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INTERPERSONAL COMMUNICATION PROBLEMS AMONG TECHNICAL UNIVERSITY STUDENTS AND THEIR PSYCHOLOGICAL CAUSES

Abstract. Interpersonal communication is an essential component of students' academic development, psychological well-being, and successful social adaptation. However, students studying at technical universities frequently encounter communication difficulties associated with the specific characteristics of their educational environment and individual psychological factors. This article examines the major interpersonal communication problems experienced by technical university students and identifies their underlying psychological causes. Particular attention is paid to social anxiety, low self-esteem, perfectionism, personality traits, emotional intelligence, fear of making mistakes, and academic stress. The study also considers the influence of the technical educational environment on students' communication behavior and social interaction. Based on the analysis of psychological and pedagogical approaches, practical strategies are proposed to improve students' interpersonal skills, emotional awareness, teamwork, and communication competence. The findings emphasize the importance of integrating psychological support and communication development into the educational process of technical universities.

Keywords: interpersonal communication, technical university students, communication difficulties, psychological factors, social anxiety, emotional intelligence, academic stress, interpersonal skills, self-esteem.

TEXNIKA OLIY TA'LIM MUASSASALARI TALABALARIDA SHAXSLARARO MULOQOT MUAMMOLARI VA ULARNING PSIXOLOGIK SABABLARI

Annotatsiya. Shaxslararo muloqot talabalarning akademik rivojlanishi, psixologik farovonligi va ijtimoiy muhitga muvaffaqiyatli moslashuvida muhim ahamiyat kasb etadi. Biroq texnika oliy ta'lim muassasalarida tahsil olayotgan talabalar ta'lim muhitining o'ziga xos xususiyatlari hamda individual psixologik omillar bilan bog'liq turli muloqot qiyinchiliklariga duch keladilar. Mazkur maqolada texnika oliy ta'lim muassasalari talabalarida uchraydigan shaxslararo muloqot muammolari va ularning psixologik sabablari tahlil qilingan. Xususan, ijtimoiy xavotir, o'ziga past baho berish, mukammallikka intilish, individual xarakter xususiyatlari, emotsional intellektning rivojlanganlik darajasi, xato qilishdan qo'rqish va akademik stress kabi omillarning muloqot jarayoniga ta'siriga alohida e'tibor qaratilgan. Shuningdek, texnik ta'lim muhitining talabalarning kommunikativ xulq-atvori va ijtimoiy munosabatlariga ta'siri yoritilgan. Psixologik-pedagogik yondashuvlar tahlili asosida talabalarning shaxslararo munosabatlarini, emotsional anglash qobiliyatini, jamoada ishlash va kommunikativ kompetensiyalarini rivojlantirishga qaratilgan amaliy tavsiyalar ishlab chiqilgan. Tadqiqot natijalari texnika oliy ta'lim muassasalarida psixologik qo'llab-quvvatlash va kommunikativ ko'nikmalarni rivojlantirishni ta'lim jarayoniga integratsiya qilish zarurligini ko'rsatadi.

Kalit so‘zlar: shaxslararo muloqot, texnika oliy ta’lim muassasalari talabalari, kommunikativ qiyinchiliklar, psixologik omillar, ijtimoiy xavotir, emotsional intellekt, akademik stress, shaxslararo ko‘nikmalar, o‘ziga baho berish.

ПРОБЛЕМЫ МЕЖЛИЧНОСТНОГО ОБЩЕНИЯ СТУДЕНТОВ ТЕХНИЧЕСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ И ИХ ПСИХОЛОГИЧЕСКИЕ ПРИЧИНЫ

