). The main resource for the life of adolescents is the recognition of social support from significant others.

Important geopolitical changes have a major impact on the social situation of the development of modern adolescents. On the one hand, the life of adolescents who have experienced combat operations can be considered to have undergone considerable rapid changes (changes in social conditions of functioning, personal and social identity, moral and value-related attitudes). On the other hand, it is linked to the potential trauma experiences of recent years (being in a combat zone, possible participation and death of relatives, friends, acquaintances in combat operations). Change in one's own worldview and a decrease in control of life under the influence of external factors in connection with ongoing combat operations can lead to difficulties in the development of age-related skills and new formations that contribute to the development of a harmonious personality of an adolescent. This can be reflected in the age-related and psychological specificity of adolescence and specific developmental tasks during this period. There is a large number of research that shows the negative impact of exposure to and contact with combat experiences on the psychological well-being and development of adolescents and young adults, as well as stimulating the development of affective and behavioral disorders (Abakumova et al., 2024; Betancourt et al., 2018; Masten & Narayan, 2012; Slone & Shoshani, 2014; Slone & Shoshani, 2021). Therefore, the issue of adolescents' resources to adapt to a new reality and make life choices in the face of dramatic changes is extremely important (Asmolov, 2015; Kahneman & Tversky, 2000; Leverett et al., 2020; Marcell & Halpern-Felsher, 2007; Martsinkovskaya, 2019; Silbereisen & Chen, 2010).

Based on L.S. Vygotsky's thesis that the social situation of children determines the nature of their experience of life events is the basis for the formation of fundamental beliefs about the world and themselves (Vygotsky, 1984), their ideas about the present and the future, we assume that there are significant differences in the nature of fundamental beliefs and representations of the present and future world among adolescents in Moscow and Mariupol.

Based on L.S. Vygotsky believes that cooperation as a social relationship system is the basis of personality development, in which, during a child's joint activity and social environment in an "event community" (Slobodchikov & Zuckerman, 1996) and, firstly, communication with peers is the main activity of adolescence (Elkonin, 1989), individual consciousness is formed, and that perceived support and characteristics of the relationship with adolescents, as resources for adaptation, are associated with how adolescents evaluate the world around them.

The **aim of the study** was to examine the relationship between the implicit representations of the world and the self, the characteristics of peer relationships, and the support from significant others in adolescents living under different conditions (Moscow and Mariupol).

The objectives of the study included:

1. Comparative analysis of core beliefs of adolescents living in Moscow and Mariupol.
2. Comparative analysis of representations of the present and future world among adolescents living in Moscow and Mariupol.
3. Identification of the vector of the dynamics of representations of the present and future world.
4. Analysis of the relationship between the core beliefs of adolescents and the perception of socio-psychological support and the characteristics of peer relationships as adaptation resources.
5. Identification of predictors of implicit representations of the world and the self among the resources under consideration (perceived support and peer relationships).

Methods

Participants

In total, 238 adolescents aged 13 to 15 years took part in this study ($M = 14.2$; $SD = 1.78$), 102 (42.9 %) of whom were boys. All participants in the study were students in grades 8–9 of a comprehensive school; 124 (52.1 %) adolescents lived in Moscow, and 114 (47.9 %) adolescents lived in Mariupol.

Research methods

We should note that among adolescents living in Mariupol there was a high proportion of those who lost a family member due to hostilities in the city in 2022. This determines the need to analyze the broader social context of communication as a resource for social support: family as an integrated system, friends, socially significant adults, etc.

Diagnostic tools

The following diagnostic tools were used in our study:

- The World Assumption Scale (WAS) is aimed at studying the profiles of individual core beliefs (Janoff-Bulman, 1989; Padun & Kotelnikova, 2008). The instrument assesses the following core beliefs: Benevolence of the World, Justice, Self-Worth, Luck, and Control. The scale includes 37 items assessed using a 6-point Likert scale.

