



CHARACTERISTICS OF PERSONAL TRUST IN YOUNG WOMEN AND YOUNG MEN IN THE CONTEXT OF PROBLEM-BASED NETWORK USE

N. Sungurova^{*1} , *Yu. Akimkina*² , *A. Sungurova*³

^{1,2} *Patrice Lumumba Peoples' Friendship University of Russia, Moscow, Russia.*

³ *National University of Science and Technology MISIS, Moscow, Russia*

E-mail: ^{}sungurova-nl@rudn.ru, ²akimkina-yue@rudn.ru, ³alinasungurova13@gmail.com*

Abstract. The problem of studying personal trust in young women and young men in the context of problematic online use is extremely relevant. This article examines one type of trust (by subject): personal trust, which is revealed through categories: trust yourself, trust in others, trust in the world, and is formed through foundations such as reliability, unity, liking, knowledge, and calculation. The aim of the study is to identify the characteristics of personal trust in students' online activity by gender. The study was conducted using a subject-personal approach.

A comparative analysis of students' personal trust in online interactions by gender is presented. Young men are more susceptible to the negative consequences of internet activity and addictive digital activity. Young women, however, are more trusting of others online. Young men are more cautious and less trusting when interacting with other participants in the digital environment. A correlation analysis of the study's results revealed that a high level of self-trust does not contribute to active online communication, internet-dependent behavior, or the negative consequences of digital activity in young people's lives. Young men develop high trust in others based on their confidence in their reliability and contribute to compulsive online activity. Young women trust the digital world based on their affinity for online objects. Young people use internet resources in a variety of ways.

The results obtained in this study can be used to organize psychological and pedagogical support in the work of psychological services at universities and colleges, and for inclusion in cybersecurity prevention programs.

Keywords: trust yourself, trust in others, trust in the world, internet addiction, online activity, neural networks, students.

Introduction

The analysis of trust in human-world, human-society, and human-human systems has been relevant and urgent since the formation of society, as evidenced by references to trust as an important component of human life and relationships in various cultures. Reflections on the importance of trust in human life can be found in ancient philosophers. Throughout history, changes in human relationships have undoubtedly occurred, as social institutions and economic systems have evolved, and correspondingly, human attitudes toward themselves, others, and the world have changed. Currently, the development of internet technologies and artificial intelligence is inevitably influencing the formation of a different attitude toward existing reality. People are learning to interact in a new reality—the virtual one—which is rapidly developing and increasingly permeating and capturing various spheres of life. Modern human consciousness and psyche are shaped and developed through the process of cybersocialization, through active participation in internet activities and under its influence. Moreover, each person's online activity is subjective, based on their interaction experience, adapting the digital environment to their needs and adapting to online trends. Neural networks, which act as a communication intermediary, play a key role in this process. Modern machine learning models, in addition to analyzing user behavior online, are capable of shaping their information environment, thereby creating a false sense of empathy and security, which alters personal trust. Users begin to transfer their trust from real interlocutors to intelligent systems, which reduces critical perception and exacerbates the risks of dependence on digital interlocutors or the news feed. Thus, a new form of trust emerges: personal trust in online activity. The authors of this study conceptualize personal trust as an integral construct includes emotional-evaluative, cognitive, and behavioral components; it is expressed through positive personal attitudes toward oneself, others, and the world; it manifests through foundations of reliability, unity, liking, knowledge, and calculation, and mediates the specifics of students' communicative, educational, and socially oriented online activities (Akimkina, 2025).

The young men and women participating in the study represent a new generation that, from school age, has actively interacted with new technologies, using them in both educational and communicative settings. Thus, students' online activity is an everyday occurrence, encompassing key areas of interaction and has become an integral part of their lives.

The object of this study is personal trust.

The subject of this study is gender differences in students' personal trust in online activity.

The purpose of this study is to identify gender-specific patterns of students' personal trust in online activity. In planning this study, we hypothesized that there are specific differences in the manifestation of personal trust in online activity between young men and young women.

