

ISSN 2300-3170



Wydawnictwo
Międzynarodowej Akademii Nauk Stosowanych
w Łomży

Seria:

Zeszyty Naukowe

Nr 97

NAUKI SPOŁECZNE, HUMANISTYCZNE I PEDAGOGICZNE
Redaktor prowadzący: **dr Wiesław Zawadzki**

Łomża 2025

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PSYCHOLOGICAL FEATURES OF INTERPERSONAL COMMUNICATION IN YOUTH STUDENTS

Summary

The article describes that the rapid development of scientific and technical progress, globalization and urbanization of the world, the lack of stability in the political and economic spheres of society, and the imposition of desired attitudes and patterns of behavior by society affect the specifics of human functioning in the social environment and acutely pose the problem of personal communication. Communication is one of the most important phenomena that supports various forms of human relations, forms various social relations, and develops an individual's psychological features. The structure of communication is considered as a connection of interrelated factors: communicative (exchange of information between individuals), interactive (organization of interaction between communication participants, i.e. exchange of not only knowledge, ideas, but also actions), wise (the process of perception and recognition by partners of each other and establishing mutual understanding on this basis).

Keywords: interpersonal communication, personality, student youth, communication, personality orientation

Introduction

A young person as person constantly seeks to develop and find ways to improve in any period of life. However, the functional development of the individual is not possible without

communication. A person cannot function normally, or exchange experience, work, and household skills without contacts between other people and without influencing each other (directly or indirectly). Without communication, the full development of a person as an individual and subject of activity cannot take place. Interpersonal communication is a personified form of social relations. The need to study the characteristics of student youth communication is due to its influence on the success of personal and professional development. Students have open access to various sources of information, including modern information technologies, namely the Internet.

Purpose, subject and research methods

It consists of theoretical substantiation and empirical research on the problem of psychological features of interpersonal communication and the formation of the communicative culture of student youth.

Diagnostic and statistical methods were used to achieve the goal. In the first stage, an analysis of psychological and pedagogical literature on communication problems was carried out. As the main methodological toolkit in the empirical study, the following was used: “Test for determining the need for communication” (Y. Orlov, V. Shkurkin, L. Orlov).

Research results

The problem of communication among student youth, in particular interpersonal, is one of the most important and complex in psychology. Communication forms a process of interaction between individuals and social groups, in which social experience is transferred and assimilated, the structure and essence of interacting subjects change, the diversity of human personalities is formed, and the socialization of the individual is carried out [4].

A special influence on the formation of a student's personality is exerted by his close environment, that is, the student body with which he is in contact throughout his studies. During study, the student body cannot be imagined without a variety of interpersonal relationships accompanying both solving group tasks and other forms of activity. At the same time, the interpersonal relations formed in the group are reflected by its members in the form of various assessments and the emotional states experienced by them [2].

Positive and effective interpersonal communication in the student environment, the team is the key to constructive interpersonal relations of future specialists in further professional

activities. Yes, emotional barriers appear if there is no emotional comfort in relationships between people. It is the state of emotional comfort and the level of need for communication that are important factors in the communication of student youth [5].

The problem of interpersonal interaction among young people is quite actively researched in the scientific literature. In the writings of domestic scientists (E. Kozub, E. Kondratieva, E. Tsukanova) issues related to the influence of interpersonal relations on the communication process are revealed. Communication is a set of interactions between people, and communities in which there is an exchange of information, abilities and skills, experience, and life results. Therefore, communication skills are a component of the communicative culture of student youth – future specialists [2].

A very important aspect of student communication is communication with classmates and fellow students. By comparing his attitude to learning, and his future profession with the positions of his colleagues, the student begins to perceive educational activities more consciously, trying to be successful among his peers. A rather significant aspect of communication in student age is communication with teachers. However, by the end of their studies at the university, most students begin to actively communicate with all teachers. It is the communicative culture that should determine both the knowledge of the language of the profession and the high culture of speech, which involves perfect mastery of the literary language and its norms in the process of speech activity. Communication is a universal reality of human existence, which is generated and supported by various forms of human relations. In this reality, both different types of social relations and psychological features of an individual are formed and developed [3].