- The semantic differential technique as a method of studying the characteristics of the consciousness of respondents (Petrenko, 1988) focused on studying the present (the present world) and the future (the world in 5 years). The modified version contained 10 dichotomously arranged pairs of adjectives, including unpredictable – stable, unfair – fair, unreliable – reliable, chaotic – manageable, hostile – friendly, disunited – holistic, anxious – calm, useless – valuable, passive – active, and complex – simple (Almazova et al., 2024).
- G. Zimet Multidimensional Scale of Perceived Social Support (MSPSS) (Zimet et al., 1990; Chistopolskaya et al., 2020) which includes three scales assessing the perception of the social support received from family, friends and significant others. The instrument includes 12 items assessed using a 7-point Likert scale.
- G. Armsden and M. Greenberg Inventory of Parent and Peer Attachment (IPPA) adapted by N.V. Sabelnikova, D.V. Kashirsky, T.Yu. Sadovnikova (Sabelnikova et al., 2023; Armsden & Greenberg, 1987) to examine specific peer attachment styles in adolescence. The Inventory includes the following subscales: Peer Attachment, Trust, Communication, and Alienation and consists of 25 questions assessed using a 5-point Likert scale.

Data were collected using an address link to complete the study on the Russian online test platform Testograph with the informed consent of the study participants.

Statistical analysis

To determine the possibility of using parametric criteria, the Kolmogorov-Smirnov criterion was used. As for all analyzed assessments, both for the sample as a whole and for sub-samples, the distribution is normal, parametric criteria were then applied. We used the Student's t-test for independent samples to test the differences in assessments obtained for adolescents from different groups, the Pearson correlation coefficient to analyze the relationship between assessments of the scales of different instruments, and regression analysis to identify predictors.

Results

Representations of the world and the self in this world

Using the WAS diagnostic tool, we obtained assessments of core beliefs for all study participants (Benevolence of the World, Justice, Self-Worth, Luck, and Control). With the help of semantic differentiation, we have obtained semantic profiles of the representations of the world today and in the next five years.

Table 1 shows the means and standard deviations of the assessments of core beliefs (WAS scales) in adolescents from Moscow and Mariupol and the result of comparing these assessments (independent samples t-test).

Table 1

Means and standard deviations for the WAS scales among adolescents living in Moscow and Mariupol, comparison of assessments

WAS scales / Adolescent groups	Moscow		Mariupol		Differences		
	M	SD	M	SD	t(236)	p	Cohen's d
Benevolence of the World	4.2	1.10	3.6	.79	4.217**	<.001	.563
Justice	3.8	.93	4.0	1.00	-2.050*	.042	-.262
Self-Worth	4.7	.95	4.2	.81	4.475**	<.001	.546
Luck	4.4	.92	3.9	.70	4.987**	<.001	.590
Control	4.6	.64	4.1	.59	4.424**	<.001	.813

Note. * $p < .05$, ** $p < .01$.

In the group of adolescents from Moscow the assessments of the Benevolence of the World, Self-Worth, Luck, and Control are significantly higher, and assessments of Justice are significantly lower, compared to the group of adolescents from Mariupol.

Table 2 shows the means and standard deviations of the assessment of the representations of the world today among adolescents in Moscow and Mariupol (based on 10 pairs of semantic differential adjectives) and the results of the comparison of these assessments (independent samples t-test). Figure 1 shows a graph representation of the means.

Table 2

Means and standard deviations of the assessments of the representations of the world today among adolescents in Moscow and Mariupol, comparison of assessments

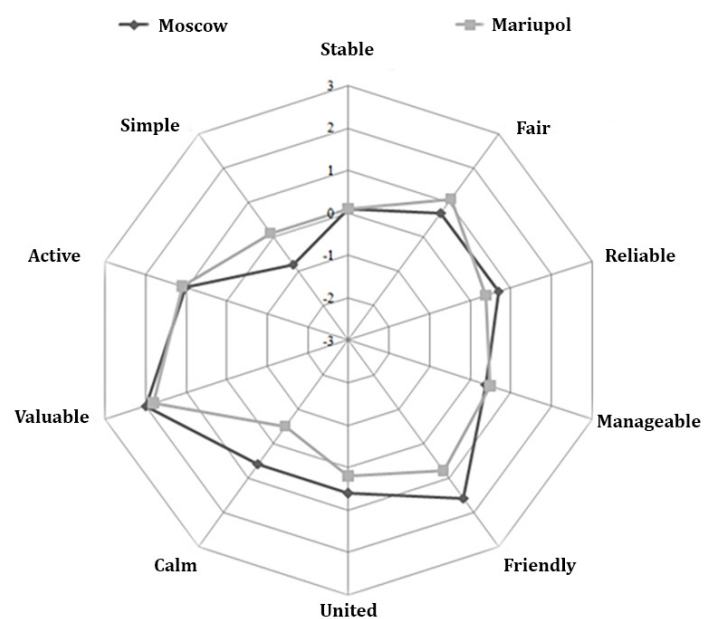
SD scales / Adolescent groups	Moscow		Mariupol		Differences		
	M	SD	M	SD	t(236)	p	Cohen's d
unpredictable – stable	.1	1.45	.1	1.23	.233	.816	.030
unfair – fair	.7	1.52	1.1	1.33	-.694	.488	-.090

