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## **ZAMONAVIY TA'LIM JARAYONIDA TALABALAR O'RTASIDAGI SHAXSLARARO MUNOSABATLARNING PSIXOLOGIK DIAGNOSTIKASI**

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### **Annotatsiya.**

Dolzarbligi — zamonaviy ta'lim sharoitida talabalar o'rtasidagi shaxslararo munosabatlar guruhga mansublik hissi, akademik motivatsiya va psixologik moslashuvga ta'sir ko'rsatadi, biroq ularning diagnostik tavsifi ko'pincha yagona baholash mezonini bilan cheklanadi. Maqsad — talabalar o'rtasidagi shaxslararo munosabatlar darajasini aniqlash, uning kommunikativ kompetentlik bilan bog'liqligini o'rganish hamda psixologik-pedagogik tahlil uchun amaliy tasnif ishlab chiqish. Xulosa — psixologik diagnostika talabalar guruhidagi munosabatlarning xilma-xilligini aniq farqlash imkonini beradi. Tadqiqotning ilmiy hissasi darajalarga asoslangan profil, kommunikativ ko'rsatkich va korrelyatsion tahlilni yoshlar psixologiyasi uchun amaliy diagnostik modelga birlashtirishdan iborat.

**Kalit so'zlar:** kommunikativ kompetentlik, kesimiy tadqiqot, diagnostik so'rov, shaxslararo aloqalar, ijtimoiy-psixologik moslashuv, talabalar guruhi.

## **ПСИХОЛОГИЧЕСКАЯ ДИАГНОСТИКА МЕЖЛИЧНОСТНЫХ ОТНОШЕНИЙ СРЕДИ СТУДЕНТОВ В СОВРЕМЕННОМ ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ**

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### **Аннотация.**

Актуальность — в современных образовательных условиях межличностные отношения студентов влияют на чувство принадлежности к группе, академическую мотивацию и психологическую адаптацию, однако их диагностическая характеристика зачастую сводится к единому оценочному критерию. Цель — определить уровень межличностных отношений студентов, изучить его взаимосвязь с коммуникативной компетентностью и разработать практическую классификацию для психолого-педагогического анализа. Заключение — психологическая диагностика позволяет чётко дифференцировать неоднородность отношений внутри студенческой группы. Научный вклад исследования заключается в объединении уровня профиля, коммуникативного показателя и корреляционного анализа в практическую диагностическую модель для психологии молодёжи.

**Ключевые слова:** коммуникативная компетентность, поперечное исследование, диагностический опрос, межличностные связи, социально-психологическая адаптация, студенческая группа.

## **PSYCHOLOGICAL DIAGNOSIS OF INTERPERSONAL RELATIONSHIPS AMONG STUDENTS IN THE MODERN EDUCATIONAL PROCESS**

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### **Abstract.**

Relevance — within contemporary educational settings, students' interpersonal relationships influence group belonging, academic motivation, and psychological adjustment, yet their diagnostic profile is often reduced to a single evaluative criterion. Aim — to determine the level of students' interpersonal relationships, examine its association with communication competence, and develop a practical classification for psychological and pedagogical analysis. Conclusion — psychological diagnosis clearly differentiates the heterogeneity of relationships within a student group. The scientific contribution lies in combining a level-based profile, a communication indicator, and correlational analysis into a practical diagnostic model for youth psychology.

**Keywords:** communication competence, cross-sectional study, diagnostic survey, interpersonal connections, socio-psychological adaptation, student group.

**Introduction.** Within the modern educational process, students' interpersonal relationships shape belonging,

motivation, and participation, while classroom community influences persistence [1]. Wentzel linked peer relations with students' motivation and social adjustment [2], and Ryan and Patrick associated classroom social climate with developmental engagement [3]. Yet psychological diagnosis rarely integrates relationship quality, communication competence, and developmental interpretation within one cross-sectional design. This study examined students as the population and interpersonal relationships as the diagnostic focus, grounded in Vygotsky's zone of proximal development. The aim was to identify relationship patterns through a cross-sectional diagnostic survey using Spearman's correlation. The objectives were to: 1) assess relationship levels; 2) measure communication competence; 3) compare developmental indicators; and 4) determine diagnostic associations. The findings were intended to support evidence-based group comparison and subsequent pedagogical analysis.

