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THE THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE PSYCHOLOGICAL FACTORS UNDERLYING THE MANIFESTATION OF CONGRUENCE IN SOCIAL RELATIONSHIPS AMONG STUDENTS

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Abstract

In the global education system, special attention is being paid to the comprehensive development of the individual, the formation of qualities inherent in competent and modern specialists, and the training of highly qualified and competitive personnel. Today, in the preparation of modern professionals, the issues of self-management, self-regulation, self-control, and continuous self-improvement and development have become particularly relevant. Under the conditions of globalization, there is an increasing demand to make effective use of all opportunities within the educational process in order to develop the individual, ensure socialization, and foster independent, critical, and creative thinking skills. UNESCO, the only United Nations agency with a mandate in the field of higher education, has emphasized the necessity of "supporting efforts aimed at improving the quality of higher education by ensuring transparency in the education system and guaranteeing equal opportunities for all students". In this context, identifying the psychological factors underlying the manifestation of congruence in students' social relationships remains one of the most pressing issues.

Keywords

students, social relationships, social congruence, psychological factors, self-regulation, socialization, higher education, personal development, educational psychology.

Introduction

From a psychological perspective, one of the key socio-psychological factors in the formation and transformation of new ways of thinking and worldviews is social relationships. The student period represents a transitional stage in human life from youth to maturity. Adolescence (the "student" age) marks the beginning of an independent adult life. Within this developmental stage, the following age periods are distinguished: 16–17 years as early youth, 17–20 years as youth proper, and 20–21 years as late youth.

These age periods possess specific characteristics while simultaneously sharing a number of common features. The studies conducted by B. G. Ananyev, N. V. Kuzmina, A. A. Rean, V. I. Slobodchikov, V. A. Slastyonin, Y. I. Stepanova, and several other researchers have accumulated substantial empirical and theoretical material that allows student interpersonal relationships to be interpreted, first, as age-related phenomena reflecting the specific characteristics of this social group, and second, as being determined by the particular features of students' core activities.

At the university level, professional training is carried out by engaging future specialists in various forms of activity, including educational, research, and cultural activities. Educational activity is the primary form of student engagement and occupies the greatest amount of time in the process of preparing future professionals. Research activity is implemented through

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participation in the work of various scientific teams and associations. Social activity significantly enriches students' social experience in establishing interpersonal relationships and contributes to the development of positive personal qualities.

During their university studies, students also express themselves in aesthetic and leisure activities which, when positively oriented, have a beneficial impact on young people's personal and professional development and significantly enrich the content of their interpersonal interactions. The diversity of the national and socio-economic composition of university students, along with their distinctive intellectual and creative potential, professional and general cultural interests, and value orientations, makes the student environment highly heterogeneous. This diversity is reflected in the level of young people's cognitive activity, their orientation toward establishing work-related relationships, as well as in the qualitative and substantive characteristics of the interpersonal interactions they construct.

Literature Review

As noted by E. E. Sapogova, interaction with peers fulfills a number of specific functions. In the author's interpretation, it serves primarily as an important channel for obtaining specific information that cannot be received from adults or that individuals may feel embarrassed to request for various reasons. Furthermore, according to E. E. Sapogova, communication with peers during the college years becomes a means for young people to master social statuses and roles, as well as to develop communication skills and interaction styles within a new social environment. Such interaction also represents a form of emotional connection that helps individuals become aware of their group belonging, autonomy, emotional well-being, and stability[1].

The quality of students' interpersonal relationships is largely determined by the level of development of the student group. As one of the types of social groups, the student group develops in accordance with the objective laws of society, while at the same time possessing uniqueness and specificity.

Among the characteristics of the student group that influence the interpersonal relationships established within it, the following can be identified:

- a common goal involving the acquisition of knowledge, skills, and preparation for professional activity;
- learning as the primary type of activity;
- predominantly individual forms of work;
- the absence of rigid "vertical" relationships;
- relative age homogeneity;
- a limited period of existence.

[1] Bekbolayev, J. (2025, June). IJTIMOIY USTANOVKALAR SHAKLLANISHINING KOMPONENTLARI. In CONFERENCE ON THE ROLE AND IMPORTANCE OF SCIENCE IN THE MODERN WORLD (Vol. 2, No. 6, pp. 52-54).

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Student development across different years of study has several distinctive features. The first year addresses the challenge of integrating new entrants into the collective forms of student life. Students' behavior at this stage is characterized by a high level of conformism, and first-year students do not yet demonstrate a differentiated approach to their social roles. The second year represents the most intensive period of academic activity. During this stage, all forms of education and upbringing are actively implemented in students' lives. Students receive general education, and their broad cultural interests and needs are formed. The process of adaptation to the new environment is largely completed.

The third year marks the beginning of specialization, reflected in the intensification of interest in scientific research as an expression of the further development and deepening of students' professional interests. The urgent need for specialization often leads to a narrowing of the range of an individual's diverse interests. The fourth year is characterized by the first real encounter with the chosen specialty during practical training. Students' behavior at this stage is marked by an active search for more rational methods and forms of specialized training, as well as a reassessment of many values related to life and culture.