Аннотация. Межличностное общение играет важную роль в академическом развитии студентов, их психологическом благополучии и успешной социальной адаптации. Однако студенты технических высших учебных заведений нередко сталкиваются с трудностями общения, обусловленными особенностями образовательной среды и индивидуально-психологическими факторами. В статье рассматриваются основные проблемы межличностного общения студентов технических вузов и анализируются их психологические причины. Особое внимание уделяется социальной тревожности, низкой самооценке, перфекционизму, индивидуальным особенностям личности, эмоциональному интеллекту, страху совершения ошибок и академическому стрессу. Также раскрывается влияние технической образовательной среды на коммуникативное поведение студентов и характер их социальных взаимодействий. На основе анализа психолого-педагогических подходов предлагаются практические рекомендации по развитию межличностных навыков, эмоциональной осознанности, способности к командной работе и коммуникативной компетентности студентов. Полученные выводы подчеркивают необходимость интеграции психологической поддержки и развития коммуникативных навыков в образовательный процесс технических высших учебных заведений.

Ключевые слова: межличностное общение, студенты технических вузов, коммуникативные трудности, психологические факторы, социальная тревожность, эмоциональный интеллект, академический стресс, межличностные навыки, самооценка.

INTRODUCTION

In the context of modern higher education, the preparation of competitive specialists requires not only professional knowledge and technical competencies but also well-developed interpersonal communication skills. Technical universities play an important role in training future engineers, IT specialists, architects, and professionals in various fields of applied science. Although students in these disciplines are expected to possess strong analytical thinking, logical reasoning, and problem-solving abilities, the development of their interpersonal and communication competencies does not always receive sufficient attention.

Interpersonal communication represents a complex psychological process involving the exchange of information, emotions, experiences, and meanings between individuals through verbal and non-verbal means. In the university environment, it serves as an important condition for successful academic interaction, collaborative learning, participation in scientific discussions, project implementation, and professional development.

The educational process at technical universities is characterized by intensive intellectual activity, demanding assignments, examinations, laboratory work, and project-based learning. These conditions often require students to concentrate primarily on technical knowledge and individual academic achievements. Consequently, opportunities for developing emotional awareness, empathy, active listening, and effective interpersonal interaction may become limited.

Communication difficulties can manifest themselves in different ways, including reluctance to participate in discussions, difficulties in expressing opinions, fear of public speaking, inability to maintain conversations, and problems resolving interpersonal conflicts. Such difficulties may negatively influence students' academic performance, psychological well-being, teamwork, and future professional relationships.

It should be emphasized that these problems cannot be explained solely by students' individual personality characteristics. Their development is also influenced by the educational environment, social expectations, previous communication experiences, and the psychological atmosphere within student groups.

Therefore, the purpose of this article is to identify the major interpersonal communication problems among technical university students, examine their psychological causes, and substantiate approaches to improving students' communication competence within the higher education system.

LITERATURE REVIEW

The psychological foundations of interpersonal communication have been examined in the works of numerous researchers. Their scientific approaches provide an important theoretical basis for understanding the relationship between personality development, emotional processes, social interaction, and communication competence.

The works of L.S. Vygotsky emphasize the social nature of human development and the importance of interaction in the formation of higher psychological functions. According to this perspective, communication is not merely a means of exchanging information; it is also an essential condition for the development of thinking, consciousness, and social experience [7].

An important contribution to the study of interpersonal interaction was made by P. Salovey and J.D. Mayer, who introduced the concept of emotional intelligence. Their approach emphasizes the ability to recognize, understand, and regulate emotions, as well as use emotional information in thinking and interpersonal relationships [4]. This theoretical position is particularly relevant to technical university students, whose educational activities frequently require cooperation, collective decision-making, and the management of disagreements.

Research on group work and collaborative learning also demonstrates the importance of communication in educational activities. Francis, Allen, and Thomas (2022) examine group work from the perspective of academic assessment, high-

lighting the role of interaction, shared responsibility, and cooperation in achieving educational objectives [3].

The psychological characteristics of students, their emotional experiences, and the development of communication abilities are also addressed in the works of Uzbek researchers, including E.G. Gaziyev, R. Tursunov, and E. Mirzayev [1; 6; 8]. These approaches provide a basis for examining communication difficulties in relation to students' age-related, individual, and social characteristics.