SD scales / Adolescent groups	Moscow		Mariupol		Differences		
	M	SD	M	SD	t(236)	p	Cohen's d
unreliable – reliable	.7	1.51	.4	1.49	2.799**	.004	.493
chaotic – manageable	.4	1.38	.5	1.39	.956	.340	.124
hostile – friendly	1.6	1.45	.8	1.18	3.107**	.002	.403
disunited – united	.6	1.46	.2	1.35	2.443*	.015	.317
anxious – calm	.6	1.61	-.5	1.33	5.484**	<.001	.712
useless – valuable	2.0	1.71	1.8	1.25	.884	.377	.115
passive – active	1.0	1.51	1.1	1.43	-.191	.849	-.025
complex – simple	-.8	1.42	.1	1.35	-4.503	<.001	-.584

Note. * $p < .05$, ** $p < .01$.

Figure 1

Means of the assessments of the representations of the world today among adolescents in Moscow and Mariupol



Moscow adolescents represent the world at the present time as significantly more reliable, friendly, united, calm, and complex, compared to those in Mariupol.

Table 3 shows the means and standard deviations of the assessment of the representations of the world in 5 years among adolescents in Moscow and Mariupol and the result of comparing these assessments (independent samples t-test).

Table 3

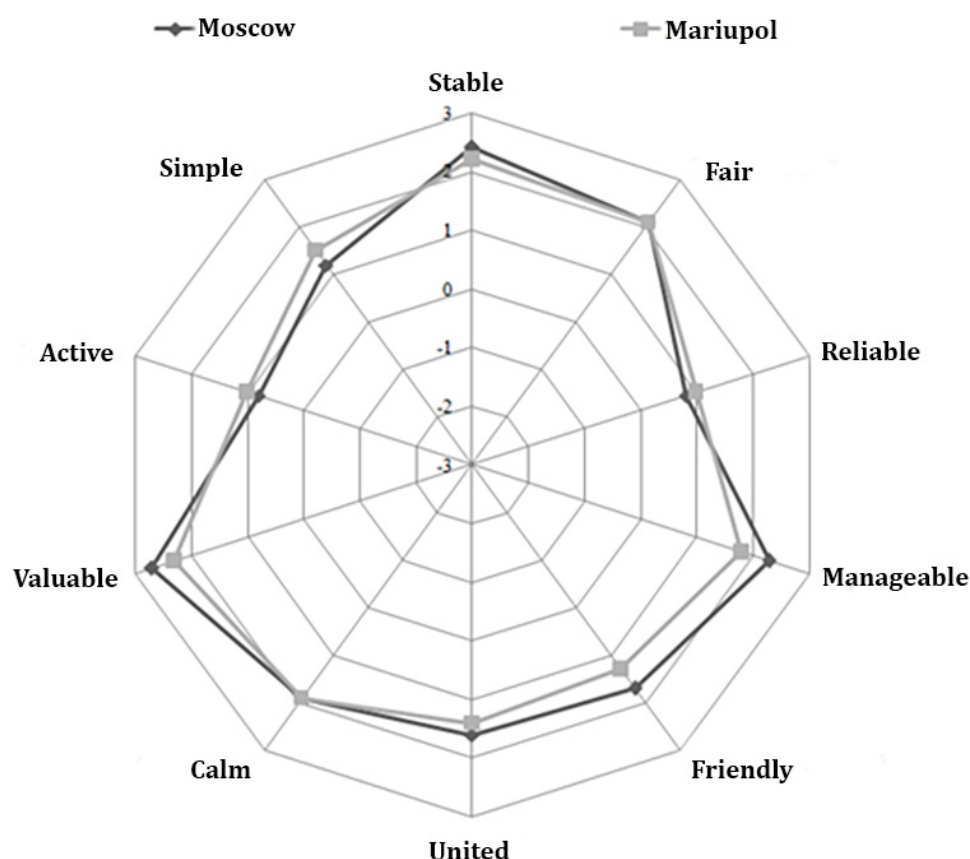
Means and standard deviations of the assessments of the representations of the world in 5 years among adolescents in Moscow and Mariupol, comparison of assessments

