# SOCIO-PSYCHOLOGICAL SIGNIFICANCE OF STUDYING THE PSYCHOLOGICAL ENVIRONMENT IN GROUPS

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## ABSTRACT

the most common reason for creating a group is the desire of people to talk and create their own circle, where they can freely communicate, know each other, unite and perform the tasks assigned to them. This article lists the differences between formal and informal groups as per analysis of the psychological environment. The implementation of activities of joint social value and significance for the individual ensures the establishment of mutual public relations, the elimination of conflicts between individual relations and collective relations. In the process of such activity, individual phenomena occur in interpersonal relationships that cannot be recorded in other conditions, a community is formed as a separate sign of group development. It is the community that expresses the individual's dependence on society. The individual manages to gain freedom through this connection.

**Keywords:** Group, team, formal group, informal group, developed group, individual attitude, team relationships, group compatibility, leadership, psychological environment.

## INTRODUCTION

The difference in principle of the team as a highly developed group over all other groups has been noted experimentally. The ratio between the effectiveness of activity in a team and the optimal character of a mutual emotional psychological relationship is positive, while in weakly developed groups it is negative. In low-level developed groups, it was found that there is an inverse link between the scale of the group and the desire of its members to contribute the most to the overall work, as the composition of the group becomes larger, joint activity from the team does not weaken the motives of the participants. The possibility of helping someone in need in a random group goes downward with the expansion of the scale of the group, while in a team such a law does not manifest itself.

It is natural for groups to form in a team, whether it is organized by management to fulfill the goals of the organization or by members of the organization to meet their social needs. There are two types of Group, formal groups and informal groups. Official groups are those created to fulfill the purpose, according to the official authority. In contrast, informal groups are formed by employees based on their likes, interests and views.

**Methods**
Naturally, groups that occur within a community, influenced by social and psychological forces, are known as informal groups. According to this group, the employees of the organization themselves enter groups without the approval of the management to meet their social needs in the workplace. No one wants to live separately; people form a circle around themselves so that they can interact and share their feelings, thoughts, experiences, information, etc. These circles are known as informal groups in the workplace. These groups are formed on the basis of common likes, dislikes, creeds, contacts, language, interests, views of members. It includes an interest group and a friendship group.

Differences between formal and informal groups include:
Groups formed by the organization's administration to perform a specific task are known as "Official Groups". Groups that employees themselves like and build according to prejudice are known as informal groups.

Formal groups are deliberately organized by the organization, while informal groups are organized voluntarily.

Formal groups are large in size compared to an informal group. In addition, one official group may have subgroups.

The structure of a formal group is hierarchically designed, while an informal group says it does not have a structure or structure.

In an official group, the position of a member determines its importance in the group, but in an informal group, each member is as important as the other members.

In the official group, the relationship between the members is professional, they gather only to fulfill the task assigned to them. On the other hand, the informal group has a personal relationship between members, sharing their thoughts, experiences, problems, information with each other.

The group contains the following social psychological phenomena: social thought, imitation, obsession with influence, conformism. The socio-psychological environment largely depends on the capacity of the team members. Group matching (capacitance) can be physiological and psychological. Group psychological compatibility is due to its differences in focus and thinking in psychomotor, emotional – volitional characteristics. But, more than anyone else, the personal character of each person who is part of a group should not depend on the nature, but, however, be flexible. When creating a psychological environment, a social mood is of great importance, which depends on the adaptation of the accent to the group. It creates a directly positive or negative psychological environment in the group.

According to any group structure, the group members reflect their prestige and status. Above it are referentometric and sociometric-styled individuals, while behind them are noneferent and sociometrically isolated individs. The leader of the group will be present at the highest stage of this hierarchy napoya.

The leader is a person who believes that he has the right to accept the most responsible solutions for all the remaining members of the group that are in their interests and determine the direction and nature of the activities of the entire group. The leader may also officially be the leader of the group, and vice versa, not be. The formation of leadership with a leader in a single individual is an acceptable phenomenon. Go-to, if there is no such compliance, then the effectiveness of the group's activities will depend on the way in which the relationship between the official leader (for example, a classmate) and the informal leader or leaders occurs.