In addition, the study by S.T. Ruzmetova and B.G. Gulomjonov on the role of the engineering psychologist in technical universities highlights the importance of psychological knowledge and professional psychological support in technical education [5].

The analysis of these scientific approaches indicates that interpersonal communication is determined by the interaction of cognitive, emotional, personality-related, and environmental factors. Nevertheless, the communication difficulties of students in technical universities require particular attention because of the specific organization of technical education and the high demands placed on students' analytical and professional abilities.

METHODOLOGY

The methodological basis of this study consists of psychological and pedagogical approaches to interpersonal communication, personality development, emotional intelligence, and student adaptation within higher education institutions. The research was conducted through a theoretical and analytical examination of scientific literature and established psychological concepts related to communication difficulties.

The study employed several complementary methods, including theoretical analysis, comparative analysis, synthesis, generalization, and the systematization of psychological and pedagogical approaches. These methods made it possible to identify the major communication difficulties experienced by technical university students and establish relationships between these difficulties and their underlying psychological factors.

Particular attention was paid to examining the influence of social anxiety, self-esteem, perfectionism, emotional regulation, introversion, academic stress, and previous negative social experiences on students' communication behavior.

Furthermore, the characteristics of the technical university educational environment were considered in relation to students' participation in group projects, classroom discussions, academic presentations, and collaborative learning activities.

The study is theoretical and analytical in nature. Its conclusions are based on the synthesis of existing scientific approaches rather than on experimentally collected survey or diagnostic data. This methodological approach makes it possible

to develop a conceptual understanding of communication barriers and identify pedagogically relevant directions for their prevention and improvement.

RESULTS

The analysis of psychological and pedagogical approaches made it possible to identify several interconnected categories of interpersonal communication problems among technical university students.

One of the most frequently discussed difficulties is limited verbal interaction. Some students demonstrate a tendency to communicate primarily when academic circumstances require it, such as during examinations, laboratory assignments, or project discussions. They may avoid informal conversations, debates, and spontaneous interactions. Such communication patterns can restrict the development of verbal expression, argumentation, and the ability to communicate ideas effectively.

Another significant difficulty concerns insufficient active listening skills. Effective listening requires concentration, emotional sensitivity, and the ability to understand not only the verbal content of a message but also its emotional meaning. Students who concentrate exclusively on providing technically correct answers may overlook the opinions and emotional experiences of their communication partners. This can result in misunderstandings and ineffective interpersonal interaction.

Public speaking and presentation anxiety also represent important communication barriers. Students may experience psychological discomfort when presenting projects, defending their ideas, or speaking before an audience. Such situations can produce nervousness, excessive self-control, hesitation, and fear of negative evaluation. Consequently, students may demonstrate lower confidence even when they possess sufficient knowledge of the subject.

Emotional distance is another characteristic that may negatively affect communication. In certain situations, students prefer factual, formal, and impersonal forms of expression. Although this approach can be appropriate in technical discussions, its excessive use in interpersonal relationships may create difficulties in establishing emotional connections, mutual understanding, and trust.

Problems associated with initiating and maintaining conversations are also evident in student interaction. Some individuals find it difficult to establish contact with unfamiliar people, participate in group discussions, or communicate with academic staff. These difficulties may be intensified by insufficient confidence, limited social experience, and fear of inappropriate responses.

Conflict management represents an additional area of concern. During collaborative projects and academic discussions, differences in opinions and approaches are inevitable. However, students who lack sufficient communication and emotional regulation skills may avoid disagreements or respond in an excessively rigid manner. Such behavior can complicate teamwork and reduce the effectiveness of collective activities.

The analysis also identified several psychological factors underlying these communication difficulties. Social anxiety contributes to the fear of negative evaluation and encourages avoidance of social interaction. Low self-esteem reduces students' confidence in their opinions and abilities, while perfectionism creates excessive concern about making mistakes or expressing incomplete ideas.