To achieve the research goal, we set the following objectives:

- 1) conduct a theoretical analysis of the research problem;
- 2) identify the characteristics of students' personal trust in online activity by gender;
- 3) determine the specific relationships between the components of students' personal trust depending on gender during problematic online use.

Research methods and techniques. In accordance with the aim of the study and the proposed hypothesis, a set of methods and techniques was used:

- 1) the method of theoretical analysis of scientific sources;
- 2) empirical methods (testing, survey);
- 3) research methods: "Assessment of an individual's trust/distrust in other people" (A.B. Kupreychenko, 2008), in the author's modification; "Study of an individual's trust/distrust in the world, other people, and oneself" (A.B. Kupreychenko, 2008), in the author's modification; "Methodology for assessing involvement in the use of information and communication technologies" (Tatarko et al., 2020); "Questionnaire on the problematic use of social networks (Sirota et al., 2018);
- 4) the methods of mathematical and statistical processing of the obtained data included: Pearson's χ^2 criterion, Spearman's rank correlation method. Computer data processing was carried out using the Excel and IBM SPSS Statistics 21 software packages. Microsoft Forms software was used for data collection.

Empirical base and sample. The study involved 358 students (196 young men and 162 young women) aged 18 to 24 years. The average age of respondents was 20.5 years. The study included students from the following educational institutions: Moscow State University, Peoples' Friendship University of Russia, Moscow State Pedagogical University, and RNIMU. N. I. Pirogov, Moscow State University of Railway Engineering, Kuznetsk State Technical University.

Literature Review

An analysis of the scientific literature (philosophy, psychology, sociology, management, legal law, medicine, and economics) reveals that there is no unified understanding of the phenomenon of trust. It is noteworthy that the phenomenon of trust is examined in various fields of science and knowledge. Trust is considered to play a crucial role in the lives of individuals and societies, in terms of maintaining "order" in society, as a fundamental aspect of building relationships, and as a factor in an individual's interactions with others and with oneself. Global interest in the topic of trust has increased over the past five years, possibly due to increased online activity. Thus, between 2021 and 2026, more than 3,800 papers on this topic were found.

Among international studies, the issues of trust by sociologists (P. Bourdieu, G. Simmel, F. Fukuyama, P. Sztompka, and others) deserve special mention. Trust was viewed as an important component of the relationship between people and the government, associated with risk. According to scholars, human activity involves choice and is built on trust, experience of interaction, a set of values, and authority.

Let's outline the scientific positions of foreign scholars representing psychology. Z. Freud, K. Horney, E.E. Erikson, and E. Fromm viewed trust and mistrust as the foundation, the most important factor regulating relationships with others and the world around us. Representatives of humanistic psychology (A. Maslow, K. Rogers, and others) and psychotherapy (D. Kottler, S. Hassen, and others) closely examined the meaning and role of trust in human life and society. Self-trust was analyzed in the context of self-understanding and self-actualization, becoming the primary path to self-knowledge and self-discovery. Other Russian scholars (E.P. Ilyin, A. Yu. Veselov, T. A. Nestik, V. P. Zinchenko, S. L. Rubinstein, V.N. Myasishchev, and others) have also analyzed the problem of trust.

Let us consider the most fundamental works of Russian scholars that influenced the present work. First of all, we highlight I.V. Antonenko, who identified the following types of trust: generalized, particular, social, subject-specific, abstract, interpersonal, and personal (Antonenko, 2014). It is personal trust that reveals a person's subjective attitude. T.P. Skripkina, relying on the psychology of relationships, identified the cognitive, emotional-evaluative, and behavioral components of trust (Skripkina, 2000). A.B. Kupreychenko presented the components of trust (self-trust, trust in the world, trust in others) and trust criteria (reliability, unity, liking, knowledge, and calculation, and specifically highlighting the ambivalent criterion of "disadvantages") (Kupreychenko, 2008).

A theoretical analysis of psychological studies identified the main areas of trust research in the online environment: trust in other users, trust in digital objects, work in the context of trust and artificial intelligence, trust and communication, trust in the media, and trust in the information and educational environment (Sungurova et al., 2023).