SD scales / Adolescent groups	Moscow		Mariupol		Differences		
	M	SD	M	SD	M	SD	M
unpredictable – stable	2.4	.80	2.2	.98	.424	.672	.013
unfair – fair	2.1	.86	2.1	1.02	-.102	.919	.055
unreliable – reliable	.8	.90	1.0	1.07	-.851	.396	.110
chaotic – manageable	2.3	.83	1.8	1.16	3.884**	<.001	.504
hostile – friendly	1.7	.81	1.3	.75	1.474	.142	.191
disunited – united	1.6	1.23	1.4	1.23	.400	.690	.094
anxious – calm	1.9	1.01	1.9	1.16	1.593	.113	.052
useless – valuable	2.7	.71	2.3	1.16	3.621**	<.001	.470
passive – active	.8	1.00	1.0	1.05	-.333	.740	.043
complex – simple	1.2	1.29	1.5	1.34	-1.424	.156	.207

Note. * $p < .05$, ** $p < .01$.

Figure 2

Assessments of the representations of the world in 5 years among adolescents in Moscow and Mariupol



Moscow adolescents represent the world in 5 years as significantly more manageable and valuable, compared to those from Mariupol.

To identify the vector of the dynamics of the representations of the present and future world, we introduced another characteristic – the squared distances between the assessments of the representations of the world today and the world in 5 years, with $M = 38.9$, $SD = 21.41$ for adolescents in Moscow and $M = 53.5$, $SD = 32.33$ for adolescents in Mariupol. Using independent samples t-test we found that the squared distances between semantic representations of the world today and the world in 5 years among Mariupol adolescents is significantly higher, compared to those from Moscow ($t = 3.720$; $p < .001$; Cohen's $d = .461$).

Using the Pearson correlation coefficient, we found that the squared distances between semantic representations of the world today and the world in 5 years are inversely related to the assessments of all core beliefs of the individual by significant relationships (r - from $-.39$ to $-.24$, $p < .001$).

Peer relationships and perceived support

All participants in the study were evaluated for trust, attachment, satisfaction with communication and feelings of alienation in peer relationships and perceived support from family, friends and significant others.

Table 4 shows the means and standard deviations of peer relationship assessments (IPPA scales) and perceived support from different groups of people (MSPSS) for adolescents in Moscow and Mariupol and the results of comparing these assessments (independent samples t-test).

Table 4

Means and standard deviations of IPPA and MSPSS scales for adolescents from Moscow and Mariupol, comparison of assessments

IPPA and MSPSS scales / Adolescent groups	Moscow		Mariupol		Differences		
	M	SD	M	SD	t(236)	p	Cohen's d
Peer Attachment	4.1	.70	3.6	.61	5.751*	<.001	.763
Trust	4.4	.76	3.9	.77	4.605*	<.001	.588
Communication	4.2	.81	3.5	.86	5.839*	<.001	.775
Alienation	2.3	.71	2.7	.73	-2.951*	.004	-.586
Support from Friends	5.8	1.44	5.3	1.31	2.798*	.014	.322
Family support	5.2	1.56	4.8	1.43	2.079*	.039	.263
Support from Significant Others	5.7	1.29	5.5	1.34	1.424	.156	.189

Note. * p <.05, ** p <.01.

Assessments of peer attachment, trust, and communication are significantly higher among adolescents from Moscow; assessments of alienation are significantly higher among adolescents from Mariupol.