The formal leadership system of the group community, in which informal prestige may be shared, and whether or not it is appropriate to be known as an informal pioneer. As a result, the presence of common goals in interpersonal relationships can not only interfere with the team, but even help. In addition to the groupmaster and the youth organizer in the group, which is considered a small group of 30-40 students, there are usually several pioneers, who organize

several informal groups in the circle. In informal groups, the following types of leaders are distinguished:

1. Depending on the content of its activities:
a) a leader who offers an inspirational, action or ethics program;
b) executor-organizer of execution of a given program;
c) in one instance, both the Predictor and the executor
2. According to the method of control
a) authoritarian
b) democratic
c) embodies the above two styles.
3. Depending on the nature of the activity.
a) universal-leadership in itself that always shows characteristics;
b) situational (situation - dependent) - one who shows leadership characteristics in oneself in certain specific situations.

In psychology, many methods are used to study group stratification (its internal structure). The main ones are the method of sociometry (sociometric survey) and referentometry. American psychologist, microsociologist J.Moreno proposed a method to determine whether individuals elect each other (select, preferential fears) to study interpersonal relationships in groups, and a technique for recording emotional preference fears. This he called sociometry. Sociometry has been proposed as a method of studying and measuring interpersonal relationships that relate to methodological inner groups. With the help of sociometry, it is possible to determine the quantitative pattern of preference, indifference or disdain that manifests itself in Group members in the process of interpersonal joint action. Sociometry is widely used in determining whether or not group members are fond of each other. The group members themselves may not be able to realize such a relationship and not give themselves an account of their existence or non-existence. The method of sociometry is very fast, and its results can be processed by a mathematical method and expressed in writing.

At the heart of the sociometric method is "Who Would you like to be with?" is a direct question. It can be applied on the desired front of the interaction between people: you want to sit with kim in one party, relax, spend time, work, and etc. As a rule, two directions of selection – in the field of joint work and the directions of joint transfer of time-are recommended. In this regard, it is also possible that at the level of acceptability of selection (there is a desire for benihoya, willfulness, indifference, not much desirability, there is also no desire for sira), the number of individuals recommended for clarification and selection is limited. These are taken into account when lowering the selections into the matrix of sociometry. Analysis of the results shows that mutual pleasures and pleasures are compounded in a complex way, that sociometric "stars" (which are chosen by many), that "outsiders"(from which everyone withdraws) exist, and that their entire hierarchy. There is no doubt that sociometry is also fast in metodin Iju, and with its help, the landscape of emotional aspirations in the group chi may be shown clearly enough. It would have taken a long time to determine the results by observations. A continuous group can be interpreted as a communicative chess in which it is formed.

But, sociometric analysis can give a much more general definition of interpersonal communicative chess in a group. He leads him to understand why individ is placed opposite the group in the same units, and not noticing that others have a communicative unit. A system of connections that can be recorded using sociometric techniques cannot be considered inevitable. Today's "star"can be isolated tomorrow. The results of sociometry cannot give us

information about the causes of such changes. It is also abstract what the group members are based on when they reject each other and choose others, what meaning is in the Zamir of affections and sympathies inherent in the various members of the group.

American researcher Linda Djwell, in her book "Industrial –organizational psychology " (2001), outlined her unique approach to the issue of leadership, which is important from social psychological phenomena. He tries to reveal the features of the manifestation of leadership qualities precisely in our interpretation of this problem, that is, in conditions where there are no open spaces for courage and courage. In his opinion, the effectiveness of modern production occurs primarily at the expense of increasing the role of employees and, on the contrary, lowering, or, more precisely, reducing, the role of leaders. Only then can excess joints be reduced in the leadership. The leader, i.e., Americans imagine the leader within the leader phenomenon, whose task is to define the ways in which the group operates effectively.

According to American researchers Mans and Sims, the best leader is the "superlider". This is such a person that he is able to turn most of his employees into leaders, first of all, leaders for themselves. The main idea in this is that if a person can become a leader for himself above all, if he can convey this skill or skill in himself to others, then such a time will come for this person that the team will become a mechanism in which he does not need a person who works independently, directly standing on top of him and managing. It is a superlider.