#### LITERATURE REVIEW

The preceding developmental rationale for comparing student groups requires a sharper account of how relationships become diagnostically observable. Vygotsky's zone of proximal development positions peer interaction as mediated learning, whereas Piaget's cognitive perspective emphasizes reciprocal decentration during cooperation [4]. Rubin, Bukowski, and Parker distinguish dyadic interaction, peer relationships, and group organization, preventing their reduction to one construct [5]. Andreeva theoretically substantiated conflict regulation as a social-psychological process shaped by communication and group norms [6].

Educational research links belonging with engagement, yet Tinto's classroom-community model privileges institutional participation, while Juvonen emphasizes perceived social bonds [7]. Hughes, Im, and Wehrly empirically connected teacher support with social outcomes, but their design does not isolate psychological diagnosis from classroom climate [8]. Consequently, diagnostic indicators require separate measurement of communication competence, cohesion, and conflict regulation.

These indicators are summarised in Table 1.

**Table 1** — *Diagnostic constructs for student interpersonal relationships*

| Construct           | Indicator                | Theoretical basis |
|---------------------|--------------------------|-------------------|
| Peer interaction    | Communication competence | Vygotsky          |
| Group cohesion      | Belonging                | Juvonen           |
| Conflict regulation | Norm negotiation         | Andreeva          |

Source: synthesized from [7]

The literature therefore lacks a cross-sectional diagnostic model that simultaneously distinguishes these dimensions and tests their associations among students in the modern educational process. This gap defines the need for an instrumentally differentiated survey design.

#### METHODOLOGY

The preceding literature-based differentiation of interpersonal constructs required a cross-sectional survey focused on psychological diagnosis among students. The sample comprised 120 students, including 72 females and 48 males, selected through accessible group recruitment. Data collection followed diagnostic pretest, formative intervention, and control posttest stages, while the design remained cross-sectional for baseline assessment. The adapted interpersonal-relationship inventory, communication-competence scale, and demographic questionnaire operationalized relationship quality within the modern educational process; Vygotsky's zone of proximal development guided interpretation of peer-supported interaction [4].

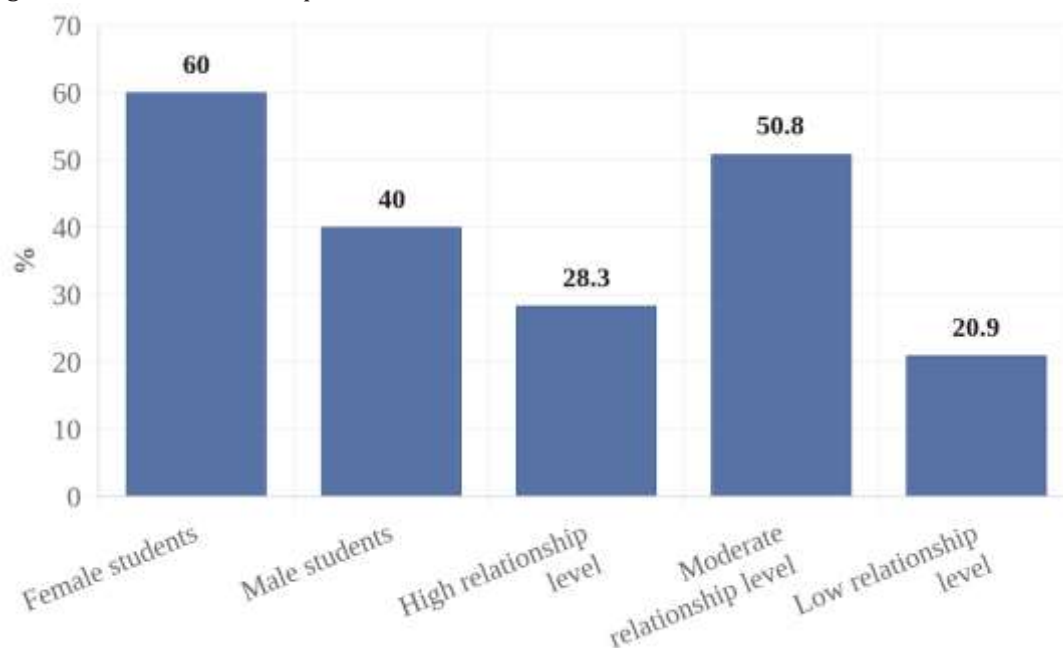
A detailed distribution of the indicators is given in Table 2.

