

SOCIAL RELATIONS OF STUDENTS IN MILITARIZED HIGHER EDUCATION INSTITUTIONS: A SOCIO-PSYCHOLOGICAL ANALYSIS

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Abstract: This article provides a comprehensive socio-psychological analysis of social relations among students in militarised higher education institutions. Within contemporary educational systems, particularly those operating under strict discipline and hierarchical organisation, the structure and quality of interpersonal relationships significantly impact students' personal development, psychological stability and professional competence. Consequently, studying social interactions in such environments is an important scientific and practical issue within the fields of social psychology and educational research. This study examines the main factors influencing the formation and development of social relations among students in militarised educational settings. Particular focus is placed on the impact of hierarchical structures, organisational culture, leadership and subordination mechanisms, social identification processes and communication patterns within student groups. These factors determine the nature of interactions between individuals, as well as the formation of group cohesion, discipline and collective responsibility. Additionally, the article explores the socio-psychological mechanisms that regulate the development of interpersonal relations in militarised academic environments. Such institutions are characterised by strict organisational rules, clear role distribution and a system of authority that shapes communication patterns and behavioural expectations. Within this framework, students develop specific forms of social interaction that contribute to the formation of professional identity, group solidarity and psychological resilience.

Key words: Social Relations, Militarized Education, Social Identity, Leadership, Subordination, Group Dynamics, Psychological Climate

Introduction. Modern militarised higher education institutions aim to provide students with specialised professional knowledge and practical skills, as well as cultivating socially competent, disciplined and psychologically resilient individuals capable of functioning effectively within highly organised collective environments. Unlike traditional higher education settings, these institutions operate under strict regulatory frameworks characterised by hierarchical structures, clearly defined roles and a strong emphasis on discipline, responsibility and collective coordination[1]. Within this context, students must adapt not only academically, but also socially and psychologically, to a system that prioritises order, obedience and teamwork.

Social relations in these institutions are structured and regulated by a formal hierarchy that determines patterns of interaction between students and instructors, as well as among students. The principles of command, subordination, and mutual responsibility significantly influence communication processes, behavioural norms, and group dynamics. As a result, interpersonal relations develop within a specific socio-psychological environment, where individual interests are balanced with collective goals and institutional expectations. Students' ability to establish effective social interactions is therefore a crucial factor in their successful adaptation, professional development, and psychological well-being[2].

Theoretical Foundations of Social Relations

The study of social relations occupies a central place in social psychology and has been the subject of extensive theoretical and empirical research. Notable scholars in this field include A. V. Petrovsky, G. M. Andreeva, J. Moreno and T. Leary, who have made significant contributions to our understanding of interpersonal relationships, group dynamics and the formation of social identity within collective settings. Their theoretical approaches provide an important conceptual basis for analysing the mechanisms through which social interactions develop and function within organised social systems. Notably, J. Moreno's sociometric method offers valuable tools for examining the structure of interpersonal relationships within groups. Sociometry enables researchers to identify patterns of social attraction, acceptance and rejection among group members, thereby revealing the informal social structures that influence group cohesion and individual status[3][4]. Sociometric analysis enables us to understand how leadership roles emerge, how subgroups form, and how social isolation or marginalisation may affect individuals' psychological state and behavioural patterns within the collective.

Another influential theoretical approach is T. Leary's interpersonal theory, which classifies behavioural styles and interpersonal orientations based on dimensions such as dominance, submission, cooperation, and aggression. According to this framework, individuals demonstrate different interpersonal strategies that influence communication patterns, leadership roles, and the overall socio-psychological climate of a group. These behavioural orientations play a crucial role in shaping the nature of interactions among students in structured educational environments.

Materials and research methods. Factors Influencing the Formation of Social Relations

The development of social relations in militarized educational settings is influenced by:

- collective activities and teamwork;
- strict discipline and regulations;
- individual personality traits;
- leadership abilities;
- social support mechanisms;
- gender differences.

Significance of Social Relations

Social relations play a vital role in:

- ensuring psychological stability;
- improving group performance and cohesion;
- facilitating professional development;
- enhancing stress adaptation;
- creating a supportive educational environment.

Ways to Improve Social Relations

To enhance social relations in militarized educational institutions, the following measures are recommended:

- strengthening psychological support services;
- organizing group-based training sessions;
- fostering a positive socio-psychological climate;
- developing leadership skills;
- implementing conflict management strategies.

