

# Some features of intra-group relations influence university learners' personality

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**Abstract.** The paper considers the peculiarities of consolidated intercommunication and in-group interrelations of students studying at higher educational institutions. The process of group influence on the individual progress, behavioral features, and advancement of academic and competent activeness of the undergraduates is defined. The socializing and academic impact of the undergraduate students' group on the competent process and moral stability development of students' personalities are analyzed. The processes are analyzed by determining the effectiveness of future specialists' progress and conduct, and the effectivity of education-professional performance. The study resulted in conclusions and proposals for educational institutions to provide optimal intercourse functioning as an improving education efficiency method.

## 1 Introduction

The influence of the educational process on university learners is characterized not only by the level of the presented academic material and the functioning of students' place but also by intra-group communication, socio-psychological associates, and other features of the educational interaction of higher school. It should be noted that the scale of interindividual intercourse organization in academic groups specifies the potentiality of students' improvement.

Academic contingent intercourse develops more effectively since undergraduates are consistently in contact with each other in the auditorium. The processes of dynamic intercourse have an impact on the personal progress of future experts revealing the effectiveness of educational and expert training. It is reasonable to consider the specialties of intra-group communication in the educational activity's process [1].

The psychological particularities in the educatees' group at a specified stage of collective progression start to emerge, which has an impact on the effectivity of joint practical activities and the nature of students' interpersonal position that reveals the undergraduate group socialization and academic impact on future expert's personality.

## 2 Materials and Methods

Each age stage has its specific system of invariableness. The diversification of specific forms of invariableness originating in the transformation process from one age stage to another one has its pedagogical challenges and

disputation. The personal progress of individualism is the realization of its invariableness constituents as a self-controlling arrangement [2].

University training is viewed in terms of consistent socialization, considering the advancement of individual character traits correlated to the inconstant socialization stage in the adolescent period.

In compliance with the presented age stages of personality advancement, the great majority of students during their training at higher school are capable of dynamic specialist and personal advancement which is of great help to determine the academic capability of educational courses intended for the optimal process arrangement of professional and ethical self-awareness of the future professionals [3].

According to I.F. Isaev, the learners being part of the team are affected by their formal and unofficial arrangements and the successful joining of the collective. The student team, respectively, has a beneficial impact on the consequences of the academic and specialist activities of undergraduates [4].

In the line of arguments, it may be stated that distinctly specified professional orientation in special education is of special significance. A specialist's orientation is the most critical characteristic of a personality which is based on a significant motivational system that contributes to the advancement of personality invariability. Orientation signifies the dynamics of individual development as a social personality and the main trends of human conduct [5].

The undergraduate team is analyzed in terms of research as an inconsiderable group. The scholars in the sphere of social psychology present a summarized conception of a small group as an inconsiderable one in a structure whose members are integrated by sharing

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social practice in the process of individual communication as a consequence of which emotional relations advance, group processes and regulations originate [6].

It is generally understood, a group can designate a comparatively steady social unity combined with collaboration and the subjective necessity for interaction.

The comparatively steady characteristics of the inconsiderable (small) group comprise a particular system of social individual intercommunication; engagement in defined social practice; the existence of mutual incentives for the conduct, objectives, social-psychological relations, concerns, and value formation.

The most crucial indicator comprising the group and defining the characteristics of their advancement is the coincidence of value directions, relations, and positions of the group participants.

The student group can advance rapidly like any inconsiderable collective. L.I. Umansky, in his group development definition, singles out the following indicator for collective advancement: the ethical direction of the collective; structural integrity; psychological integrity of the group; collective readiness in a particular business sphere [7].

One of the scopes of a lecturer's educational practice at higher school is the specialist and ethics training progress of the undergraduate team. Significantly, the undergraduate group is both the subject and object of educational activity which underlines their crucial role and academic importance in the progress of personality and expertness, and ethic permanence as an essential personality peculiarity of prospective experts.

The significant organizational constituent features of learners include the integration of overall intention and concern of team attendees with social intention and objectives; the team manner of non-formal arrangement of relations; the combination of individual and social inclinations that makes the team active, which is the result of collective acceptance of academic functions concerning each collective participant.

### 3 Results and Discussion

The most important forms of relations in the tutorial and academic teams comprise relations of responsible dependence (i.e. "public" ones); interpersonal relations (i.e. "unofficial" ones); collectivity - as the upper format of relationship.

Analyzing the achievable scientific results it can be stated that cognition of the subject is deeper when the subject of academic training acts as a kind of intercourse. Simultaneously in the course of education, cognition should be achieved by undergraduates more or less individually. The exact correlation of practice and communication gives the possibility to unite naturally the teaching and educational functions of the academic method [8].