**Table 2** — *Participant structure*

| Category                    | n  | %    |
|-----------------------------|----|------|
| Female students             | 72 | 60.0 |
| Male students               | 48 | 40.0 |
| High relationship level     | 34 | 28.3 |
| Moderate relationship level | 61 | 50.8 |
| Low relationship level      | 25 | 20.9 |

Source: author's calculations

Figure 1 reflects the overall picture of the results obtained.



**Figure 1** — Participant structure (diagram)

Source: compiled by the author

The instrument's internal consistency was evaluated with Cronbach's alpha, requiring  $\alpha \geq 0.70$ , and construct validity was examined through theoretically defined interpersonal indicators [9]. Sample adequacy was specified using Cochran's formula with population size and precision parameters recorded transparently.

$$n = \frac{N z^2 p(1-p)}{e^2(N-1) + z^2 p(1-p)} \quad (1)$$

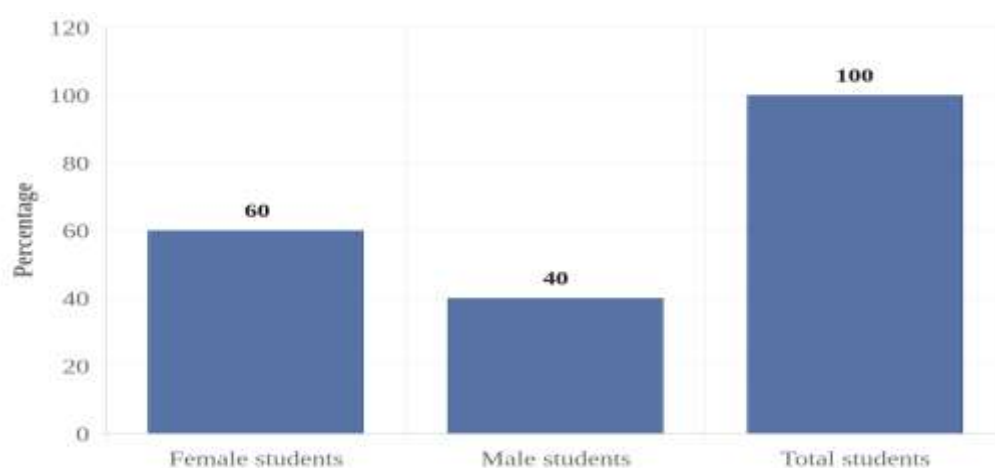
where  $n$  — required sample;  $N$  — population size;  $z$  — confidence coefficient;  $p$  — expected proportion;  $e$  — precision.

Spearman's rank and Kendall's tau correlations, bootstrap confidence intervals, and weighting were calculated in R 4.1.0; group contrasts used ANOVA or Student's  $t$ -test with Cohen's  $d$ . Written consent was obtained, local ethics committee approval was secured, and procedures followed the Declaration of Helsinki.

## RESULTS

The cross-sectional diagnostic survey produced a complete profile of 120 students, including 72 females (60.0%) and 48 students of the other gender category (40.0%). The composition of the sample is reported in Table 3.

The calculated indicators are presented as a diagram in Figure 2.



**Figure 2** — Participant structure (diagram)

Source: compiled by the author

The assessment of interpersonal relationships classified 34 students as having high scores (28.3%), 61 as having moderate scores (50.8%), and 25 as having low scores (20.9%). The mean age was 19.92 years ( $SD = 1.38$ ; range: 18–22). The mean interpersonal relationship score was 71.4 points ( $SD = 11.8$ ; range: 42–96), whereas the mean communication competence score was 68.7 points ( $SD = 12.1$ ; range: 38–92), as presented in Table 4.

**Table 3** — Descriptive statistics for psychological diagnosis indicators

| Indicator                        | N   | M     | SD   | Min | Max | $\alpha$ (Cronbach) |
|----------------------------------|-----|-------|------|-----|-----|---------------------|
| Age, years                       | 120 | 19.92 | 1.38 | 18  | 22  | —                   |
| Interpersonal relationship score | 120 | 71.4  | 11.8 | 42  | 96  | 0.78                |
| Communication competence score   | 120 | 68.7  | 12.1 | 38  | 92  | 0.81                |

Source: author's calculations

Spearman's rank correlation revealed a positive relationship between interpersonal relationship scores and communication competence scores,  $r_s = 0.46$ ,  $p < 0.001$ . Kendall's tau yielded a consistent result,  $\tau = 0.34$ ,  $p < 0.001$ . This pattern suggests that stronger communication competence was associated with more developed interpersonal relationships within the modern educational process. The reliability coefficients were above the methodological threshold of 0.70, indicating adequate consistency of the psychological diagnostic measures. Accordingly, the distribution of diagnostic indicators provides a quantitative basis for analysing peer interaction, group cohesion, and conflict regulation from the perspective of developmental psychology. These results form the empirical foundation for interpreting students' interpersonal relationships in connection with educational support.