Particular attention should be paid to studies examining trust in artificial intelligence as a social agent. In their work, E. Glikson and A. Woolley note the difference between trust in artificial intelligence and trust in humans. In interpersonal trust, emotional connection is important, while in relation to neural networks, the reliability and predictability of the algorithm are of primary importance (Glikson & Woolley, 2020). In his research, D. Shin points out that the transparency of neural network actions directly correlates with the user's level of trust, but excessive anthropomorphism can create a false sense of intimacy in the user, which can contribute to immersion in the digital environment (Shin, 2021). Based on the work of M. Ryan, one can conclude that users are capable of transferring mechanisms of personal trust to intelligent systems and chatbots, blurring the boundaries between interactions with real subjects and artificial agents (Ryan, 2020). The above briefly summarizes the most significant scientific views of Russian and international scholars, which were used in studying the problem.

Results of the empirical study

The results of the study of gender differences in the manifestation of personal trust in the world, in other people, and in yourself are presented in Table 1.

Table 1.

Characteristics of students' personal trust in online interactions by gender, Pearson

		Trust in the world	Trust in other people	Trust yourself
χ^2 Pearson		9,312	31,310	20,579
Asymptotic significance (2-sided)		0,861	0,026	0,485
Average value	Young men	11,7	17,3	21,8
	Young women	11,9	18,1	23

Young women and young men trust themselves equally in online activities and the internet itself. Gender differences in personal trust were found in the "Trust in Others" subscale ($\chi^2=31.310$; $p=0.026$; mean value for young women – 18.1; for young men – 17.3). Young women trust other people online more. Young men are more cautious and less trusting when interacting with other participants in the digital environment.

We now turn to an analysis of gender differences in students' criteria for personal trust during online interactions. The results are presented in Table 2.

Table 2.

Gender differences in students' personal trust in online

		Reliability	Unity	Knowledge	Liking	Calculation	Disadvantages
χ^2 Pearson		25,024	22,119	18,442	20,385	19,792	39,659
Asymptotic significance (2-sided)		0,015	0,036	0,103	0,060	0,071	0,004
Average value	Young men	9,7	9,8	9,7	10	10	13,1
	Young women	10,7	10,5	10,02	10,6	10,2	11,8

It is worth paying attention to some features. Statistically significant differences were revealed on the "Unity" scale ($\chi^2=22.119$; $p=0.036$). The average value for young women is 10.5, for young men, 9.8. In online activity, similarity and coincidence of opinions are more important for young women and young men. Young women pay attention to common interests and a similar worldview. Differences were also revealed on the "Reliability" ($\chi^2=22.024$; $p=0.015$, the average value for young women is 10.7, for young men - 9.7) and "Disadvantages" ($\chi^2=39.659$; $p=0.004$, the average value for young women is 11.8, for young men - 13.1) scales. Young women pay more attention to the reliability of the object than men, which is expressed in stability and confidence in a positive outcome of communication. For women, a shared worldview, reliability, mutual support, and the belief that they won't be deceived and can be relied upon are more important. For young men, understanding and awareness of the negative aspects of the object and its shortcomings are most significant. Developing personal trust online among young men is based on preventing potential harm and negative consequences. Scales such as "Knowledge", "Liking", and "Calculation" did not show statistically significant differences.

Table 3 presents a comparative analysis of scales of problematic Internet use among students depending on gender.

Table 3.

Comparative analysis of scales of problematic use of social networks among Students

		Preference for online communication	Compulsive use	Emotion regulation	Negative consequences	Cognitive absorption
χ^2 Pearson		19,638	15,256	31,533	52,008	33,399
Asymptotic significance (2-sided)		0,056	0,644	0,025	0,000	0,015
Average value	Young men	10,2	10,3	11,3	9,4	11,3
	Young women	9,5	10,2	11,9	8,5	9,2

In a comparative analysis of problematic social networks use scales by gender using the Pearson χ^2 test, we found statistically significant differences (Table 3) on the following scales: "Cognitive absorption" for young men - 11.3, for young women - 9.2 ($\chi^2 = 33.399$; $p = 0.015$); "Negative Consequences" for young men - 9.4, for young women - 8.5 ($\chi^2 = 52.008$; $p = 0.000$); "Emotion Regulation" for young men - 11.3, for young women - 11.9 ($\chi^2 = 31.533$; $p = 0.025$).

