Theoretical Foundations of Socio-Psychological Approaches in the Interpersonal Relationships of Pedagogical University Students

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Abstract: This article examines the theoretical aspects of socio-psychological approaches, their classification, historical development, and application in the educational environment of pedagogical universities. It analyzes the key methods and principles underlying these approaches, as well as their role in optimizing interpersonal relationships among students. Particular attention is paid to the integration of theoretical and practical methods of psychology for studying individual behavior in a social context.

Keywords: Socio-psychological approaches, interpersonal relationships, educational environment, pedagogical university, theoretical methods, classification of approaches.

Introduction: The relevance of researching socio-psychological approaches in the interpersonal relationships of pedagogical university students is determined by the profound transformations in the education system of Uzbekistan, aimed at forming a harmoniously developed personality. In the context of the democratization of society and the globalization of education, the problem of optimizing interaction within student groups acquires particular significance. Socio-psychological approaches represent a set of methods aimed at studying and correcting individual behavior in the social environment, making them an indispensable tool in the work of an educator.

The origins of socio-psychological approaches in pedagogy date back to antiquity, when philosophers (Plato, Aristotle) considered education as a process of forming a citizen within the context of society. In the Modern Era, the ideas of J.A. Comenius, J.-J. Rousseau, and J.H. Pestalozzi introduced into pedagogy the concept of the individual as a product of social upbringing.

In the 19th and 20th centuries, under the influence of the development of psychology, pedagogical science began to systematically apply socio-psychological ideas. Significant contributions were made by W. Wundt, S. Freud, as well as representatives of American and European schools of psychology. In Russia, the works of L.S. Vygotsky were of particular importance; he introduced the concept of the "zone of proximal development," emphasizing the social nature of learning and upbringing.

Thus, pedagogy began to view the individual not only as an object of influence but also as an active participant in social interaction. This laid the foundation for modern socio-psychological approaches.

Contemporary researchers emphasize that socio-psychological approaches cannot be considered in isolation: they form an integral system. At the same time, criticism exists:

The humanistic approach is often criticized for excessive idealization of the individual;

The activity-based approach — for an excessive emphasis on the practical side, ignoring emotions;

The communicative approach — for limited applicability in mass education settings;

The sociocultural approach — for the complexity of implementation in multinational groups.

Despite this, these approaches remain relevant and are actively used in pedagogy.

The concept of the "socio-psychological approach" is firmly established in the terminological apparatus of modern pedagogy and psychology; however, a single

definition still does not exist. In general terms, socio-psychological approaches can be defined as scientific research based on a complex of theoretical and practical methods of psychology, aimed at studying human behavior in social situations, as well as the influence of social groups on the individual.

Based on the analysis of works by domestic and foreign researchers, the following main approaches can be distinguished:

Sociocultural approach — emphasis on the influence of culture and social norms on behavior;

Evolutionary approach — viewing social behavior as a result of the evolutionary process;

Social learning approach — studying the formation of behavior through observation and imitation;

Social-cognitive approach — focusing on cognitive processes in social situations;

Humanistic approach — emphasis on self-actualization of the individual and their creative potential.

The classification of approaches can be carried out according to various criteria: the nature of learning, applied methods and technologies, philosophical and methodological foundations.

The history of the development of socio-psychological approaches reflects the evolution of scientific ideas about the individual and society. The sociocultural approach, based on the works of P. Sorokin and A.S. Akhiezer, views society as a unity of culture and sociality. The humanistic approach, which emerged in the 1960s as the "third force" in psychology, emphasizes the creative potential of a person and their ability for authentic existence. The cognitive approach, formed within the cognitive revolution, focuses on the processes of acquiring, storing, and using knowledge. The evolutionary approach considers social behavior as a product of biological and social evolution. Social learning is aimed at forming independence, activity, and responsibility of the individual.

The educational environment of a pedagogical university represents a space for interaction among subjects of the educational process within material, social, psychological, and pedagogical conditions. The key components of the educational environment are: spatial, socio-psychological, methodological, motivational, and technological.

The application of socio-psychological approaches in the educational environment includes:

Using psychological training to develop communication skills;

Organizing group discussions for the exchange of opinions and experiences;

Implementing active learning methods (project activities, case method, problem-based learning);

Creating a positive learning atmosphere based on the principles of humanism and respect.

Humanistic psychology (A. Maslow, C. Rogers) formed the basis of person-centered pedagogy. Within this approach, a person is viewed as a self-actualizing being with unique needs and values.

In pedagogy, this is expressed in the following principles:

respect for the student's personality,

recognition of their right to choose,

creating conditions for self-realization,

emphasis on the development of creativity and internal motivation.

This approach became widespread in 20th-century educational practices and is still used in building person-centered learning.

The activity-based approach was developed in domestic psychology (A.N. Leontiev, S.L. Rubinstein). Its essence lies in the fact that the personality is formed through active activity, and learning is a process of engaging students in various types of activities.

In pedagogy, this approach manifests itself in project-based learning methods, student research activities, laboratory and practical classes. It promotes the development of independence, responsibility, and communication skills.

The communicative approach is based on the idea that learning and upbringing are impossible without communication. The theoretical basis of this approach consists of the works of A.A. Leontiev, M.M. Bakhtin, and A.V. Petrovsky.

Main ideas:

learning as a process of exchanging information and meanings,

development of dialogicity, the ability to listen and understand the interlocutor,

formation of communicative competencies.

In practice, this is expressed in the use of group work forms, discussions, training, as well as in the application of collaborative learning technologies.

The sociocultural approach was developed by L.S. Vygotsky and further advanced within cultural-historical theory. Its essence lies in the fact that learning is a process of assimilating cultural norms, values, and traditions through joint activity and communication.

This approach is especially important for pedagogy, as

it allows for the consideration of cultural diversity, the integration of national traditions and global trends. It is used in intercultural exchange programs, in teaching foreign languages, and in forming tolerance and civic identity.

Socio-psychological approaches form the basis of modern pedagogy, helping to view education as a system of interaction between the individual, the group, and society. The humanistic, activity-based, communicative, and sociocultural approaches complement each other, providing a multidimensional view of the educational process. Their theoretical understanding is important for forming pedagogical strategies aimed at personal development in the context of global changes.

Conclusion

Thus, socio-psychological approaches represent a powerful tool for optimizing interpersonal relationships in the student environment. Their effective application requires the integration of theoretical knowledge and practical methods, as well as consideration of the specifics of the educational environment of a pedagogical university. Further research in this direction may be aimed at developing specific methods and programs focused on forming a culture of interpersonal communication among future educators.

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