

## **SOCIO-PSYCHOLOGICAL FACTORS CAUSING CONFLICTS IN THE STUDENT COMMUNITY**

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**Annotation:** The article examines the influence of social inequality, personal characteristics, and group dynamics on the psychological climate of a student group. It is noted that differences in status, temperament, and the level of self-acceptance contribute to the emergence of interpersonal conflicts. It is emphasized that group cohesion and a favorable psychological climate reduce conflict and increase motivation for learning.

**Keywords:** social inequality, status, microgroups, climate, conflict, adaptation, students

**Introduction.** Conflict situations are inevitable in human life. They become especially acute when a person becomes a member of a new community. The student environment is a prime example of how conflict situations escalate as students adapt to academic activities. Conflicts of varying magnitude and nature often arise within each student group.

Therefore, psychologists need to be aware of potential factors that trigger conflict when working with students. L.Ya. Rubin and A.S. Vlasenko believe that students differ from other groups in that they are approximately the same age, have similar levels of education, and organize their daily lives both during and outside of school hours.

The age boundaries of student life are quite fluid and generally fall between 16 and 21 years of age, coinciding with adolescence. This age has its own characteristics that influence behavior, including the emergence of conflict. It is during this period that a person's worldview, moral qualities, and values are formed. Young people search for the meaning of life, opportunities for self-realization, and a calling.

A new lifestyle often leads to stressful situations. Students find themselves in new places and interact with new people. During their first interactions with their study group, young people consider opportunities to establish themselves within the group. During this time, their motivation is influenced by their character traits, temperament, level of upbringing, social status, and even the potential for dominance within the group.

These factors negatively influence the formation of a microclimate in a student group. Psychological microclimate is a set of psychological conditions that promote or hinder active joint activity within a group and the development of personal qualities of each member of this group. An unfavorable microclimate affects the behavior of students: mutual hostility arises, which can become a reason for unconscious rivalry, the desire to satisfy one's interests at the expense of others, and an increased level of tension in communication.

Thus, a complex of factors can influence the causes of conflicts: 1.

Psychological (personality aggressiveness, temperamental characteristics, stress resistance, emotional self-regulation, differences in interests and values, level of conformity, the current

emotional state of the individual, characteristics of upbringing).

2. Social (internal characteristics of relationships in the team, group cohesion and competition, general cultural level, economic situation of students, their living conditions).

Conflicts in student environments affect such areas as academic activities, interpersonal relationships, disciplinary conditions of communication within a group, and stressful situations for the individual. Moreover, most student responses to conflicts generate new conflicts. Most students choose a competitive strategy or adopt an accommodating stance in communication, which can also negatively impact the development of conflict. Only a small percentage use compromise or cooperation to resolve conflicts.

Ineffective behavioral strategies increase the level of conflict within a group, which can lead to a certain psychological distance from the opponent. Such distance can arise after a negative resolution of a conflict or when conflict is avoided, further increasing tension between the parties to the conflict. The most extreme form of psychological distance is a complete breakdown in contact between students.

Everyday interactions between various social groups and segments of the population, associated with differences in interests, motives, and values, determine the heterogeneity and ambiguity of their attitudes toward ongoing processes in public life and, consequently, a high probability of social conflicts.

As is well known, interpersonal conflicts are various disagreements, clashes, or confrontations between people during their psychological or social interactions. The main causes of these conflicts can be divided into three groups:

✓ Social and psychological - include various distortions or losses of information during interpersonal communication, imbalance in the interaction of two individuals, interest in power on the part of individuals, the presence of tension during interpersonal relationships;

✓ Psychological - characterized by an inappropriate combination of characters or temperaments of individuals, inconsistency in ideals, life values and motives, discrepancies in worldviews, any ideological attitudes, etc.

✓ Personality-related factors are primarily related to the individual and psychological characteristics of its participants. For example, low social and psychological competence, lack of confidence, underdeveloped empathy (that is, responsiveness), and the presence of a choleric temperament.