Young men experience pronounced anxiety when away from social networks use ("tormented by thoughts"), obsessive thoughts about the urgent need to go online appear, and when access is lost, depression, anxiety, and worry may occur. Negative consequences are more pronounced among young men, but they also recognize that regular, active online communication can complicate their social lives and lead to problems in the real world. Young women tend to engage in online communication, suggesting that social media use helps them cope with feelings of sadness and anxiety, and alleviates loneliness.

Table 4 presents the results of a comparative analysis of digital technology engagement scales among students by gender.

Table 4.

Comparative Analysis of Digital Technology Engagement Scales Among Students by Gender

		Economic activities on the Internet	Communication on social networks	Smartphone Use	Variety of ICT applications
χ^2 Pearson		29,890	10,866	7,441	18,620
Asymptotic significance (2-sided)		0,368	0,818	0,762	0,547
Average value	Young men	17,6	4,3	4,7	3,3
	Young women	16,4	4,4	4,7	3,1

The analysis revealed no statistically significant differences between young men and young women, specifically in the following areas: "Economic activities on the Internet" ($\chi^2=29.890$; $p=0.368$), "Communication on Social Networks" ($\chi^2=10.866$; $p=0.818$), "Smartphone Use" ($\chi^2=7.441$; $p=0.762$), and "Variety of ICT Use" ($\chi^2=18.620$; $p=0.547$). The data obtained can be analyzed as follows: young men and young women exhibit similar online behavior, expressed in online economic activity and consumer-oriented interactions with technology, particularly in purchasing/selling goods and services. Students, regardless of gender, use digital technologies equally, and their deep involvement is evident. Next, a correlation analysis was conducted using Spearman's rank correlation coefficient to identify relationships between the components underlying personal trust and problematic internet use by gender.

Let's present the correlations found for young men.

The "Trust in the World" scale showed a negative correlation with the "Knowledge" scale ($r_s = -0.205$, $p \leq 0.01$) and positive correlations with the "Cognitive Absorption" ($r_s = 0.212$, $p \leq 0.01$) and "Economic activities on the Internet" ($r_s = 0.173$, $p \leq 0.01$) scales. Young men's existing ideas about the digital environment, its objects, and resources negatively impact their trust in the virtual world. When male students evaluate the internet more critically, their trust in the digital world decreases, and vice versa. High trust in the world contributes to the development of cognitive absorption and discerning use of the internet, including for economic purposes.

Next, we present the results of the correlation analysis for young women.

There are negative correlations between the "Trust yourself" scale and the "Negative Consequences" ($r_s = -0.209$, $p \leq 0.01$), "Unity" ($r_s = -0.304$, $p \leq 0.01$), and "Liking" ($r_s = -0.224$, $p \leq 0.01$) scales. With developed self-trust, girls are less prone to negative consequences, anxiety, and emotional instability, and vice versa. Low self-trust can lead to negative consequences in life due to excessive internet consumption. By trusting themselves, being confident in their opinions, understanding and accepting themselves, female students do not seek out like-minded people, seek approval, or crave attention.

We found positive correlations between the "Trust in Others" scale and the "Communication on Social Networks" ($r_s = 0.152$, $p \leq 0.01$), "Calculation" ($r_s = 0.166$, $p \leq 0.01$), and "Compulsive Use" ($r_s = 0.163$, $p \leq 0.01$) scales. High trust in internet users contributes to excessive online communicative activity and a desire to spend more time in the digital environment. Moreover, young women approach the selection of people for communication based on calculation, that is, by assessing and analyzing the behavior and presentation of others online. The "Trust in the World" scale correlates positively with the "Reliability" ($r_s = 0.153$, $p \leq 0.01$), "Variety of Uses" ($r_s = 0.161$, $p \leq 0.01$), and "Economic Actions on the Internet" ($r_s = 0.165$, $p \leq 0.01$) scales, and negatively with "Knowledge" ($r_s = -0.205$, $p \leq 0.01$). Young women trust the virtual world out of agreeableness; the higher their liking for digital objects, the more trust they place in the internet, its diverse uses, and economic actions. Trust in the digital environment is negatively correlated with knowledge, thus, a person's rational beliefs based on facts contribute to a decrease in trust in online resources.