G. Andreeva defines the structure of communication as the separation of three interrelated factors in it: communicative (exchange of information between individuals), interactive (organization of interaction between communication participants, i.e. exchange of not only knowledge, ideas, but also actions), wise (the process of perception and partners getting to know each other and establishing mutual understanding on this basis). B. Parygin considers the structure of communication as a relationship of two aspects: substantive and formal, that is, communication and interaction with its content and form. O. Bodalov singles out gnostic (cognitive), affective (emotional), and practical (active) components [5].

The system of actualized features of student youth, which are revealed in the communication of the personality with other people, characterizes its communicative potential. The system of these qualities, abilities, and skills is formed in the communicative process itself and is fixed in the personality structure as a kind of life strategy. Communication of students is

largely related to the leading activities of their age, namely professional training and self-development. A great place is occupied by their communication with classmates, teachers, friends, and loved ones. In modern life, young people can satisfy many of their needs with the help of cyberspace. In particular, a student on the Internet has the opportunity to present himself, meet other people, develop interpersonal relationships with others, perform educational tasks, and even become addicted to the Internet [5].

Well-known modern American psychologists P. Vaclavik, D. Bivin, and D. Jackson in the paper “Pragmatics of Human Communications” identified the most important features of interpersonal communication [2]:

1. Inevitability of communication – everyone communicates; communication does not have its counterpart “non-communication”. In the case when a person does not want to communicate with someone, he nevertheless becomes a source of information for others and thus is included against his own will in universal communication.

2. The inevitability of communication – the information of messages in communication creates new mental states in those who perceive it or even new situations. The inevitability of the results of communication is clearly emphasized by the proverb: “A word is not a bird: if you release it, you will not catch it”.

3. The two-faceted nature of communication is a description of the real (or what is considered to be real) world communication conceived by the participants. At the same time, they describe the relationships between them: socio-role, psychological, spiritual, etc. This aspect is relational. Every act to another person is informative. the meaning that outlines and modifies the relationships between these individuals.

4. Mutual adaptation of the participants – coordination of sign systems of verbal and non-verbal codes of communicators, which may differ significantly. It is not only about different languages but also about the specific use of means of the language code common to the speaker and the listener of the idio-ethnic language (diastyle), determined by various social, age, gender, cultural, and other factors.

5. Punctuation of events – the introduction by each of the communication participants into the communication of their vision of sequence, orderliness of events, causes and consequences, stimuli and reactions, etc. All this can cause various interpersonal conflicts. Scientists claim that the nature of the relationship depends on the punctuation of communicative sequences between the participants of communication.

6. Symmetry and/or complementarity: symmetry is based on the principles of equality, recognition by each participant of communication of the uniqueness of the other;

complementarity is based on opposite principles: one of the participants dominates, the other is in a dependent position. All communicative exchanges are either symmetrical or complementary, depending on whether they are based on similarities or differences [4].

During the period of study at a university, students determine their future life path, acquire professional skills, and begin to test themselves in various areas of life, independently plan their activities and behavior, and defend the independence of judgments and actions. When analyzing interpersonal communication in the student environment among young people, it is necessary to take into account the age characteristics of students, that is, the complex physical, intellectual, cognitive, motivational, and emotional properties of this age. Growing interest in the latest technologies, personal and professional interest – all this contributes to the growth of the number of young people who use the World Wide Web. Constant access to the network allows you to use it to satisfy your own communication needs, which in turn satisfies the need for psychological contact [1].

The empirical study was conducted in 2023 based on Lesya Ukrainka Volyn National University. In total, 30 students from various faculties took part in the study.