The fifth year is associated with the prospect of imminent graduation, which shapes clear practical guidelines for future professional activity. New and increasingly relevant values emerge, related to material and family conditions, employment, and other aspects of adult life.

Discussion

Students gradually distance themselves from collective forms of university life. During the third and fourth years of study, the search for a life partner becomes particularly significant and influences both academic activity and social engagement. Interest in the opposite sex occupies an important place in students' thoughts and behavior. However, it would be incorrect to view this as a negative phenomenon. Intimate relationships often contribute to an increased motivation for learning, a positive work attitude, and enhanced creative activity. According to sociological data, as a rule, after a certain period of "stabilization," couples do not withdraw from public activities and do not leave the collective.

The fact that many students marry upon completing their studies does not lead to the disintegration of student groups, although the number of direct interpersonal and intergroup interactions among group members slightly decreases. The student age represents a period of rapid accumulation of achievements, knowledge, and skills, the formation of moral qualities, and the acquisition of a new social status. At the same time, adolescence is characterized by the loss of the child's former worldview and the emergence of doubts regarding one's own strengths and abilities, the affirmation of one's "self" in society, and one's relationships with the surrounding environment.

On this basis, compared to the school years, attitudes toward the collective gradually change, accompanied by increased selectivity in interperson

Results

As noted by Y. A. Samarin, the process and activity of self-affirmation among peers are constrained by the fact that they are carried out on the basis of similar professional interests. Thus, at the present stage, understanding the psychological characteristics of student age has

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become a highly important and necessary issue in higher education psychology. The formation of the student's personality takes place within an academic group that represents a specific stage of the individual's development[2]. The nature of personality development is largely determined by the level of development of the group into which the individual is included and with which they are integrated. In academic groups that have reached a collective level of development, favorable conditions exist for the formation of positive personal qualities in students that are essential for a modern specialist.

The social environment is understood as a specific representation of various actions that an individual carries out or intends to carry out in a particular situation. In other words, an attitude can be understood as the subject's predisposition or inclination toward a certain type of social behavior. This phenomenon has a complex structure that includes multiple components. Among them are the individual's tendency to perceive and evaluate a certain social object in a specific way, to comprehend it, and ultimately to act accordingly.

The concept of "attitude" was first introduced in 1918 by sociologists W. Thomas and F. Znaniecki. These scholars examined the adaptation problems of Polish peasants who emigrated to the United States. As a result of their research, a work was published in which attitude was defined as a state of consciousness of an individual toward a particular social value, as well as the individual's experience regarding the meaning of that value.

The concept introduced by G. Allport later became widely accepted. This researcher actively participated in developing procedures for evaluating attitudes, particularly during the 1920s and 1930s, when scholars primarily relied on questionnaires. G. Allport created his own scale and also introduced the expert rating procedure[3].

Interval scales were subsequently developed by L. Thurstone. These instruments were designed to measure the intensity—whether positive or negative—of an individual's attitudes toward a particular phenomenon, object, or social issue.

Later, R. Likert scales emerged. They were intended to measure social attitudes within society, but did not include expert evaluations.

By the 1930s and 1940s, attitudes began to be studied as a functional component of the structure of interpersonal relationships. At the same time, the ideas of G. H. Mead were actively applied. This scholar argued that the formation of social attitudes in individuals occurs as a result of internalizing the attitudes of people around them.

Conclusion

Despite the crisis, scholars continued to study the structural components of social attitudes. Thus, the development of a multi-component approach to attitudes was proposed by M. Smith, R. Crutchfield, and D. Krech. Within the conceptual framework for examining individuals' social attitudes, researchers identified three main components, including:

[2] Bekbolayev, J. (2025, June). IJTIMOIY USTANOVKALAR SHAKLLANISHINING KOMPONENTLARI. In CONFERENCE ON THE ROLE AND IMPORTANCE OF SCIENCE IN THE MODERN WORLD (Vol. 2, No. 6, pp. 52-54).
[3] Bekbolayev, J. (2025). PSYCHOLOGICAL PROCESSES IN SHAPING SOCIAL ATTITUDES IN STUDENTS. International Journal of Artificial Intelligence, 1(2), 360-364.

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- the affective component, which involves the evaluation of the object and the emotions elicited toward it;
- the cognitive component, which represents reactions or beliefs reflecting the perception of the social object, as well as an individual's knowledge about it;
- the conative or behavioral component, which expresses intentions, tendencies, and actions toward a specific object.

Many social psychologists view attitudes as evaluations or as forms of influence. However, some experts consider attitudes to encompass all three of the reactions listed above. The third stage in the study of social attitudes spanned the period from the 1950s to the 1960s. During this time, interest in this issue re-emerged for a second time, and scholars proposed a number of new alternative ideas. Nevertheless, this period of ongoing research was also characterized by the identification of signs of crisis.

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