



PRACTICAL ASPECTS OF IMPROVING INTERPERSONAL RELATIONSHIPS IN THE STUDENT COMMUNITY

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ANNOTATION:

Improving interpersonal relationships within the student community is achieved not only through theoretical approaches, but also through well-planned, systematic, and step-by-step practical activities. In this regard, the coherence of psychological and pedagogical interventions, the application of developmental methodologies, training sessions, and diagnostic analyses play a significant role. Interpersonal relationships are a crucial factor in determining each student's social position within the group, communication culture, emotional stability, and adaptability to social roles. Therefore, identifying practical tools to positively shape this process and implementing them in a systematic manner is considered one of the key tasks.

Keywords: students, emotion, diagnostics, students' thinking activity, training, social roles, expressiveness, communication, interaction, feeling of distrust, skepticism, conventionality.

Improving interpersonal relationships within student groups is ensured not only through theoretical approaches, but also through clearly planned, systematic, and step-by-step practical activities. In this regard, the coherence of psychological and pedagogical interventions, the use of developmental methodologies, training sessions, and diagnostic analyses in a complementary manner plays a vital role. Interpersonal relationships serve as a key criterion in determining each student's social position within the group, their communication culture, emotional stability, and adaptability to social roles. Therefore, identifying practical tools for positively shaping this process and implementing them in a systematic manner is considered one of the essential tasks.

From a practical perspective, psychological training sessions are considered one of the most effective methods for improving interpersonal relationships. In particular,



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through socio-psychological training, students acquire skills such as engaging in open and trustworthy communication, expressing themselves, recognizing others' emotions, enhancing empathy, and fostering collaboration. During training sessions, role-playing exercises, problem-based dialogues, interactive tasks, and reflective assignments help students assess their own communicative positions and learn to consciously manage their social behavior. This, in turn, contributes to strengthening social responsibility, culturally appropriate communication, and social cohesion within the group.

In addition, another important practical method for improving interpersonal relationships is fostering social activity within the group — that is, engaging students in collaborative projects, social initiatives, group events, debates, and discussions.

The practical aspects of improving interpersonal relationships within student groups require a multi-stage, planned, and controlled systematic approach. Each type of activity must be carefully selected according to its purpose, format, and scope of psychological impact. Only through such integrated and scientifically grounded practical measures can stability in interpersonal relations, a friendly atmosphere, and psychological well-being be achieved.

In the next stage, we will focus on the correlation analysis between V. Schutz's Interpersonal Relations Questionnaire and the "Diagnostics of Interpersonal Relationships" tool.

Correlation Analysis Between V. Schutz's Interpersonal Relations Questionnaire and the "Diagnostics of Interpersonal Relationships" Method

Factors:	Need for Affiliation	Need for Control	Need for Love
Dominance – Leadership	0,14	0,14	0,12
Independence – Assertiveness	0,17	0,19	0,16
Bluntness – Aggressiveness	0,35*	0,06	0,13
Distrust – Skepticism	0,19	-0,40*	0,08
Obedience – Shyness	0,15	0,13	0,17
Attachment – Submissiveness	0,09	0,15	0,36*
Cooperation – Conventionality	0,38*	0,18	0,31*
Responsibility – Tolerance	0,07	0,34*	0,14



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According to the results of the correlation analysis between V. Schutz's Interpersonal Relations Questionnaire and the "Diagnostics of Interpersonal Relationships," the factor of "need for affiliation" showed positive correlations with the factors "bluntness – aggressiveness" ($r = 0.35$; $p \leq 0.05$) and "cooperation – conventionality" ($r = 0.38$; $p \leq 0.05$). The factor of "need for control" was negatively correlated with "distrust – skepticism" ($r = -0.40$; $p \leq 0.05$) and positively correlated with "responsibility – tolerance" ($r = 0.34$; $p \leq 0.05$). The factor of "need for love" exhibited positive correlations with "attachment – submissiveness" ($r = 0.36$; $p \leq 0.05$) and "cooperation – conventionality" ($r = 0.31$; $p \leq 0.05$).

According to the correlation analysis, the relationship between the factor of "need for affiliation" and the factor of "bluntness – aggressiveness" ($r = 0.35$; $p \leq 0.05$) indicates that this connection is strongly expressed in students who actively initiate interpersonal communication and openly express their opinions, sometimes exhibiting sharp and direct approaches. This association reflects the formation of interpersonal dynamics through social openness and an intrinsic need for communication. An increase in the need for affiliation corresponds with a higher level of bluntness, indicating a reduction of social barriers in communication. Such students actively participate in communicative activities within the group and respond promptly while showing concern for others' opinions. Expressing personal views and expecting attention to them are important for these students, and this can sometimes be manifested in tones close to aggressiveness. This connection is especially strong in students with high openness in social interaction and emotional expressiveness. Consequently, it enhances personal expressiveness and active participation within the student community. Affiliation is not merely a friendly approach but also a clear expression of an internal emotional need in social communication. Bluntness represents a form of this need expressed at times in a sharp and uncontrolled manner. Thus, these two factors harmoniously influence the quality of communication among students and affect their social evaluation. This means that socially active students can make a positive impression through their affiliation; however, when this activity intensifies excessively, there is a risk of aggressive speech style emerging. The clarity of the



boundary between social norms and individual positions in interpersonal communication is connected to the student's Internal culture.

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