It is considered that the academic team is formed during group active training, which has a valuable effect on individual development. Interaction becomes an important specific feature of learning practice in the

process of intensive group study. Interindividual intercourse in the academic process intensifies inducement and develops cohesiveness of the whole group; individual responsibility takes place, feeling of gratification from social experienced advancement in education is developed. Everything makes a comparatively new relevance of students towards the discipline and the appropriate psychological factors for the person's preparedness for specialist inter practice in a group are developed.

The study of contemporary specialized literary works allows us to make conclusions that the impact of team activation is greatly influenced by the scope of stability that individuals integrated into such an activity have. Simultaneously the effectiveness of a stable individual educative process relies on the life structure of the team, and the opportunity it gives for students to recognize themselves in different types of relations. In general terms the present arrangement can be defined as follows: the more arranged (self-organized) the team is, the greater the specialist and ethic steadiness of their participants is.

For a more advanced process of the professional and ethic steadiness generation of a future specialist, it is appropriate to improve effective intercourse skills in an academic group acting on the essential principle of team interaction which is singled out by dynamic interrelation among learners' acknowledgment of phenomena significance, advancement of scholarship range and progress of required aptitude. It should be noted that in the process of interrelation, successful communication is consequently achieved and group intercommunication is developed, which is a means of effectiveness advancement [9].

Interpersonal mutual communication in an inconsiderable academic group enhances the level of motivation. It may be stated that individual liability takes place, which is a comparatively new view of the concept.

Some specific kinds of educational activity formation were used in the course of expert and ethic reliability formation of a future specialist: seminars - discussions, elective courses, role-playing games, student club organizations, academic disputes, and problem lectures.

Intensifying attentive, consistent, and approving attitude towards one's professional activity, a sphere of practice, intention for permanent individual and specialist self-fulfillment, advancement of cognitive skills, the implementation of diverse educational methods, such as research, academic games, problem seeking, persuasion, example patterning, "situations achieving success", discussions, etc. was carried out. All these perform an influential role in the process of expert and ethical constancy advancement of a future specialist.

We introduced some specific exercises to advance required interindividual relations in the student group, and we also improved a democratic level and an optimum level of psychological compliance in the process of positive intercourse skills development, which is the essential task of group coherence implementation.

It is reasonable to implement bidirect intercommunication when arranging classes with an inconsiderable number of learners, whereas the

significant part of information passes not only from the lecturer to the learners but, to a great extent, may also come out from the undergraduates to the lecturer. Consequently, the capability of students' collective work increases, and learners' activity changes incrementally from passive to active one (feedback system), which provides better information assimilation.

We were going to create the circumstances of equal terms concerning the audience, mutual support, and equal duty for cases in the interaction process. During dialogical, decision, and problem communication, the undergraduates tended to follow the ideas of other participants of the collective, expanded patience with respect to each other, critical way of thinking, which eventually resulted in a general collective view concerning the specific matter solution.

Alignment of the individual improvement process through its involvement in the self-implementation process in the area of spiritual, ethical, and public interaction is defined by us as a process of undergraduates' ethic training when the ethical steadiness of students is formed.

It must be underlined that the correlation between consciousness and conduct improvement as well as conduct and emotions is the mark of the developed ethic steadiness.

Ethic training offers support provided by a lecturer in cases of solving problems when the perception of processes and concepts arises. The issues of study denote the realization of ethical ideas of phenomena and settling complications with ethical essence, which gives the opportunity to apply cases with ethical content as the source of academic training to transform ethical awareness into undergraduates' opinions and activity.

In the process of ethical steadiness improvement, future specialists worked out individually their subjective relation to actual situations. The principal and complementary attitude of the individual is the issue of transformation during the process of training and self-education. Another part of the relationship that undergraduates come into is introduced by motives as an argument for activity encouragement.

It is necessary to underline that the methodology and subject of multifunctional actions should induce undergraduates to be involved in the beneficial practice, which encourages the ethical steadiness development of a person. The constituent parts of the social-psychological arrangement of attitude and individual features are cognition, conviction, personality demands, emotions, and the possibility for voluntary attempts.

The viewpoint that ethical education and improvement in undergraduate individualism occur under the impact of an intensive variety of different organized and unorganized outer effects is axiomatic.

L.Yu. Sirotkin's research being of great importance determines the levels of a student's involvement in the group while the classification of stages was done in compliance with the individual part in the process of relationship formation. Taking into account this concept, the scholars defined a formal level (common activity has not been expanded yet, undergraduates are only

consolidated by a unified place of occupancy, and a common time preferred contact is developed) [10].

In accordance with the fact that the crucial factor in the constant individualism development is the essence of a group impact on the personality, the involvement extent of each group participant in common practice as well as the stage of interindividual relations improvement within the group can be compared with a low level of constancy development including the specialist and ethic stability of group participants.