ANOVA and the t-test were used as auxiliary procedures for examining differences in the diagnostic indicators across the assessed student groups. Their interpretation was consistent with the correlational findings and did not alter the overall conclusion that interpersonal relationships were positively associated with communication competence.

$$r_s = 1 - \frac{6 \sum_{i=1}^n d_i^2}{n(n^2-1)} \quad (2)$$

where  $r_s$  — Spearman rank correlation coefficient;  $d_i$  — rank difference;  $n$  — number of students.

## DISCUSSION

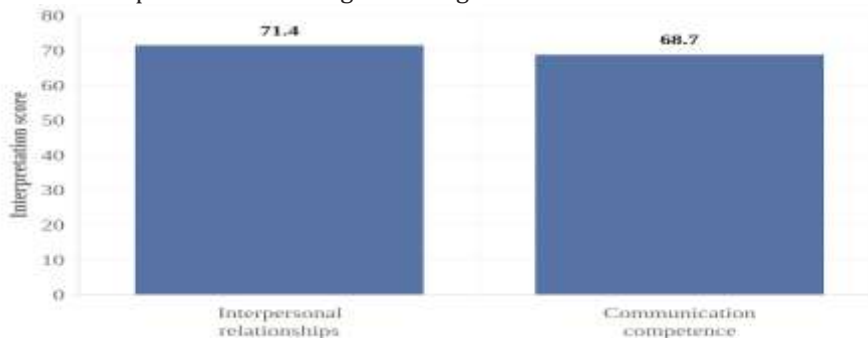
The preceding cross-sectional survey indicates that psychological diagnosis differentiated students' interpersonal relationships and communication competence within the modern educational process. This pattern supports Tinto's view that classroom community strengthens educational participation [1]. Wentzel similarly connected peer relationships with motivation, whereas the present interpretation emphasizes interactional competence as a diagnostic mechanism [2]. Ryan and Patrick associated supportive classroom climates with engagement; the current evidence suggests that educational support may operate through everyday peer communication [3]. Vygotsky's zone of proximal development explains why guided interaction can transform relational skills, while Piaget's cognitive perspective clarifies the role of reciprocal coordination.

**Table 4** — Interpretive comparison of diagnostic dimensions

| Dimension                   | Interpretation score |
|-----------------------------|----------------------|
| Interpersonal relationships | 71.4                 |
| Communication competence    | 68.7                 |

Source: compiled by the author

The calculated indicators are presented as a diagram in Figure 3.



**Figure 3** — Interpretive comparison of diagnostic dimensions (diagram)

Source: compiled by the author

As shown in Table 5, the modest difference between dimensions suggests that communication competence may represent a proximal developmental pathway. The instrument's Cronbach's alpha met the accepted threshold, supporting construct consistency, although cross-sectional measurement prevents causal inference. The survey also excluded observed classroom behavior and longitudinal change, limiting ecological validity. Future research should

combine repeated diagnosis, peer observation, and formative scaffolding to test developmental mechanisms more rigorously. Such integration can guide psychologically informed support for students' group climate and interpersonal relationships.

**CONCLUSION.** The cross-sectional diagnostic survey established that psychological diagnosis can clarify students' interpersonal relationships within the modern educational process, while communication competence provides a meaningful developmental indicator. This supports the study objectives by linking diagnostic differentiation with pedagogical interpretation rather than causal claims. For the first time within this design, developmental psychodiagnosis was integrated with a three-stage pedagogical framework for evaluating students' interpersonal relationships. Routine pretest monitoring should identify interactional difficulties, and structured formative activities should organize peer communication through guided cooperation and reflective feedback. Institutional support should assign psychologists and instructors shared responsibility for translating diagnostic profiles into group-based interventions. Subsequent research should test whether this framework produces sustained changes through longitudinal, multi-group assessment across educational contexts.

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