

RESEARCH ARTICLE

Socio-Psychological Features Of The Formation Of Interpersonal Relations In A Military Team

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Abstract

This article examines the socio-psychological features of the formation of interpersonal relations in a military team. The study analyzes the role of emotional intelligence, communicativeness, empathy, psychological stability, and personality traits in strengthening team cohesion and effective interaction among military students. The empirical results obtained from 67 respondents show that positive emotional and communicative qualities contribute to mutual trust, cooperation, and psychological adaptation, while negative traits such as nervousness, shyness, and depressiveness may reduce group harmony.

KEYWORDS

Military team, interpersonal relations, emotional intelligence, communicativeness, empathy, psychological stability, team cohesion, socio-psychological adaptation.

INTRODUCTION

The contemporary conditions of social development are characterized by increasing instability, transformations in the international security system, and the involvement of military structures in peacekeeping, humanitarian, and combat operations. These factors significantly increase the requirements imposed on the moral and psychological stability of military personnel. In this context, the study of the socio-psychological aspects of military teams, particularly the mechanisms through which interpersonal relations are formed and developed within them, acquires special scientific and practical significance.

A military team is not merely a group of individuals performing the same professional duties; rather, it represents a complex social system united by common goals, shared values, and statutory norms. It is within this system that the personality of a serviceman is shaped, a sense of duty, discipline, and

patriotism is developed, and moral-psychological support is provided. However, these processes cannot be imagined without stable and effective interpersonal relations.

Such relations create a positive socio-psychological climate, strengthen combat cohesion, reduce the level of conflicts, and increase psychological resilience to stress. The analysis of the specific nature of interpersonal relations is especially important in the military environment, which is characterized by a high degree of hierarchy, strict regulation of behavior, limited personal space, and increased physical and emotional workload.

Under such conditions, the risk of disruption in communicative interactions, the emergence of interpersonal and intra-group conflicts, as well as psychological maladaptation among certain military personnel, increases. Therefore, a scientific analysis of the socio-psychological characteristics of interpersonal relations in a military team is of great importance

for improving military discipline, strengthening group cohesion, preventing conflicts, and enhancing the psychological readiness of servicemen for professional activity.

The essence of interpersonal relations is formed on the basis of the exchange of social experience and mutual responsibility. Mutual trust, respect, solidarity, and psychological support among members of a team contribute to the positive development of such relations. At the same time, communication culture, conflict-resolution skills, and leadership style also have a direct influence on the level of development of interpersonal relations.

Psychologist L.I. Bozhovich emphasizes that interpersonal relations are one of the most important factors in personality formation within a group, since through these relations an individual satisfies such needs as belonging to a group, being respected, and self-expression or self-actualization [Bozhovich L.I., 1968].

In addition, V.N. Myasishchev notes that interpersonal relations always possess a reciprocal character and develop on the basis of the significance a person attaches to a particular interaction, as well as their attitudes and previous experience [Myasishchev V.N., 1960]. In a collective setting, interpersonal relations acquire particular importance, since the psychological climate, the level of trust, and the effectiveness of interaction depend directly on their nature.

The formation of constructive interpersonal relations is of decisive importance in labor, educational, and especially military teams, where life activities are based on close cooperation. Contemporary studies, including the works of A.A. Rean (2005), confirm that positive interpersonal relations contribute to a decrease in anxiety, the formation of a sense of psychological security, and an increase in the productivity of both the individual and the group as a whole.

Interpersonal relations are a complex system of emotional, cognitive, and behavioral reactions that arise between two or more individuals in the process of communication and joint activity. These relations encompass a broad range of interactions, from formal and role-based communication to deep personal and emotional bonds.

A.A. Bodalev, B.D. Parygin, C. Rogers, J. Moreno, R. Burns and other scholars consider interpersonal relations to be the foundation of social psychology, since it is through them that social norms are implemented, attitudes are formed,

personality socialization takes place, and groups are constituted.

As A.V. Petrovsky and V.N. Panferov emphasize, interpersonal relations are constructed not only on the basis of actual behavior, but also through the prism of subjective perception — that is, through socio-perceptual images. In other words, personal attitudes, expectations, stereotypes, and past experience largely determine the nature of these relations.

In this context, the phenomenon of reflection — the awareness of oneself through the eyes of others — plays a particularly important role. It enables a person to correct their own behavior and to better understand communication partners.

Interpersonal relations are characterized by the following features:

1. Emotional expressiveness

One of the most important criteria of interpersonal relations is their emotional coloring. Emotional expressiveness determines the quality of relations and includes the following components:

- Affective component — an individual's internal emotional attitude toward another person, such as sympathy, trust, respect, hostility, hatred, and other feelings.
- Level of empathy — the ability to understand another person's emotional state and express compassion or emotional support.
- Emotional resonance — the emergence of emotional harmony between two individuals.