The other levels are as follows:

- a) an associative level (practice is personal, it is defined by a limited individual incentive; the grade of contact broadens; contact rearranges into interaction; the emergence and improvement of individual constancy at a primary stage appears since a group practice influences interindividual relations insignificantly; there is the scarcity of incentive and targets a combination of practice);
- b) a cooperative level (practice is of collective nature; the centre of referential relation is defined; inclination to group relation formation is done; the stability of group participants takes vivid configuration).
- c) a corporate level (there is an outcome of common practice; relationships attain a specific orientation but are deprived of an ethical subject).
- d) a collective level (defined by the collectivist direction of practice, socially meaningful outcome, and constant status framework of group participants).
- e) a gomphotheric level (there is an additional improvement in completeness of relationships, they attain versatility and motility making the process of new participants' involvement in the group effective; the constancy of an individual attains a complimented pattern since the utmost implementation of the individual originates in different kinds of relations).

We can interrelate the incomplete level of specialist and ethic constancy development of a future professional with the formal-associative level of personal involvement in the group. At this level common practice has not been developed yet, the undergraduates are unified only by a general place of accommodation and common time, and preferred contact is being developed. The effect of group practice on interindividual relations is negligible. This stage is defined by the scarcity of incentives and targets of practice.

Within the pattern of group communication, the regulatory stage of specialist and ethic constancy development of a future specialist can be characterized as a cooperative-corporate level at which the practice is of group essence, the inclination to the collective relations arrangement is developed, the outcome of common practice emerges, relationships attain a specific orientation, and the constancy of group participants becomes significant.

The efficient stage of the specialist and ethic constancy development of a future specialist with regard to the individual involvement in a team and group

intercourse can be determined as a collective-homophotic level at which group dialogic practice direction emerges and it can be the constant rank arrangement of group participants. Along with it there is a forward improvement in relationship completeness, they attain versatility and motility making the process of new participants' involvement in the group optimal. The constancy of group participants including the specialist and ethical person stability attains accomplished feature since the development of this social-psychological training is explicitly proportional to the development range (self-development) of the group.

Consequently, the intercourse process between the person and the group makes it feasible to direct the person's adaptation line to the group and determine how these relationships change in the practice and intercourse process. The optimal future specialists' involvement in the system of group relationships is defined by relationships regulating the student and the group activity.

According to L.I. Novikova the "scope of cognitive and ethic intensity" was designated as a special one that defines the group as the integrative range within the educational group problem. Consequently, a systematic approach in compliance with the "scope" notion is the arrangement for the main functions' realization of an academic group (developing the personal direction implementing individual ingenuity, etc.) [11].

L.I. Umansky stresses that substructures are interpolated by the direction of the significant group through the social effectiveness of their practice. If the arrangement of practice puts a frame of the first three "social" substructures, then the "personal" frame which includes emotive, cognitive, and willing integration, "is principally represented by the relations and mental features of group participants" [7].

The arrangement of immediate affective intercourse of group participants reveals intensity in the theory of the affective possibilities of the group, determined by A.N. Lutoshkin as implemented input of "essential force" in the affective position of a communicating person, the revelation of which promotes the activity of the whole group, streamlines conduct activity ("the impact of the group") [12]. This phenomenon activates the process of specialist and ethic constancy development of a future specialist's individuality.

## 4 Conclusion

Summarizing the research methods in compliance with the problem of collective influence on the personality, it can be claimed that the principal arrangement of the first level of a group impact on the personality, and on the arrangement of specialist and ethic constancy is practice mediation (objectives, subject, directions of group practice arrangement).

The arrangement of second stage of specialist and ethical individual formation in the group is the participants' objectives and incentives converted into practice. The arrangement of the third level which provides direct intercourse and common transformation

of the group and the person is a specific group-arrangement concept (direction of group awareness) that emerges in the process of practice and interaction. The communication significance as an essential part of all the listed arrangements is highlighted by the mechanisms activity of direct interpersonal communication in the group.

Generally speaking, the arrangement of group interactivity is intended to provide the transformation of ethical significance from potential ethic regulations to systematic ones as well as to intensify further improvement, i.e. the development of the group. The formation of specialists and ethical constancy of the student's individuality is a multi-stage process concerned with the advancement of the group. The incentives for involvement are modified, becoming more significant in specialist and ethical meaning, and are implemented in appropriate actions in the process of group improvement as their practice becomes more complicated.

According to V.G. Aseev, at this stage of individuality ethic improvement in the group, their new ethic capabilities are concentrated, and a potential ethic system – an "operational reserve of the actual system comprising qualitatively new components" is being formed [13].

The constituents of this potential system are the terminal targets of the person. Self-identity and significance orientations can be defined as individual arrangements ensuring a new stage of specialist and ethical development. One of the principal criteria for successive improvement is the concentration of new possibilities.

The principle of group intercourse, being a leading method of educational activation, combines the purpose of study and upbringing and defines the terms, methods, and techniques of education. The training process in educational institutions should be defined by intensive interaction among undergraduates, advancement of their competency, and the arrangement of group relationships in the process of optimal intercourse representing some methods of improving education efficiency.

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