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PRACTICAL ASPECTS OF THE DEVELOPMENT OF THE AFFILIATION MOTIVE

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ABSTRACT

This article addresses developmental questions about the practical aspects of developing an affiliation motive. Psychological programs aimed at its study and the formation of affiliative institutions in adolescents have not been developed in the conditions of Uzbekistan, and psychological research in this direction has not yet been sufficiently conducted, and this shows that this topic is relevant.

KEYWORDS

Motive, affiliation, psychological research, G.M. Andreeva, E. Bertley, S. Germakhova, A. I. Dontsov, V. Kan-Kalik, M. Lebedeva, I. Sirozhkin, D. Elkonin, Yu. N. Emelyanov, L. A. Petrovskoy, N. N. Bogomolov.

INTRODUCTION

Today, the issue of training morally mature and competitive specialists remains one of the pressing problems in our country.

There are motives that organize a group of teenagers, stimulating academic and professional skills through improving the moral atmosphere and relationships, which in psychology is called the motive of affiliation. From this point of view, the fact that psychological



programs aimed at its study and the formation of affiliative institutions in adolescents have not been developed in the conditions of Uzbekistan, and psychological research in this direction has not yet been sufficiently conducted, and this shows that this topic is relevant.

The scientific research examines the motive of affiliation (English: toaffiliation - “to unite”, “to unite”, “a person’s desire to be in the circle of other people”), socio-psychological factors influencing the formation of their social behavior through coordination. The formation of the affiliation motive in adolescents makes it possible to prepare qualified specialists who have communicative competence in their specialty, including those who contribute to the construction of civil society. Since affiliative motivation consists of a set of goals, needs, motives, such as the desire for communication, the desire for knowledge, the desire to emphasize oneself, the desire for mutually beneficial cooperation, it encourages the student to move to mental, conscious communication. process during educational activities, improves interpersonal relationships, ensures group cohesion.

At the earlier stages of our research, when, on the basis of scientifically substantiated, empirical data, we studied the motive of affiliation in adolescents, its composition, gender and age characteristics, as well as the relationship between social intelligence and personal characteristics, the study of habitual styles in

family interactions from childhood, in correctional and diagnostic work, after the results obtained when interpreting within the framework of interpersonal relationships, it becomes possible to achieve compatibility and harmony, improve the socio-psychological climate in the group. This position is an urgent scientific need to study the psychological nature of the motive of affiliation among young people studying in our country, especially teenagers, to give the author’s definitions taking into account the new diagnostic apparatus (set of methods) and ethnopsychological characteristics, and accordingly to develop educational mechanisms and a socio-psychological model of training.

It is worth noting that the methods used in social psychology do not differ from active methods used in other branches of psychology and in terms of goals, but methods in social psychological research have their own characteristics and manifestations. A number of works and studies in the West and in Russia have been presented in this direction (M. Argyll, E. Byrne, D. Johnson, K. Levin, D. Matsumoto, G.M. Andreeva, E. Bertley, S. Germakhova, A. I. Dontsov, V. Kan-Kalik, M. Lebedeva, I. Siroezhkin, D. Elkonin, Yu. N. Emelyanov, L. A. Petrovskoy, N. N. Bogomolova etc.). However, there is not enough scientific research conducted on the basis of corporate training programs suitable for our mentality as a means and method of strengthening the affiliative motivation of adolescents.



Briefly put, socio-psychological training is the theory and practice of psychotherapeutic and psycho-corrective influence on people, ensuring the development of the individual as an individual, adaptability to various life situations, and increasing a person's competence in communication.

Social-psychological training is actually one of the psychological technologies and has different forms. One of them is corporate training, which is a unique method of influence that serves to effectively establish interpersonal relationships in medium and large teams. In essence, corporate training is based on the concepts of "corporation" and "corporate culture". Its meaning comes from the Latin word "corporatio", which means "union", "association".

Russian experts (T. Bazarov, Zh. Mukhamedyarova, M.A. Rensch, etc.) emphasize that the concept of corporate culture acquires a special meaning and essence in a market economy, and the internal and external aspects of certain organizations as a guarantee of clear and flexible functioning in environment, is compared with a behavioral model that leads to the acceptance of the values of the organization by all its members.

Corporate learning refers to the activity of the entire group as a means of defining a strategy to achieve a common goal in a goal-oriented manner. In our study, we set as a practical goal to test the means of achieving

a common goal by uniting group values through such effective and organized groups in a group of adolescents.

According to scientists who conducted research in this direction:

firstly, there is not enough serious fundamental research in this direction;

secondly, there are practically no studies based on empirical data;

thirdly, technologies based on the formation of corporate culture have not been tested in practice.

In our opinion, corporate training is one of the most effective technologies aimed at developing a corporate culture among members of teams and companies. Because in fact, every organization or institution organizes its activities based on such values that these values are equally beneficial for each member and employee. But in a broad sense, these values must correspond to national, even universal, values.

Another Russian psychologist D.A. According to Leontiev, corporate culture is based on corporate values and has three main forms:

1) ideals - visions consisting of plans for the development of the organization developed by the



administration of the enterprise and recognized by others:

2) implementation of these ideals within the enterprise and organization and manifestation in the behavior of employees;

3) behavior, which represents the transformation of ideals that have become values into a person's internal motivation.

David Matsumoto, an American social psychologist, who approached this issue using the example of different cultures, points out the presence of specific cross-cultural differences in socio-psychological problems in organizations and institutions. He said that every person working at a certain enterprise, after being hired, will definitely change his individuality, uniqueness, and field of values. Because in a new team, every worker or employee has some kind of feeling of anxiety.