In contemporary social psychology, emotional closeness is explained through theories of interpersonal attraction. Attraction refers to a positive emotional inclination of one person toward another, which is strengthened by such factors as similarity, proximity, and mutual reinforcement.

2. Stability and Dynamism

Interpersonal relations are not static; rather, they represent a dynamic system. Over time, they may:

- be formed;
- become strengthened;
- undergo transformation;
- or disintegrate.

This process is closely associated with social experience, the quality of communication, and mutual expectations. According to group dynamics theory, the development of interpersonal relations passes through the following stages:

1. the stage of initial contact;
2. the stage of rapprochement and adaptation;
3. the stage of stabilization;
4. the stage of crisis or reorganization.

Stable interpersonal relations are characterized by mutual trust, compatibility of values, and clarity of social roles.

3. Orientation

Interpersonal relations may differ according to their orientation. In this regard, they can be expressed in the following forms:

- dominance–subordination;
- cooperative–competitive relations;
- open–closed communication.

From a socio-psychological perspective, this process is closely connected with the system of social roles and statuses. For example, dominance is often associated with higher status and leadership qualities, whereas dependence may result from a lower social position or psychological uncertainty.

The orientation of an individual in interpersonal relations is determined by their communicative style, level of assertiveness, and internal motivation.

4. Functionality

Interpersonal relations perform a number of specific functions in group activity:

1. Communicative function — ensuring the exchange of information and mutual understanding.
2. Regulatory function — coordinating and controlling behavior.
3. Integrative function — strengthening group cohesion.

4. Supportive function — providing emotional assistance and psychological safety.

5. Motivational function — increasing the effectiveness of activity.

Healthy interpersonal relations within a group improve the psychological climate, reduce conflicts, and enhance overall effectiveness.

According to I.S. Kon and G.M. Andreeva, interpersonal relations within a group serve as a mechanism through which status and roles are distributed, group identification — the awareness of oneself as part of a group — is formed, and conditions for cooperation and mutual support are created.

2. Types of Interpersonal Relations

Interpersonal relations can be classified on several grounds:

- according to the degree of personal involvement: formal and informal;
- according to emotional tone: positive, neutral, and negative;
- according to the degree of stability: situational, episodic, and stable;
- according to the form of expression: verbal, non-verbal, activity-based, and others.

As V.M. Shepel, Yu.M. Zabrodin, and E.S. Kuzmin emphasize, stable, loyalty-based, and emotionally supportive relations acquire particular importance in the context of a military team, since they contribute to maintaining combat morale, ensuring the execution of orders, and strengthening cohesion.

Interpersonal relations are a dynamic structure determined by both the individual's inner world and the conditions of the external environment.

Within the framework of the study, the results obtained using the Freiburg Personality Inventory were analyzed by means of descriptive statistics. A total of 67 respondents participated in the study. The obtained indicators made it possible to identify important psychological factors influencing the formation of interpersonal relations in a military team.

Table 2.1

Descriptive Statistics of the Freiburg Personality Inventory

Indicators	N	Minimum	Maximum	Mean Value	Standard Deviation	Skewness	Kurtosis
Nervousness	67	2.0	12.0	6.6	3.4	0.25	-1.05
Self-aggression	67	3.0	11.0	5.2	2.1	0.88	1.45
Depressiveness	67	4.0	13.0	6.8	2.7	0.48	-0.20
Irritability	67	3.0	9.0	5.1	2.2	0.06	-0.65
Sociability	67	3.0	16.0	8.5	2.6	0.55	0.50
Emotional Balance / Composure	67	3.0	10.0	6.7	1.6	-0.38	-0.05
Reactive Aggressiveness	67	3.0	9.0	6.0	2.1	-0.35	-0.30
Shyness	67	3.0	11.0	4.3	2.4	0.65	0.15
Openness / Frankness	67	3.0	11.0	7.5	2.0	0.07	-0.60
Extraversion -Introversion	67	3.0	11.0	7.0	2.0	0.05	0.20
Emotional Lability	67	3.0	11.0	6.1	2.1	0.15	0.45
Masculinity-Femininity	67	3.0	11.0	7.6	2.0	-0.45	

For the Nervousness scale, the lowest score among the respondents was 2.0 points, while the highest score was 12.0 points. The mean value was approximately 6.6 points, with a standard deviation of 3.4 (6.6 ± 3.4). These results indicate that a certain proportion of respondents may demonstrate emotional sensitivity and irritability at moderate or above-average levels. The skewness value was positive, whereas the kurtosis value was negative, confirming that the distribution of scores remained within the normal range.

According to the results of the Self-Aggression scale, the minimum score was 3.0, while the maximum score reached

11.0. The mean value was 5.2 points, and the standard deviation was approximately 2.1. This indicator suggests that the respondents generally demonstrated an average level of self-critical attitude and internal tension. The statistical indicators showed that the scores were distributed without sharp deviations.