Limited emotional awareness can make it difficult to recognize the feelings of others and respond appropriately to different interpersonal situations. Introverted personality tendencies may influence students' preferences for individual activities and limited social interaction, although introversion itself should not be considered a psychological problem. Academic stress and cognitive overload may further reduce motivation for communication and increase emotional exhaustion.

Thus, the results of the theoretical analysis demonstrate that interpersonal communication problems among technical university students emerge through the interaction of individual psychological characteristics and educational environmental conditions. These factors should be considered together when developing psychological and pedagogical interventions.

DISCUSSION

The identified communication difficulties indicate that technical competence and interpersonal competence should be regarded as complementary components of professional development. A student may demonstrate high academic achievement and possess substantial technical knowledge while experiencing difficulties in teamwork, public communication, and professional interaction.

One of the central issues is the relationship between the technical educational environment and the development of social skills. Technical disciplines naturally require accuracy, logical consistency, independent analysis, and attention to detail. However, when educational activities focus predominantly on these abilities, students may have fewer opportunities to develop emotional sensitivity, communication flexibility, and interpersonal understanding.

An important aspect of this issue is the influence of social anxiety and fear of negative evaluation. Students who are afraid of criticism may avoid expressing their opinions even when they have sufficient knowledge. Therefore, the development of communication competence requires not only practical training but also the creation of a psychologically safe educational environment.

The role of emotional intelligence is equally significant. The ability to understand personal emotions, recognize the emotional states of others, and regulate behavioral responses contributes to effective communication and constructive conflict resolution. In this regard, the theoretical approach proposed by Salovey and Mayer provides a relevant foundation for developing students' interpersonal competencies.

Improving communication skills among technical university students should involve several interconnected directions. First, communication training should be-

come an integral part of the educational process. Courses and practical activities devoted to presentation skills, professional communication, negotiation, and teamwork can create systematic opportunities for developing interpersonal competencies.

Second, universities should promote the development of emotional intelligence through psychological workshops, group activities, and practical exercises focused on empathy, self-awareness, and emotional regulation.

Third, psychological support services should provide assistance to students experiencing social anxiety, low self-esteem, excessive perfectionism, and academic stress. Individual counseling and peer-support initiatives can help students develop healthier patterns of social interaction.

Fourth, collaborative learning should be organized in a way that ensures the active participation of all group members. Assigning responsibilities, rotating leadership roles, and encouraging constructive feedback can help students develop confidence and cooperation skills.

Finally, public speaking activities should be introduced gradually. Short presentations, small-group discussions, academic debates, and student conferences can provide students with opportunities to overcome communication anxiety in a supportive environment.

An important consideration is that communication difficulties should not be interpreted exclusively as individual psychological shortcomings. The university environment itself must provide appropriate conditions for social development, mutual respect, and open communication. Consequently, improving interpersonal communication requires coordinated efforts from students, academic staff, university psychologists, and educational administrators.

CONCLUSION

Interpersonal communication is an essential factor in the academic, social, and professional development of technical university students. The analysis demonstrates that communication difficulties are associated with a combination of psychological characteristics and educational environmental conditions.

The main psychological causes include social anxiety, low self-esteem, perfectionism, insufficient emotional awareness, fear of making mistakes, academic stress, and previous negative communication experiences. Introverted tendencies may also influence students' communication preferences, although they should not automatically be regarded as a barrier or psychological deficiency.

The findings suggest that the development of communication competence should receive greater attention within technical higher education. Professional training must combine technical knowledge with the ability to cooperate, express ideas, understand others, manage emotions, and resolve interpersonal conflicts.

In this regard, the integration of communication skills training, emotional intelligence development, psychological counseling, collaborative learning, and sup-

portive classroom practices can contribute to improving students' interpersonal relationships.

Ultimately, the preparation of competitive specialists requires a balanced combination of professional, intellectual, social, and emotional competencies. Creating an educational environment that supports these dimensions will contribute to the development of technically skilled, psychologically resilient, and socially competent graduates.

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