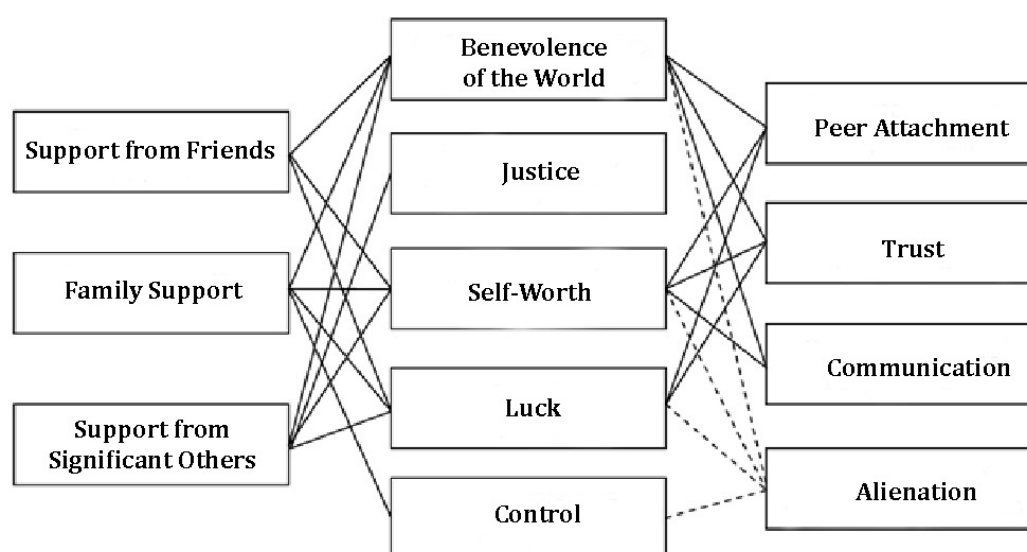
Assessments of perceived support from family and friends among adolescents from Moscow are significantly higher than those of adolescents from Mariupol.

The relationship of peer relationships and perceived support with adolescents' core beliefs

We examined the relationships between the assessments of core beliefs and the assessments of peer relationships and perceived support from different groups of people (Pearson correlation coefficient). Figure 3 presents the results.

Figure 3

Relationships between core beliefs and the assessments of peer relationships and perceived support ($|r| > .2$; $p < .05$)



Relationships between the scores of the WAS and IPPA scales:

1. Assessments of Peer Attachment are directly associated with assessments of Benevolence of the World ($r = .41$; $p < .001$), Self-Worth ($r = .31$; $p < .001$) and Luck ($r = .28$; $p < .001$).

2. Assessments of Trust are directly associated with assessments of Benevolence of the World ($r = .34$; $p < .001$), Self-Worth ($r = .23$; $p < .001$), and Luck ($r = .20$; $p = .002$).

3. Assessments of Communication are directly associated with of Benevolence of the World ($r = .29$; $p < .001$) and Self-Worth ($r = .22$; $p = .001$).

4. Assessments of Alienation are inversely associated with assessments of Benevolence of the World ($r = -.34$; $p = .001$), Self-Worth ($r = -.29$; $p = .001$), Luck ($r = -.33$; $p < .001$) and Control ($r = -.21$; $p = .002$).

Relationships between the scores of the WAS and MSPSS scales:

1. Assessments of Support from Friends are directly associated with Benevolence of the World ($r = .41$; $p < .001$), Self-Worth ($r = .31$; $p < .001$), and Luck ($r = .28$; $p < .001$).

2. Assessments of Family Support are directly associated with Benevolence of the World ($r = .34$; $p < .001$), Self-Worth ($r = .23$; $p < .001$), Luck ($r = .20$; $p = .002$), and Control ($r = .23$; $p < .001$).

3. Assessments of Support from Significant Others are directly associated with Benevolence of the World ($r = .29$; $p < .001$), Justice, Self-Worth ($r = .22$; $p = .001$), and Luck ($r = .29$; $p < .001$).

Separately, in each group of adolescents from Moscow and Mariupol (with the Bonferroni correction), the same relationships between the inventories were obtained, except that in adolescents from Mariupol, assessments of Benevolence of the World were also associated with assessments of friend support ($r = .22$; $p = .040$).

We assessed the relationships between the squared distances between the semantic representations of the world today and the world in 5 years with assessments of peer relationships and perceived support from different categories of people (Pearson correlation coefficient). We found that the considered squared distance is directly associated with Alienation ($r = .34$; $p < .001$) and inversely associated with family support ($r = -.28$; $p < .001$). Separately, in each group of adolescents from Moscow and Mariupol (with the Bonferroni correction), we obtained the same relationships between the constructed constructs considered.

As all core beliefs are interconnected by medium to strong correlations (Pearson correlation coefficient, r - from $.41$ to $.76$, $p < .001$), we took into consideration the average score for all core beliefs and, using regression analysis, identified predictors of this characteristic. As predictor candidates, we took into account the assessments of perceived support from different groups of people and the different aspects of relationships with peers. The scale of peer attachment was removed from the model, as it is an integrative characteristic of other scales of the IPPA diagnostic instrument.