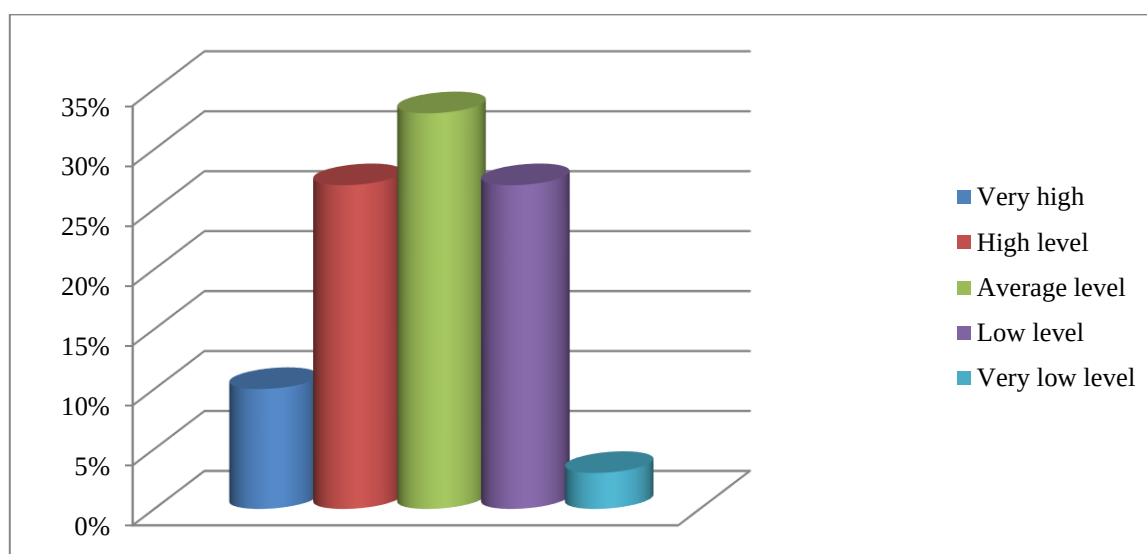


Figure 1. Results of the methodology for determining the level of communication needs
Source: result of the authors' own scientific research

Having processed the data obtained from an empirical study of the general characteristics of personality orientation in communication using the “Personality orientation in communication” method (S. Bratchenko), we determined the “formula” of the communicative orientation of the sample personality, determining the average scores: D – 0%, AO – 21.4%, M – 19.8%, AL – 21%, C – 20.3%, I – 17%.

As we can see on the graphic profile (Fig. 2) of the sample: orientation to equal communication is completely absent (0%), and all other orientations are placed at almost the same level – from 17 to 21%. It is possible to single out only the authoritarian orientation, which has a slight predominance according to the average scores of the respondents (21.4%).