Discussion of Results

The conducted analysis of the characteristics of personal trust in students by gender demonstrates the specific manifestation of its components during problematic online use.

We turn to the most closely related scientific positions of Russian and international scholars, where the components of personal trust have been separately examined: the works of Yu.V. Veselov, I.A. Antonenko, A.B. Kupreichenko, E.P. Ilyin, T.P. Skripkina, N.L. Sungurova, D. Coleman, and F. Fukuyama. Trust in the context of social interaction and communication with others has been discussed in the works of E. Aronson, D. McAllister, M. Paludi, E. Pratkanis, J. Rotter, and J. Holmes.

We also note the results of a study by R. Levitsky, D. McAllister, and R. Bies. The scientists demonstrated that with a low level of trust, a person has a small number of connections and contacts. In contrast, high levels of trust are associated with regular interaction, open communication, support, and mutual assistance (Lewicki et al., 1998). This is confirmed by the results of the correlation analysis in this study, with similar trends observed in both males and females.

A number of international researchers who have studied trust in technology (in this study, technology can be equated with the "trust in the world" component, as an object) have found that trust in technology and interpersonal

trust have certain similarities (Jian et al., 2000). This raises the question of the process of “animating” inanimate objects and forming attachments to them, which manifests itself in excessive online activity and the development of negative consequences in males and females. International researchers (Chi et al., 2021) have addressed the issue of trust in social robots and concluded that trust is a decisive factor in determining the acceptance of technology and interaction with it. This fact is confirmed by the results of our empirical study.

The relationship between trust and communication in online activity is reflected in the work of V.A. Chvyakin and A.S. Chertkov, who consider trust in online interactions as knowledge and confidence in the existence of shared values, interests, and a willingness to cooperate with other participants in the communication process (Chvyakin & Chertkov, 2023).

A number of domestic and international studies address cybersecurity issues and describe the risks associated with not only a lack of digital competence but also excessive user trust (L.A. Gorbach, T.I. Klimenko, I.V. Zimina, S. Heinecke, M. Berg, L. Hinkofer, and others). Accordingly, trends toward cognitive absorption and compulsive behavior among modern youth in the context of online activity are confirmed.

Conclusion

This study reveals the characteristics of personal trust in young men and young women during problematic online use. Personal trust in online activity is understood as an integrated construct, encompassing emotional-evaluative, cognitive, and behavioral components, expressed through positive personal attitudes toward oneself, others, and the world. It manifests through foundations of reliability, unity, knowledge, liking, and calculation, and mediates the specifics of students' online interactions.

The empirical analysis demonstrates some common trends among young men and women. Thus, students trust themselves equally in online activities. Young men and women exhibit similar online activity, including online economic transactions and consumer-oriented interactions with technology. Their deep involvement in the digital environment is evident. High trust in the world can contribute to the development of cognitive preoccupation and compulsive online behavior.

This study should be considered in light of the rapidly growing influence of neural networks and machine learning algorithms on online activity. By learning from user behavior patterns, neural networks can tailor content to interests and online interaction patterns. Algorithms that select relevant information can reduce perception and strengthen digital dependencies. Interaction with artificial intelligence can become a substitute for real-life communication, especially for young men, who are more likely to trust the reliability of systems than the emotional instability of others.

Regarding a comparative analysis of personal trust patterns among students, it can be noted that young women are more trusting of others online. Young men are more cautious and less trusting when interacting with digital users. Young women value similarity, coincidence, and the evaluation of objects, while young men do not.

