

### **2.3 Features in interpersonal relations and in group behavior in the context of the learning process in higher school**

Student age represents a special period in a person's life, primarily due to the fact that, according to the general meaning and according to the main laws, the age from 18 to 25 years is rather the initial link in the chain of mature ages than the final one in the chain of periods of child development. The merit of the very formulation of the problem of students as a special socio-psychological and age category belongs to the psychological school of B. G. Ananiev [56]. Students include people purposefully, systematically mastering knowledge and professional skills, engaged, as expected, in diligent academic work. As a social group, it is characterized by a professional orientation, the formation of a stable attitude towards the future profession, which are a consequence of the correctness of the professional choice, the adequacy and completeness of the student's understanding of the chosen profession. In the socio-psychological aspect, students, in comparison with other groups of the population, are distinguished by the highest educational level, the most active consumption of culture, and a high level of cognitive motivation. At the same time, students are a social community characterized by the highest social activity and a fairly harmonious combination of intellectual and social maturity. The student is an active, self-organizing subject of pedagogical interaction. It is characterized by a specific orientation of cognitive and communicative activity towards solving specific professionally oriented tasks. This stage in a person's life is associated with the formation of relative economic independence, the departure from the parental home and the formation of one's own family. Students are the central period of the formation of a person, a personality as a whole, manifestations of a wide variety of interests. Students are connected by a common type of activity for all students - studying in educational buildings, placing some of them in dormitories, everyday communication in student groups. All this leads to the development of specific features of the image and style of life, spiritual interests and needs, awareness of one's involvement and belonging to the student body. At student age, the need for communication with people

and for their recognition increases especially. An is impossible without communication with other people and without mutual understanding [57]. Student age is characterized by responsiveness, the desire for maximum self-expression, romanticism, increased dynamism of the social state at the same time, a lack of life experience, a superficial perception of phenomena, a tendency to spectacular phrases, and gullibility. Students are characterized by an increased development of the need for communication and contacts with other people, due to the active interaction of students with other social communities and the specifics of training and education at the university [58]. In communication, students learn not only others, but also themselves, master the experience of social life. The need for communication contributes to the establishment of diverse connections, the development of partnership, friendship, stimulates the exchange of knowledge and experience, opinions, moods and experiences. The content and nature of young men's communication with all categories of partners are determined by the solution of problems associated with their formation and implementation as subjects of relations in significant areas of life. The value-semantic dominant of communication is found in the leading topics of conversations between boys and girls: discussion of personal affairs (their own and partners), relationships between people, their past, plans for the future, relationships between boys and girls, relationships with comrades, relationships with teachers, relationships with parents, their development - physical, intellectual [59]. In the first courses of the institute, communication within wide groups is typical (from the study group to the entire course). It concentrates around joint holidays and recreation. With further study at the institute, on the basis of common interests, friendly groups of 5-8 people are gradually allocated. An important role in communication begins to play the exchange of information. In the last years of the institute, the importance of companies in general decreases, preference is given to dyadic communication. The first course solves the problem of introducing a recent entrant to student forms of collective life. The behavior of students is characterized by a high degree of conformism; freshmen lack a differentiated approach to their roles. The second year is the period of the most intense educational activity of students. All forms of education and upbringing are intensively

included in the life of sophomores. Students receive general training, their broad cultural needs and needs are formed. The third year is the beginning of specialization, the strengthening of interest in scientific work as a reflection of the further development and deepening of the professional interests of students. The urgent need for specialization often leads to a narrowing of the sphere of diverse interests of the individual. From now on, the forms of personality formation in a higher education institution are determined in the main features by the factor of specialization. The fourth course is the first real acquaintance with the specialty during the period of practical training. The behavior of students is characterized by an intensive search for more rational ways and forms of special training, there is a reassessment by students of many values of life and culture. The fifth year - the prospect of an early graduation from the university - forms clear practical guidelines for the future occupation. New, becoming more and more relevant values are emerging, related to material and family status, place of work, etc. Students are gradually moving away from the collective forms of university life [60]. The formation of interpersonal relations of students is associated with such factors as worldview, academic success, social activity, commonality of views and interests. By interpersonal relations, we mean a system of attitudes, orientations and expectations of group members relative to each other, determined by the content and organization of joint activities and the values on which people's communication is based. Interpersonal relations of people are subjective connections that arise as a result of their actual interaction and are accompanied by various emotional and other experiences of the individuals participating in them. They are formed not only in the process of direct interaction and joint activities of people, influencing their course and results, but also through a personal attitude towards work, other individuals, and oneself. Interpersonal relationships are realized through the manifestation of value judgments, emotional experiences and specific behavior. The appraisal component involves a person's determination of what he likes or dislikes in interaction with other people. Emotional experiences give rise to a certain mood of the psyche of relationship partners. And their behavior reflects or determines further prospects for the continuation or termination of cooperation. Through interpersonal