The transformation of an ordinary leader or leader into a superlider takes place in several stages:

      I- being a leader for oneself, that is, through personal purpose and tasks, self-observation , self-stimulation, imaginary repetitions and cognitive analysis, the realization that one is an independent person, a person, that one has qualities that set an example for others;

      II- being able to demonstrate to others the advantages of the qualities mentioned above and convince of its advantages;

      III- to create conditions for their employees to show initiative and self-confidence in themselves;

      IV-to encourage employees with independent abilities, to give only constructive reproaches, if necessary;

      IV- Organization of social activities based on self-management and abstinence from interfering with their affairs.

So effective management is actually the most demonstrative manifestation of the implementation of social influence. In this sense, leadership is defined as a set of qualities that are visible in the influence that an individual can give first to himself and then to others.

As you know, the success of the educational process and the socio-psychological development of the personality of the student in this educational system depends primarily on the independent and creative approach of each student in relation to this educational activity, the content of stable interests in educational activity, and at the same time on the formation of nechageness of his social self After all, the insufficient content of Group and social self as early as the school period is an important "resource" for the social development of the student's personality. This process is determined in our eyes by the manifestation of such qualities as group Responsibility, Public, group cohesion, interaction, mutual sincerity, group organization, Mutual Group awareness, which have a specific scope of opportunities. A significant role in Social Psychology lies in the inclusion of criteria that apply to the content of the student's personality and interpersonal activity motivation within small groups (Group responsibility,

Public, group cohesion, group engagement, mutual sincerity group organization, mutual awareness) in today's educational process, it is imperative to determine the average general and comparative-typical indicators confirming in what way each student and members of most small groups will manifest themselves in their practical activities and draw certain socio-psychological conclusions on this basis.

Because, special attention to subgroups and a special psychological service process in a special program shown to subgroups leads to a slightly higher level of group activity and group social identification in each student. For practicing psychologists working in educational institutions, conducting interviews on the topic" me and my group", conducting written work and conducting content analyzes on their primary results, Dj.Moreno's method of "Sociometry", It is recommended to apply R.S.Nemov's methodologies "identification of socio-psychological relief". Through these methodologies, the mechanisms of group activity in the person of the student identify, individual and group correctional work in the process of psychological service caches more efficiently.

**Discussion**

Based on the results of R.S. Nemov's dedicated to the study of the psychological environment in the group "methodology of social self-analysis of the group, it is possible to evaluate on the basis of certain social psychological criteria the comparative-typical indicators of the manifestation of factors of motivation of individual and group activity characteristic of the personality of each student within formal and informal subgroups in secondary schools. In this, the manifestation of motivations of group activity in the personality of each student within the framework of small groups is largely determined by the insufficient content of such qualities as group responsibility, public, group cohesion, group engagement, mutual sincerity, group organization, mutual awareness, which are considered certain social psychological criteria.

This methodology is intended to determine the level of relationships in the group. It consists of 75 governments. The testers determine how many members of the group each judgment concerns.

**Instruction**

"Below are 75 judgments. You can familiarize yourself with the content of each sentence, and then Mark how many members it belongs to your group with the points given below : 0 points - who is the judge, 1 point - who is almost a Hecht, 2 points-a deficit, 3 points half, 4 points majority, 5 almost all, 6 points all, - it's hard for me to say something".

| Responses sheet | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | |
| 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. |
| 16. | 17. | 18. | 19. | 20. | 21. | 22. | |
| 23. | 24. | 25. | 26. | 27. | 28. | 29. | 30. |
| 31. | 32. | 33. | 34. | 35. | 36. | 37. | |
| 38. | 39. | 40. | 41. | 42. | 43. | 44. | 45. |

| 46. | 47. | 48. | 49. | 50. | 51. | 52. | |
|---|---|---|---|---|---|---|---|
| 53. | 54. | 55. | 56. | 57. | 58. | 59. | 60. |
| 61. | 62. | 63. | 64. | 65. | 66. | 67. | |
| 68. | 69. | 70. | 71. | 72. | 73 | 74. | 75. |

70 of the sentences are worker and 5 are supervisory sentences. Supervisory judgments are used to determine the validity of answers. If responses to supervisory judgments are in the option of expressing a cordial response, responses to working judgments are reliable and calculated, otherwise they will be unreliable.