For young men, understanding and awareness of an object's negative aspects and shortcomings becomes most important. Developing personal trust online in young men is based on preventing potential harm and negative consequences. Negative consequences are more pronounced among young men, but they also recognize that regular, active online communication can complicate their social lives and lead to problems in the real world.

These findings can be used to organize psychological and pedagogical support in the work of psychological services at universities and colleges, and for inclusion in cybersecurity prevention programs. Further research is planned.

Conflict of Interest

The authors declare no conflict of interest.

Authors' Contributions.

This article is a joint authorship.

N. Sungurova - defined the article topic, developed the methodology, analyzed the text structure, edited the content, and verified the empirical data.

Yu. Akimkina - conducted the empirical analysis of the work and made a significant contribution to the concept and design of the paper.

A. Sungurova - prepared the theoretical analysis of foreign publications on artificial intelligence.

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Н.Л. Сунгурова^{*1}, Ю.Е. Акимкина², А.Б. Сунгурова³

^{1, 2} Российский университет дружбы народов имени Патриса Лумумбы, Москва, Россия.

³ Национальный исследовательский технологический университет «МИСИС», Москва, Россия

Особенности личностного доверия у девушек и юношей при проблемном использовании сетей

Аннотация. Проблема исследования личностного доверия у девушек и юношей в контексте проблемного использования сетей крайне актуальна. В статье рассматривается один из видов доверия (по субъекту) - личностное доверие, которое раскрывается через категории: доверие к себе, доверие к другим людям, к миру и формируется через основания - надежность, единство, приязнь, знание, расчет. Целью исследования является выявление особенностей личностного доверия студентов в сетевой активности

по полу. Исследование было проведено с опорой на субъектно-личностный подход.

Представлен сравнительный анализ результатов проявления личностного доверия студентов в сетевом взаимодействии по полу. Негативным последствиям Интернет-активности и аддиктивной цифровой активности подвержены больше юноши. При этом девушки больше доверяют другим людям в сети. Юноши осторожнее и менее доверчивы во взаимодействии с другими участниками цифровой среды. Корреляционный анализ результатов исследования позволил выявить, что развитое доверие к себе не способствует активному онлайн общению, Интернет-зависимому поведению и появлению негативных последствий цифровой активности в жизни молодых людей. Высокое доверие к другим людям у юношей формируется при уверенности в их надежности, способствует компульсивной сетевой активности. Девушки доверяют цифровому миру исходя из симпатии к объектам сети. Молодые люди разнообразно пользуются ресурсами Интернета.

Полученные в ходе исследования результаты могут быть использованы для организации психолого-педагогического сопровождения, в работе психологических служб вузов и колледжей, а также для включения в программы по профилактике кибербезопасности.

Ключевые слова: доверие к себе, доверие к другим людям, доверие к миру, интернет-зависимость, сетевая активность, нейронные сети, студенты.

Н.Л. Сунгурова*¹, Ю.Е. Акимкина², А.Б. Сунгурова³

^{1,2} Патрис Лумумба атындағы Ресей халықтар достығы университеті, Мәскеу, Ресей

³ «МИСИС» Ұлттық зерттеу технологиялық университеті, Мәскеу, Ресей

Мәселелерге негізделген желілік пайдалануы бар қыздар мен ұлдардың жеке сенімінің сипаттамалары

Аңдатпа. Интернеттегі проблемалық пайдалану аясында қыздар мен ұлдардың жеке сенімін зерттеу мәселесі өте өзекті. Бұл мақалада сенімнің бір түрі (тақырып бойынша) қарастырылады: өзіне деген сенімділік, басқаларға деген сенім және әлемге деген сенім санаттары арқылы көрінетін және сенімділік, бірлік, сүйіспеншілік, білім және сақтық сияқты негіздер арқылы қалыптасатын жеке сенім. Зерттеудің мақсаты – студенттердің онлайн әрекетке деген жеке сенімінің жынысы бойынша сипаттамаларын анықтау. Зерттеу субъект-жеке тәсілді қолдану арқылы жүргізілді.