On the Depressiveness scale, the lowest score was 4.0 points, whereas the highest score was 13.0 points. The mean value was approximately 6.8 ± 2.7, indicating the presence of a certain degree of psychological pressure, insecurity, and internal anxiety among the respondents. These conditions

may influence the process of social adaptation within a military team.

Table 2.2

Descriptive Statistics of N. Hall’s Emotional Intelligence Assessment Test

Indicators	N	Minimum	Maximum	Mean Value	Standard Deviation	Skewness	Kurtosis
Emotional Awareness	67	1.0	15.0	8.2	4.10	-0.05	0.95
Management of One’s Own Emotions	67	1.0	16.0	7.1	4.00	0.12	0.60
Self-Motivation	67	1.0	17.0	8.9	3.90	-0.10	0.45
Empathy	67	1.0	17.0	9.3	4.80	-0.30	0.70
Recognition of Other People’s Emotional Experiences	67	1.0	16.0	6.5	4.60	0.40	0.80

Table 2.2 presents the descriptive statistical results obtained using N. Hall’s Emotional Intelligence Assessment Test. The analysis includes five key indicators of emotional intelligence: emotional awareness, management of one’s own emotions, self-motivation, empathy, and recognition of other people’s emotional experiences. A total of 67 respondents participated in the study. The obtained results make it possible to assess the level of development of emotional intelligence components among the respondents and to determine their potential influence on the formation of interpersonal relations within a military team.

According to the results of the conducted study, the main components of emotional intelligence were examined in 67 respondents using N. Hall’s Emotional Intelligence Assessment Test. The obtained data revealed the significance of emotional factors in the formation of interpersonal relations during service activity within a military team.

For the Emotional Awareness indicator, the minimum score was 1.0 point, while the maximum score was 15.0 points. The mean value was 8.2 ± 4.1 , indicating that most respondents

demonstrated an average level of awareness of their own feelings and understanding of their emotional states. This factor is of particular importance in a military team for accurately assessing situations and controlling one’s internal emotional state. The statistical indicators confirmed that the distribution of scores was within the normal range.

For the Empathy scale, the minimum score was 1.0 point, while the maximum score was 17.0 points. The mean value was 9.3 ± 4.8 , indicating that most respondents demonstrated an average level of understanding others’ feelings, showing compassion, and being sensitive to the emotional state of team members. In a military team, empathy plays an important role in the formation of mutual trust and cohesion.

For the Recognition of Other People’s Emotional Experiences indicator, the mean score was 6.5 ± 4.6 . This result suggests that some respondents may have an insufficient level of awareness of others’ emotional states and may experience certain difficulties in establishing effective communication. This finding indicates the need to further improve the psychological climate within the military team.

Table 2.3

Descriptive Statistics of V.F. Ryakhovsky’s Questionnaire for Determining the General Level of Communicativeness

Indicator	N	Minimum	Maximum	Mean Value	Standard Deviation	Skewness	Kurtosis
Level of Communicativeness	67	1.0	31.0	13.4	6.5	0.58	-0.30

A total of 67 respondents participated in the study, and their level of communicativeness was examined using the questionnaire developed by V.F. Ryakhovsky. According to the obtained results, the minimum score for communicativeness was 1.0, while the maximum score was 31.0. The mean value was 13.4 points, with a standard deviation of 6.5 (13.4 ± 6.5).

These indicators show that, in most respondents, the level of activity in entering into communication and the development of communicative abilities were at an average level. This suggests that there is a sufficient psychological basis for information exchange, understanding commands, and effective cooperation with team members during service activity in a military team.

General Conclusion

The results of the study showed that the emotional intelligence of students in military teams — including emotional awareness, management of one’s own emotions, empathy, and recognition of other people’s emotional experiences — plays an important role in the formation of team cohesion and effective interpersonal relations.

The level of communicativeness was identified as one of the key indicators of interpersonal interaction within a team. It was found that a higher level of communication ability is associated with emotional intelligence and positive personality traits.

Negative personality traits such as nervousness, shyness, and depressiveness reduce communication and cohesion within the team, whereas positive traits such as composure, openness/frankness, and courage contribute to more effective interpersonal interaction.

The study results also revealed significant differences in certain emotional and communicative indicators between students from urban and rural areas, as well as between male

and female students. This indicates the need to organize psychological training programs while taking into account regional and gender-related characteristics.

Practical Recommendations

1. Special training programs should be conducted in military teams to develop students’ emotional intelligence, particularly their ability to manage their own emotions and demonstrate empathy.
2. In order to increase team effectiveness, activities aimed at developing communication skills and strengthening communicativeness should be introduced.
3. To reduce negative personality traits, training sessions on stress management and the development of psychological resilience should be organized.
4. Taking into account regional and gender differences, measures should be developed to enhance individual and group socio-psychological adaptation in military teams.
5. Regular training sessions on leadership, teamwork, and conflict management should be organized to strengthen the socio-psychological skills of military students.

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