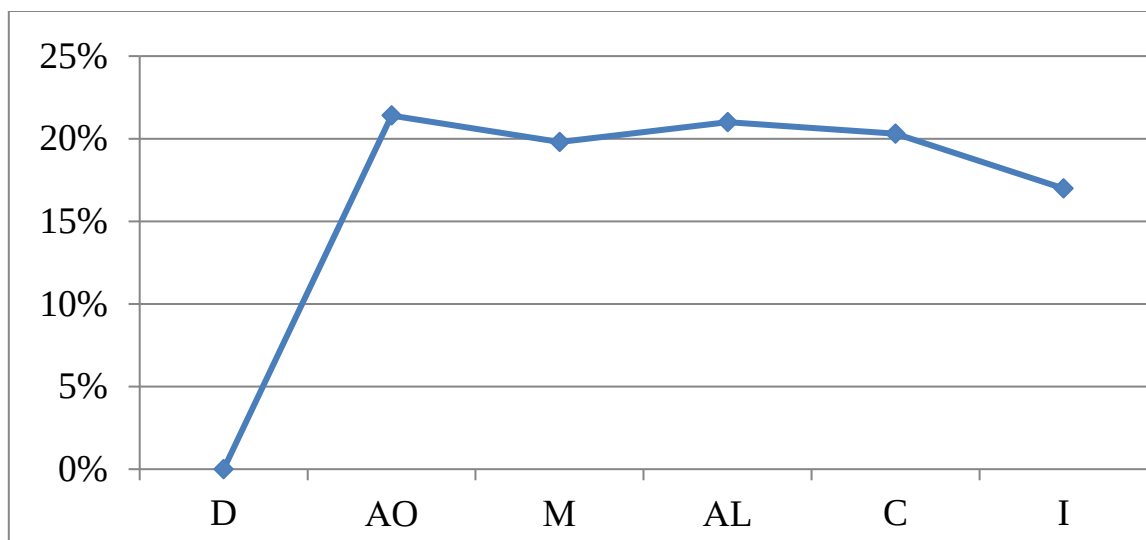


Figure 2. Graphical profile of the ratio of different types of personality orientation in communication
Source: result of the authors' own scientific research

If we analyze in general all the final indicators according to the scales of the sample, we can see that the dominant among our respondents is a manipulative orientation in communication (Table 1): they have an inherent orientation towards using the interlocutor and all communication for their own purposes, to obtain various kinds of benefits, treating the interlocutor as a means, the object of his manipulations, the desire to understand “calculate” the interlocutor in order to obtain the necessary information or action.

Table 1. The highest scores on the scales
Source: result of the authors' own scientific research

Dialogic orientation (D)	Authoritarian orientation (AO)	Manipulative orientation (M)	Alterocentric orientation (AL)	Conform orientation (C)	Indifferent orientation (I)
0	7	8	6	5	4

At the same time, we can see from Table 2 that most young people try to avoid the manipulative type of direction in their communication: it is not typical for them to use the interlocutor and their communication to obtain a certain benefit, they do not use the interlocutor as an object of their manipulations.

Table 2. The lowest points on the scales
Source: result of the authors' own scientific research

Dialogic orientation (D)	Authoritarian orientation (AO)	Manipulative orientation (M)	Alterocentric orientation (AL)	Conform orientation (C)	Indifferent orientation (I)
0	6	9	5	4	6

According to the results of the correlation analysis, which are presented below, we can say that 14 statistically significant relationships were found. Let's consider these results in more detail.

A statistically significant relationship was found between the indicators:

- “need for communication” and “loneliness” ($r = 0.3835$) – there is a weak correlation. Such a coefficient indicates that when the need for communication increases, a person's feeling of loneliness increases, and vice versa, if the need for communication decreases, the feeling of loneliness will also decrease.

- “need for communication” and “communicative abilities” ($r = 0.4665$) is a medium-level correlation. It is an indicator of direct proportionality in that when the need for communication increases, a person better demonstrates his communication skills, has the opportunity to show his emotions, and communicates with other people more confidently.

- “need for communication” and “moral normativity” ($r = 0.4374$) – there is an average correlation that shows how much individuals need communication with others, how much they can control themselves, and how to orient themselves to the existing societal norms and rules of behavior.

- the inverse correlation between the scales “confidence” (II) and “manipulative orientation” ($r = -0.4125$) – indicates that young people will lack manipulative orientation in communication when they feel confident and independent in any situation.

- “stubbornness” (IV) and “uselessness” (VIII) ($r = -0.3827$) is such an inverse correlation that reflects low manifestations of delicacy, tenderness, desire to take care of loved ones and, along with this, increased stubbornness and suspicion, mistrust.

- “yielding” (V) and “allocentric orientation” ($r = -0.3976$) – the inverse correlation coefficient, which allows one to assess high self-criticism, modesty, timidity, and shyness as opposed to a low level of aspirations to promote the development of other people on damage to one's development.