Студенттердің онлайн өзара әрекеттесудегі жеке сенімінің жынысы бойынша салыстырмалы талдауы ұсынылған. Ұлдар онлайн әрекеттің және тәуелділік тудыратын цифрлық әрекеттің теріс салдарына көбірек бейім. Дегенмен, қыздар онлайн режимінде басқа адамдарға көбірек сенеді. Жас жігіттер цифрлық ортадағы басқа қатысушылармен әрекеттескенде абай және аз сенеді. Зерттеу нәтижелерінің корреляциялық талдауы өзіне деген сенімділіктің жоғары деңгейі белсенді онлайн қарым-қатынасқа, интернетке тәуелді мінез-құлыққа немесе жастардың өміріндегі цифрлық белсенділіктің теріс салдарына ықпал етпейтінін көрсетті. Жас жігіттерде басқаларға деген жоғары сенімділік деңгейі өзіне деген жоғары сеніммен байланысты болып, онлайн белсенділіктің артуына ықпал етеді. Жас әйелдер онлайн нысандарға деген сүйіспеншілігіне негізделген цифрлық әлемге сенеді. Жас адамдар интернет ресурстарын әртүрлі жолдармен пайдаланады.

Бұл зерттеудің нәтижелерін психологиялық және педагогикалық қолдауды ұйымдастыру, университеттер мен колледждердегі психологиялық қызметтердің жұмысында және киберқауіпсіздіктің алдын алу бағдарламаларына қосу үшін пайдалануға болады.

Түйін сөздер: өзіне деген сенімділік, басқаларға деген сенім, әлемге деген сенім, интернетке тәуелділік, онлайн белсенділік, нейрондық желілер, студенттер.

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About the authors:

Nina Sungurova – corresponding author, Candidate of Psychological Sciences, Associate Professor, Department of Psychology and Pedagogy, Patrice Lumumba Peoples' Friendship University of Russia; 101000, Moscow, Russia. E-mail: sungurova-nl@rudn.ru

Yulia Akimkina – Candidate of Psychological Sciences, Lecturer, Department of Psychology and Pedagogy, Patrice Lumumba Peoples' Friendship University of Russia; 101000, Moscow, Russia. Email: akimkina-yue@rudn.ru

Alina Sungurova – Master's student, National University of Science and Technology MISIS (NUST MISIS), 101000, Moscow, Russia. Email: alinasungurova13@gmail.com.

Авторлар туралы мәлімет:

Нина Львовна Сунгурова – хат-хабар авторы, психология ғылымдарының кандидаты, доцент, психология және педагогика кафедрасы, Патрис Лумумба атындағы Ресей халықтар достығы университеті, 101000, Мәскеу, Ресей. E-mail: sungurova-nl@rudn.ru

Юлия Евгеньевна Акимкина – психология ғылымдарының кандидаты, доцент, Патрис Лумумба атындағы Ресей халықтар достығы университетінің психология және педагогика кафедрасы, 101000, Мәскеу, Ресей. E-mail: akimkina-yue@rudn.ru

Алина Буняминовна Сунгурова – магистр, «МИСиС» Ұлттық зерттеу технологиялық университеті (НУСТ «МИСиС»), 101000, Мәскеу, Ресей. E-mail: alinasungurova13@gmail.com

Сведения об авторах:

Нина Львовна Сунгурова – автор для корреспонденции, кандидат психологических наук, доцент кафедры психологии и педагогики, Российский университет дружбы народов имени Патриса Лумумбы, 101000, Москва, Россия. E-mail: sungurova-nl@rudn.ru

Юлия Евгеньевна Акимкина – кандидат психологических наук, доцент кафедры психологии и педагогики, Российский университет дружбы народов имени Патриса Лумумбы, 101000, Москва, Россия. E-mail: akimkina-yue@rudn.ru

Алина Буняминовна Сунгурова – магистр, Национальный исследовательский технологический университет «МИСиС» (НУСТ «МИСиС»), 101000, Москва, Россия. E-mail: alinasungurova13@gmail.com.