We examined the above theories to find out how the world understands corporate culture and organization. But scientists and experts agree on one question: if this is true:

firstly, any team or group works effectively only when there is unity within it;

secondly, the effectiveness of activities depends on the attitude of employees to the goals, norms and values of the activities of a given team and group;

thirdly, only effective management can be a favorable environment for the formation of a corporate culture;

Fourth, both effective management and effective interpersonal skills can be taught to an individual, and corporate training can help.

We accept the above scientific information and conclusions as a methodological principle for ourselves, and the presence of a corporate culture in groups of teenagers enhances their affiliative motivation and is associated with positive and positive interpersonal relationships between classmates, that is, classmates, and the latter cases are the basis of their moral qualities allows us to draw conclusions .

Based on the above scientific considerations and the purpose of our research, among the active learning methods used in social psychology, we chose corporate training. Because, in our opinion, this method can have a positive effect on affiliation motivation by uniting and organizing a group of adolescents and grouping thoughts formed in group discussion.

Therefore, let us briefly dwell on the important methodological requirements for organizing corporate training.

Corporate training indicators:



- Teens strive to work together to solve a common problem or problem and share ideas, resulting in active learning;
- working in groups leads to the development of friendly relations between its members, and as a result, they intensively exchange ideas with each other;
- A kind of cooperation is formed between group members, which ultimately leads to the development of effective interpersonal communication; group members can maximally generalize various ideas and come to consensus.

The corporate training method is characterized by the following features and activities:

- Teenagers work in groups to explore (or solve) thematic issues and problems;
- Groups may consist of high, average or low level students;
- Students in groups must be racially and gender mixed;
- Knowledge assessments assess groups, not individuals.

In terms of purpose and direction, corporate training or collaborative learning is designed to achieve at least three important goals:

- Academic excellence. In corporate training, teenagers with a higher level of knowledge work together with teenagers with a lower level of knowledge and learn relevant material together. This leads to the equalization of the knowledge of adolescents with a low level of knowledge with the level of knowledge of persons with a high level of knowledge, and the desire to learn is much stronger. Highly educated teenagers keep less educated teenagers interested in learning by giving them instructions and tasks. This develops their mutual trust and friendship.
- Improve race and gender relations. The second major benefit of corporate training is that group members, regardless of race, gender or background, work together and as a result develop mutual respect, understanding and teamwork.
- Formation of social skills. Another important aspect of corporate learning is that teenagers learn lessons through cooperation and solidarity. No one can deny that these are the most important skills that will help you work successfully in diverse teams in the future. These are especially necessary skills in today's fast-growing global communities, businesses and corporations. It is this feature of corporate training that is important to us, and in this way we strive to strengthen the affiliative motivation of adolescents.

It can be said that there are six main stages of corporate training, a brief description of which is reflected in the table below:

Table 1.

Six stages of corporate training.

Stages	Performed tasks	Teacher activities
1st stage	Setting goals	The teacher explains to the teenagers one by one all the objectives planned for the lesson and begins the lesson.
2-stage	Providing information	The teacher provides teenagers with the necessary information orally or in writing or provides handouts.
3-stage	Divide teenagers into groups	The teacher explains to the teenagers how to organize work groups and tells the groups what to do.
4-stage	Support group work and exploration process	The teacher provides practical assistance to the groups in solving the problem.
5-stage	Check	The teacher evaluates the presentation of the groups' results and checks the materials they have prepared
6-stage	Evaluation of results	The teacher evaluates the work and knowledge of groups and individual students



The training program for developing affiliation motivation in adolescents consists of a training module consisting of 4 blocks, lasting 2 days.

In the first block “Motivational study of affiliation”, day 1, participants will become familiar with group activities, theoretical knowledge on this topic and diagnostics of research conducted on them.

The second block is called “Formation of affiliation motivation in adolescents.” It focuses on the inner motivations and goals that lead to the formation of adolescents.

The third block, “Ways to Achieve Affiliation,” will be on Day 2, and participants will analyze and role-play various methods and strategies.

In the fourth and final block, Day 2, group activities are assessed, participants' reports are heard, and future tasks are determined.

Psychological training on developing affiliation motivation in adolescents includes:

- the purpose of the training, the topic of discussion, the nature of the problem, how focused the participants are on it;
- circular discussion of the problem under discussion, collection of information, views, opinions, new ideas and proposals of all participants;
- sorting and discussing information;

- justification of alternatives and their joint assessment;
- ending the discussion together;
- compare the results obtained with the purpose of training
- to prevent psychological stress, to complete the lesson.

To form the affiliation motive in adolescents, types of psychological preparation for group activities, creative approach techniques, and various types and methods of modeling were widely used.

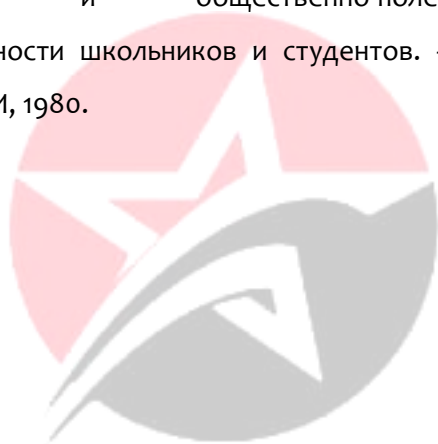
Diagnostic training procedures include information about the structure of affiliate motivation, monitoring the quality of training and training procedures by training participants.

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