Table 5
Linear regression model for the average score of individual core beliefs

Predictor	Unstan- dardized		Standar- dized	T	p	95% Confidence Interval	
	B	SE	β			Lower Bound	Upper Bound
(Constant)	3.235	.238		13.611	<.001	2.766	3.703
Family Support	.079	.020	.240	3.927	<.001	.039	.118
Friends' Support	.027	.032	.078	.852	.395	-.036	.090
Others' Support	.068	.028	.181	2.414	.017	.013	.124
Trust	.027	.072	.043	.382	.703	-.114	.169
Communication	.022	.072	.037	.304	.761	-.119	.163
Alienation	-.175	.047	-.234	-3.712	<.001	-.267	-.082

For the model $R^2 = .311$, $F(6, 231) = 17.341$, $p < .001$. Significant predictors of scores on the general indicator of individual core personality beliefs for 31.1% of the variance are (directly) perceived support from family and significant others and (inversely) a sense of alienation in relationships with peers.

Discussion

Our study aimed to investigate the psychological characteristics of adolescents living under different living conditions. The results confirmed the assumption about significant differences in the core beliefs of adolescents from Moscow and Mariupol. The world around them is perceived by adolescents from Moscow as more benevolent, and self-image is more positive. Luck and Control scores are also significantly higher, which is explained by the sustainability, stability, predictability of development conditions and the respondents' ability to plan and implement their life plans. At the same time, adolescents living in Mariupol perceive the world as fair, which is consistent with the results of our previous study, in which adolescents from the Belgorod region, who were near the war zone, also considered the world to be fair compared to their peers from stable regions of Russia (Almazova et al., 2025).

A comparative analysis of the representations of the world today and in the future among adolescents living under different living conditions also revealed significant differences. The image of the world in the present among adolescents living in Mariupol, who experienced potentially traumatic events related to military actions, including in places where civilians live, differs from the image of the world among adolescents in Moscow, who live under conditions of greater stability, in terms of reliability, friendliness, integrity, calmness, and complexity, and the representations of the world in the future – in terms of value and manageability. The image of the world among adolescents in Mariupol (less reliable, friendly, integral, and calm), with the exception of the representations of the world today as simpler, is more negative than among their peers from Moscow. The unexpected difference in the representations of the world as simple or complex can be explained by the fact that the polarity of the events experienced and the clarity of the adopted course for recovery and integration into peaceful life, in the present, structures and simplifies the life tasks of adolescents from Mariupol, and in the case of adolescents from Moscow, the tasks of life self-determination appear as more complex in the context of a plurality of choices of possible pathways of self-development.

An important result of the study was the identification of the vector of positive dynamics of the semantics of the image of the world in the present time and in the future among adolescents from Mariupol, confirmed by the similarity of their assessments of their future lives with those of young people from Moscow. This indicates positive expectations of adolescents and optimism in the representations of their future, which constitutes a favorable basis for life self-determination and the construction of life scenarios for the future (Selezneva et al., 2024). It is interesting to note that if there were no significant differences in control and value indicators in the representations of the world in the present, then these differences were observed in the representations of the world in the future. A possible explanation for this fact may be as follows. One of the most important tasks for adolescents in the future (within a period of five years) is professional self-determination. The world in solving this problem is perceived as more valuable and

manageable under stable sociocultural conditions (adolescents in Moscow) compared to adolescents in Mariupol, where the solution of self-determination problems will be carried out under more uncertain conditions. Significant differences in the assessment of the world from two perspectives – the present and the future – can indicate a decline in the level of actual well-being of adolescents. In our study, we found that among Mariupol adolescents the discrepancy between images of the world in the present and in the future is significantly greater

Semantic images of the present and future world function as indicators of the key component of the social situation of development – experiences, in the integrity of their affective and semantic components. And experiences, as noted in the works of L.S. Vygotsky, act as a basis for the formation of an active position of the subject in the creation of his being (Karabanova, 2024) and for the formation of core beliefs as the basis of the worldview. In this regard, the results obtained appear logical and justified. Differences in the difficult living conditions of adolescents, different experiences of events of recent years are reflected in the image of the world of the present and the future, as well as in the nature of individual core beliefs.