relationships and communication, the individual is indirectly included in the system of social relations. Relationships develop and proceed in the conditions of interaction of a large number of people. The selection of partners for communication and performance of any activity is a complex process and depends both on the general atmosphere in groups of interacting people and on the psychological characteristics of themselves. There is evidence that the success of training a young specialist at a university depends on a number of conditions, including the nature of the relationship between students. To study the features of interpersonal relations among students of different specialties, we used the method of diagnosing interpersonal relations by T. Leary. With the help of this technique, the predominant type of attitude towards people in self-esteem is revealed. In the study of interpersonal relationships, two factors are most often distinguished: dominance-submission and friendliness-aggressiveness. It is these factors that determine the overall impression of a person in the processes of interpersonal perception. We compared the types of interpersonal relationships among students of humanitarian and technical specialties. It turned out that students of technical specialties have higher indicators of such types of attitudes towards others as authoritarian, selfish, aggressive, suspicious. Students of humanitarian specialties have higher indicators for subordinate, dependent, friendly and altruistic types of attitude towards others. Humanitarians are more friendly, and technicians are more prone to dominance. Humanities students are focused on acceptance and social approval, tend to cooperate, strive for compromises in solving problems and in conflict situations. They strive to help others, to be compassionate, to empathize, to show warmth and friendliness in relationships. Humanitarians are more inclined to yield, listen to other people's opinions and advice. Students of a technical orientation tend to rely on their opinions, they are distinguished by authority, independence and prudence. They are dominant, stubborn, persistent, treat others more harshly, and can be aggressive. In addition, technicians tend to be critical and suspicious of other people. Communication skills are especially relevant for specialists in the humanities, they communicate and interact more with people. While technical specialists are relatively more likely to refer to the subject and concrete world of things, their ability to communicate with people is

not sufficiently developed. There is evidence that the humanities, as a rule, are characterized by a breadth of cognitive interests, erudition, a good command of the language, a rich vocabulary, the ability to use it correctly, accurately correlate concrete and abstract concepts, and generally have a highly developed abstract thinking. Students of technical specialties are distinguished by independence of judgment, a high level of development of spatial abilities and non-verbal intelligence. On the example of students of the Faculty of Psychology, we studied the dynamics of interpersonal relations of students from the first to the fifth year. The results showed that the dynamics of interpersonal relations of students-psychologists during their studies at the university corresponds to the transition of relations from dominance to friendliness. Of course, the data obtained must be considered taking into account the specifics of the future profession. Authoritarian attitudes prevail in the first year, as students adapt to the university. By the second year, friendly relations are established between students. In the third and fourth years, authoritarianism again occupies an important place, which is most likely due to the specifics of studying at the Faculty of Psychology, which affects interpersonal relationships. In the fifth year, this factor does not prevail, at this stage the leading role is occupied by obtaining a diploma, ensuring the future, professional success, and the desire for self-development. The aggressiveness of interpersonal relations is most pronounced in the first and third years, and by the fifth year this factor is significantly reduced, which can be explained by the formation of self-awareness and role behavior, the ability for self-control, adequate connections with others, readiness for vigorous activity. Subordination and dependence in interpersonal relationships tends to increase in indicators from the first to the fifth year, which indicates changes in self-assessment and the influence of others. The factor of altruism is most pronounced in the third and fourth years. We associate this with the attitude towards classmates, which is expressed in compassion, sympathy, care, the ability to cheer up and calm others. Indicators on the factor of dominance in interpersonal interaction are most clearly manifested in the first, third, fourth year. For students, the most difficult is the first year of the university period. It is associated with a radical break in the prevailing ideas, habits of the student, the need to change and rebuild their

behavior and activities, to “enter” new conditions. The greatest dropout from the university happens during this period. Since the student is not yet involved in solving real problems, his main and quite meaningful goal becomes mastering the methods and techniques of educational activity, acquiring the necessary system of fundamental knowledge, and mastering the social status of the student. A necessary condition for the successful activity of a student is the development of new features of studying at a university, eliminating the feeling of internal discomfort and blocking the possibility of conflict with the environment. During the initial courses, a student team is formed, the skills and abilities of the rational organization of mental activity are formed, an optimal mode of work, leisure and life is developed, a system of work on self-education and self-education of professionally significant qualities is established. In the third year, the beginning of specialization occurs, which often leads to a narrowing of the sphere of versatile interests of the individual. By the end of the third year, the issue of professional self-determination is often resolved. The indicators of dominance in the fourth year are related to the characteristics of the psychological faculty: on the one hand, a law student would have to take a collaborating position, on the other hand, he is focused on creating his own space, on the formation of special abilities in connection with professionalization. High rates of friendliness are observed in the second and fifth years. In the second year, a process of socio-psychological adaptation was formed, the individual adapted to the group, relationships with it, and developed his own style of behavior. For the fifth year, the future place of work becomes more relevant, the sense of duty increases. Students no longer need to achieve success from learning, in self-affirmation, there is the prospect of an early graduation from the university. The main signs of this are a meaningful firm readiness for active independent work in the chosen specialty, the desire to constantly improve in it. Thus, we examined the interpersonal relations of students depending on three different factors: humanitarian or technical specialty, studying in different courses, living in a hostel for a different period of time. All these factors have an undeniable impact on interpersonal relationships in student age. Dynamic processes of structuring, forming and changing interpersonal relationships have a strong effect on the student's personality, on the success of his

educational activities and professional development, on his behavior. The favorable position of the student in his environment contributes to the normal development of his personality.

Interpersonal communication not only amidst students but along with that communication with the lecturer gives opportunity to get prepared for future professional life, especially when we talk about students of law professions.

Disputes within their professional environment whether with lecturers or their peers during the work at the class or whether this kind of communication takes place elsewhere.

Development of personality whether in their professional sphere of life or personal mostly takes place within the process of interpersonal communication.