Today, a student group consists of various strata of modern society. Students who make up an academic group can be divided into three status strata: high, middle, and low. For a high-status student, middle-status and low-status classmates (and for a middle-status student, low-status classmates) are not considered equal in formal and informal interactions. In other words, the "superior" simply loses interest in them. It can be said that a high-status group member holds informal power, meaning their opinion on important group issues is considered paramount. Furthermore, high-status students may not only be friends with one another but also compete. Middle-status students typically avoid conflict with one another. They sometimes join leading groups. It can be concluded that social inequality impacts the socio-psychological climate of a student group.

Ethnic factors also influence the socio-psychological climate of groups consisting of students of different nationalities, each with its own traditions. For students of some nationalities, adapting to the group is important, and success depends on factors such as individual psychological flexibility, distinctive features of their native culture, linguistic abilities, religious beliefs, and others. It should be noted that the most challenging and crucial period in a student's life, and indeed in the student's life, is the initial period. During this period, first-year students have a weak understanding of university life and academics in general. They do not yet understand how to interact with one another or coordinate their efforts during seminar assignments, which are quite demanding, leading to fatigue and a false perception of the difficulties of learning. In the process of developing group psychology, the skills of collective thinking and the ability to come to a unified decision are of paramount importance. A group that shares a common life and focuses solely on academic and business goals gains more practice in discussing various issues and is able to quickly form its own opinion on any problem, resulting in a unity of opinion and action in solving a given problem. However, some negative consequences are also possible: fussiness, haste, a lack of critical input when discussing a problem, and instability of opinions.

When forming a psychological climate, all its processes are influenced by the characteristics of each student and their combination, which contributes to the development of a sense of community within the group. Individual-personality factors determine the following processes: status, leadership, and role.

Typically, some students are more popular, assume more significant roles, and demonstrate leadership qualities, while others struggle with group dynamics and remain outsiders for a time. It should be noted that students with high status are drawn to other students, which ultimately leads to the formation of microgroups consisting of three to five people. Each microgroup is characterized by its own socio-psychological climate and a unique relationship style, based on the individual and psychological characteristics of its members. Students in microgroups support each other and strive to spend as much time together as possible.

Subsequently, differentiation occurs at the microgroup level. As a rule, all these processes and phenomena ultimately manifest themselves in the psychological climate of the group. A favorable group climate positively impacts satisfaction with relationships with classmates and teachers, the learning process, and work performance. This improves student mood, fostering a desire to learn and develop their creative abilities. When a group successfully completes assigned tasks, its members experience warm feelings and are proud of their group work. It can be concluded that a favorable socio-psychological climate increases interest in learning. A less cohesive group is much more difficult to motivate to find a solution to a problem or task. An unfavorable group climate results in dissatisfaction with interpersonal relationships, requirements, conditions, and the learning process. All of this affects the student's mood and attendance. During their initial years at university, students experience a process of self-affirmation within the group; this is especially noticeable during the initial period. Motivation during this period is most influenced by character traits, upbringing, and temperament. A student's low self-concept contributes to various conflict situations. Many sociologists have noted that first-year students are characterized by an elevated sense of self-worth, maximalism, and categorical moral criteria and behavior. Difficulties in interaction may also arise, which, in turn, can lead to conflict. Disagreements between students and instructors are common. The most

common cause of conflict is inappropriate assessment of student knowledge.

In such situations, the subjective side is the student's biased demands for a higher grade and the subjectivity of the instructor, who underestimates the student's grade. Some students engage in open conflict, but more often, hidden forms of protest manifest as negative and aversive feelings such as hatred, contempt, mistrust, and hostility. Students share all of this with their friends and classmates. To summarize, it can be concluded that student groups composed of young people from diverse social backgrounds are most prone to interpersonal conflicts. However, the students themselves largely determine how these conflicts play out within the group.

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