- “compliant” (V) and “manipulative orientation” ($r = -0.4015$) – an inverse correlation indicates that in the case of more frequent use of manipulative orientation in communication, a person will resort to compliant behavior less.

- “flexibility” (V) and “adaptive abilities” ($r = 0.4335$) – the direct correlation coefficient makes it possible to assess: with a decrease in self-criticism, modesty, timidity, and shyness, a person's adaptive abilities decrease when exposed to stress factors.

- “flexibility” (V) and “moral normativity” ($r = 0.5001$) – such an indicator of direct correlation of the average level allows to assess the growth of self-criticism, modesty, timidity, shyness, as well as the growth of orientation towards the norms existing in society and rules of conduct.

- “alterocentric orientation” and “manipulative orientation” ($r = -0.462$) – an indicator of inverse correlation. If the subjects more often “center” on the interlocutor, and orient themselves on his goal, and need, the less they will use manipulative orientation in communication, using the interlocutor for their purposes, to gain benefits.

- “alterocentric orientation” and “adaptive abilities” ($r = 0.4365$) – direct correlation. This indicator makes it possible to estimate that in case of a decrease in the orientation of the interlocutor, on his goal, and need, the adaptive capabilities of people who are more vulnerable to stressful influences will decrease.

- “conform orientation” and “communicative abilities” ($r = -0.5986$) – the inverse correlation coefficient. Such an indicator indicates that the frequent use of concessions in communication in favor of the interlocutor, and willingness to “adjust” to the interlocutor, reduces the communicative abilities of the subjects.

- “manipulative orientation” and “communicative abilities” ($r = -0.4761$) – inverse correlation. Such an indicator of the relationship indicates that in the case of a growing orientation towards using the interlocutor and all communication for one's purposes, to obtain various kinds of benefits, forces are spent on “creativity” in such a direction in communication and, as a result, the communicative abilities of such a person decrease. interlocutor

- “communicative abilities” and “moral normativity” ($r = 0.6141$) – an indicator of a close correlation between the scales of the methods. It characterizes the degree of growth in the establishment of contacts, and communicative abilities of the interlocutor with a growing orientation to the norms and rules of behavior existing in society.

As a result of conducted empirical research, correlational analysis, and based on theoretical study, we are convinced that communication, in particular interpersonal communication, occupies a leading place in the life of students and has a decisive influence on their functioning. Empirical studies have confirmed the relationship between the scales “communicative abilities”, “need for communication”, and “loneliness” and the scales of orientations in communication, which determines the significant need of students for

interpersonal communication and maintaining already existing social contacts. possibilities of comfortable adaptation. Interpersonal communication is one of the most important conditions for uniting people for any joint activity. In the process of education and upbringing, there is a joint activity of people, mediated by communication, transfer, and assimilation of experience accumulated by mankind. In communication, a young person, on the one hand, reveals his qualities to himself and others, and on the other hand, develops and shapes them. Communicating with other people, the student learns common human experience, historically formed social norms, values, knowledge, and methods of activity, and is formed as a person and subject of activity. At the current stage of the development of society, young people have the opportunity to communicate not only in real life but also with the help of the Internet, in particular, in social networks.

Conclusions

Taking into account theoretical developments, practical experience, and the results of empirical research, it is worth noting that to determine the psychological factors of communication among student youth, we selected a diagnostic toolkit that made it possible to study this phenomenon holistically. Peculiarities of interpersonal communication of student youth testify to its defining role in human life and society in general. After all, the essence of a person is not only that he is homo sapiens, that is, a being that thinks, but also that he is homo eloquent, that is, a being that talks, communicates. In the process of studying student youth in higher education institutions, everyone's communicative culture is formed, which is an important component of the professional success and career growth of the future specialist. Today, the reform of the higher education system and Ukraine's entry into the European educational space presupposes the formation of new priorities for the educational process. Therefore, one of the key components of an effective educational process is the positive interpersonal interaction of student youth.

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