Result and Discussion. Characteristics of Social Relations in Militarised Educational Institutions

The social relations within militarised higher education institutions possess distinctive characteristics, which are shaped by their specific organisational structures, disciplinary norms and collective orientations. Unlike civilian educational settings, these institutions operate under a clearly defined hierarchy and system of authority, which regulate interpersonal communication, behavioural

expectations and role distribution among students. Consequently, social interactions evolve within a structured socio-psychological framework that emphasises discipline, cooperation, and collective responsibility[5][6]. The following characteristics illustrate the main features of social relations within these institutions:

1. Hierarchical structure

Social relations in militarised educational institutions are organised around a strict hierarchical system. This system is based on clearly defined ranks, authority relationships and institutional rules that regulate communication and behaviour within the student community[7]. The principles of command and subordination establish formal patterns of interaction where individuals are expected to follow instructions, respect authority and maintain discipline in their daily activities. These hierarchical arrangements foster responsibility, organisational order and professional discipline among students. At the same time, the hierarchical structure shapes the nature of social communication by defining the boundaries of leadership, authority and responsibility within the educational environment.

2. Collective Orientation and Social Identity

Another important feature of social relations within militarised institutions is the strong sense of collective identity among students[8]. In such environments, individuals often develop a strong sense of belonging to a group, commonly referred to as a 'we-identity'. This collective identity is reinforced through shared responsibilities, joint training activities and common institutional goals. As students participate in collaborative tasks and group-based learning processes, they gradually internalise collective values such as solidarity, mutual support and loyalty to the group[9]. The development of a strong social identity contributes to group cohesion, enhances cooperation among members, and strengthens commitment to institutional norms and objectives.

3. Leadership and Role Distribution

Leadership is a key factor in the dynamics of social relations within militarised educational institutions. In environments where discipline and coordination are essential, leadership roles often emerge as central to organising group activities and maintaining effective communication[10]. Students may assume various formal or informal roles within the group, including leadership positions, supportive roles, or coordinating functions. These roles influence interaction patterns, decision-making processes and the distribution of responsibilities within the group. Effective leadership fosters a positive socio-psychological climate, encourages collaboration, and enhances the effectiveness of group functioning[11][12].

4. Interpersonal relationships

Interpersonal relationships among students are another important aspect of social relations in militarised educational institutions. These relationships can take many forms, such as friendship, cooperation, competition and, occasionally, conflict. Positive interactions, such as trust, mutual respect and collaborative support, contribute to a healthy psychological climate within the group. They facilitate communication, strengthen emotional bonds among students and foster the development of teamwork skills, which are essential for professional training. However, differences in personality traits, social status or leadership dynamics can sometimes lead to disagreements or conflicts, influencing the group's overall socio-psychological environment[13].

5. Social Acceptance and Rejection

Within any social group, processes of social acceptance and rejection inevitably occur, and militarised educational institutions are no exception. Some students achieve a higher level of social recognition and influence due to their leadership abilities, academic performance, communication skills or personal qualities. Others may experience varying degrees of social isolation or marginalisation within the group[14][15]. These dynamics can have a significant impact on students' emotional well-being, self-esteem, and their ability to adapt to the educational environment psychologically. Having supportive social networks can boost resilience and motivation, whereas persistent social rejection can lead to stress, reduced engagement and problems with social integration.

Conclusion. Social relations among students in militarized higher education institutions are shaped by hierarchical structures, strict discipline, and a strong collective orientation. These relations significantly influence students' psychological well-being, academic performance, and professional development. In such environments, the quality of interpersonal interactions directly affects not only individual adaptation but also the overall effectiveness of group functioning.

The findings indicate that social identity, group cohesion, and interpersonal acceptance play a crucial role in enhancing psychological resilience and reducing emotional tension among students. At the same time, negative social dynamics, such as rejection or conflict, may lead to increased stress, decreased motivation, and difficulties in adaptation.

Furthermore, the study highlights that the formation of social relations in militarized settings is influenced by multiple factors, including personality traits, leadership roles, gender differences, and the level of social support within the group. These factors should be taken into account when designing educational and psychological interventions.

Therefore, it is essential to systematically study and improve social relations through evidence-based psychological interventions, including group training, leadership development programs, and conflict management strategies. Strengthening psychological support services and creating a positive socio-psychological climate can significantly enhance students' adaptation, emotional stability, and professional readiness.

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