The working 70 judgments are divided into 7 groups. These 7 groups, the judgments of which as a team will help determine how advanced the GIs of 7 different attitudes in the group are. This relationship consists of 1. Responsibility-a responsible approach to goals and objectives before the group; 2. Collectivism-solving problems facing the group, cooperation in the performance of group activities;3. Cohesion -cooperation between the members of the group on the main issues in the life of the group and acting as "one body and one soul" in group activities; 4. Sociability - the ability of group members to engage in interaction, personal-emotional relationships; 5. Openness-a positive attitude towards other groups and new members of the Group; 6. Discipline is able to quickly change its structural structure on the way to the effectiveness of group activities, to recover anew; 7. Information ownership-the presence of the opportunity to freely capture information about group Affairs and group members.

**Preparing the results for processing.**
In order for the results in the response sheets to be processed, the following requirements must be met: 1) 15, 30, 45, 60, 75 the score placed on the verdicts must be "0" (the verbal grade must have answered "no one"). Note: in most cases, correct and incorrect answer options coexist between answers to control questions (15,45, 60, 75) on the answer sheet. In this situation, the line that was incorrectly answered to the control questions and the line before it are deleted and are not taken into account when calculating the results; 2) points scored in response to judgments must be at least three different (e.g. 1, 4, 6 or 1, 3, 4).

| 1.3 | 2.4 | 3.5 | 4.- | 5.3 | 6.5 | 7.6 |
|---|---|---|---|---|---|---|
| 8.- | 9.5 | 10.4 | 11.2 | 12.4 | 13.1 | 14.6 |
| 16.3 | 17.6 | 18.5 | 19.3 | 20.2 | 21.3 | 22.5 |
| 23.4 | 24.5 | 25.4 | 26.3 | 27.1 | 28.4 | 29.4 |
| 31.5 | 32.3 | 33.2 | 34.1 | 35.3 | 36.5 | 37.5 |
| 38.4 | 39.3 | 40.2 | 41.5 | 42.6 | 43.4 | 44.6 |
| 46.5 | 47.3 | 48.4 | 49.5 | 50.4 | 51.6 | 52.5 |
| 53.3 | 54.4 | 55.5 | 56.2 | 57.3 | 58.5 | 59.6 |
| 61.5 | 62.3 | 63.2 | 64.4 | 65.6 | 66.5 | 67.4 |
| 68.3 | 69.3 | 70.4 | 71.5 | 72.4 | 73.6 | 74.5 |

Only when these two requirements are met can the process of processing the results be started. The results are prepared as follows for statistical processing.

1. All Response Sheets that are suitable for statistical processing are cut out into 7 columns. below is indicated by the dotted lines from where the completed answer sheet should be cut.
2. In the resulting answers, those whose serial number belongs to one scale are glued side by side on a clean sheet. The number of such sheets will be 7. The result is the following picture.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | 1. | 1. | 1. | 1. | 1. | 1. |
| 8. | 8. | 8. | 8. | 8. | 8. | 8. |
| 16. | 16. | 16. | 16. | 16. | 16. | 16. |
| 23. | 23. | 23. | 23. | 23. | 23. | 23. |
| 31. | 31. | 31. | | 31. | | 31. |
| 33. | 33. | 33. | 31. | 33. | 31. | 33. |
| 46. | 46. | 46. | 33. | 46. | 33. | 46. |
| 53. | | 53. | 46. | 53. | 46. | 53. |
| 61. | 53. | 61. | 53. | ' 61. | 53. | 61. |
| 68. | 61. 68. | 68. | 61. 68. | 68. | 61. 68. | 68. |

**Conclusion**

The educational and scientific research institutions of the globe, special attention is paid to the issues of personality activity and social development, the development of skills to work in groups, the improvement of concepts of psychological service, the conduct of scientific research dedicated to the scientific analysis of humanistic and identification processes. In this regard, by organizing the process of psychological service on the basis of special programs, the need for a certain level of development of the dynamics of Group relations and motivation of group activity of students, improvement of psychological activity at the professional level, research of socio-psychological mechanisms of psychological service affecting the formation of the individual is increasing.

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