In this case, social support resources are particularly important, which can contribute to the normalization of the adolescents' adaptation process and their successful normative development. The assumption of the connection between core beliefs and areas of social support has been empirically confirmed. Support in the sphere of interpersonal relationships with friends is significantly associated with beliefs in benevolence of the world, self-worth, and luck. Support in the family sphere is positively associated with beliefs in benevolence of the world, self-worth, luck, and control. Support from significant others is associated with beliefs in benevolence of the world, justice, self-worth, and luck. We found that family support is of the greatest importance for the belief in control, which is due to reliable protection, a sense of security and guidance provided by the family to adolescents. The belief of adolescents in the fairness of the world is significantly associated with the support of important others, which confirms the important role of social support in shaping the representations of the world as fair. In the absence of opportunities for Mariupol adolescents to receive support from their family (due to the death of one or both parents or other relatives), it is possible to speak of a reduction in satisfaction with the need for security and protection as an important component of psychological well-being.

Given the special role of communication with peers in adolescence, we paid special attention to the analysis of the relationship between the parameters of the core beliefs of the individual and the relationships with peers. Peer attachment and trust reveal a positive significant relationship, and alienation reveals an inverse significant relationship with beliefs in benevolence of the world, self-worth, and luck. Communication with peers has a positive significant relationship with beliefs in benevolence of the world and self-worth. The belief in control is negatively associated with alienation. There were no significant relationships for the belief in justice, which once again indicates the importance of a broad system of social conditions for its formation. Consequently, we have confirmed

the importance of interpersonal relationships with peers for the formation of individual core beliefs.

The analysis carried out has enabled us to identify predictors of core beliefs of adolescents. Factors that make the world and one's self more positive are the support of family and friends, and a more negative factor is the alienation of peers. The results obtained enable us to say that these aspects of social support are the targets for psychological support for adolescents facing difficult situations in life and traumatic events.

Thus, the results obtained show that the content of the social situation of adolescents' development is particularly important in the process of adaptation and reintegration into civilian life. Self-feeling, the feeling of individual role and experiences in the development of society as a whole, and the relationship with the surrounding social world are important factors for the success of normative mental development. In the low expression of such resources as support from family and peers, the process of forming a positive image of oneself and the surrounding world can become more complicated and lead to the development of negative psychological changes affecting such important components of adolescence as identity, adequate methods and forms of self-determination, stability of value-related attitudes and resilience.

With regard to the results obtained from the study, we can talk about the important role of psychological education and support for adolescents who have experienced traumatic events as a result of military operations, in order to form a positive image of themselves and the world by expanding support sources in the absence of such from family members, as well as by including them in socially significant forms of interaction with others as a tool for developing friendly relationships with others and increasing trust in these relationships.

The limitations of this study are related to the general assessment of the characteristics of the social situation of adolescents in the region. Prospects for further research are the study of important stress events in the lives of the respondents and the mode of their affective assessment.

Conclusion

We have drawn the following conclusions:

1. There are differences in the core beliefs of adolescents living under different conditions. Moscow adolescents are characterized by the representations of the world as more friendly, but less fair, more positive self-image, greater beliefs in luck and control, compared to their Mariupol peers.
2. The representations of the present world among adolescents living in Moscow is characterized by greater reliability, friendliness, unity, calmness, and complexity and the image of the future world is more valuable and manageable compared to adolescents living in Mariupol.

3. The positive dynamics of the world representations in the perspective of time from the present to the future were revealed in both groups of adolescents living under different conditions.

4. A correlation has been established between the core beliefs of adolescents and the areas of social support – friends, family, and significant others. The following characteristics of the relationship have been revealed: Family support is important for forming control beliefs, support from significant others is important for beliefs in justice.

5. Significant positive correlations were revealed between core beliefs in benevolence of the world, self-worth, luck and peer attachment, trust, and communication. Negative correlations were found with peer alienation. There was a negative correlation between the belief in control and peer alienation.

6. The specificity of the social situation of development of adolescents affects core beliefs. It is shown that predictors of individual core beliefs are directly perceived support from family and significant others and, inversely, a feeling of peer alienation.

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Sergei Vladimirovich Molchanov contributed to the discussion of the research concept, selection of diagnostic instruments, discussion of the results, and generalization of the results.
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Conflict of Interest Information

The authors have no conflicts of interest to declare.