

PSYCHOLOGICAL ASSESSMENT OF STUDENTS' COMMUNICATION MOTIVATIONS



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Abstract. In world psychology, student groups, their activities and communication are studied in the context of the group and the collective. In this regard, the article is devoted to the study of communication in the joint activities of students. Joint action does not always cover the whole team. Here we are talking about productive, result-oriented activities and communication aimed at solving the goals and objectives of the team. Therefore, it is necessary to study the psychological features of students' activities and communication in groups, to analyze the problem from this point of view.

The article deals with the university environment: the students represented in the groups, their joint activities and the social environment in which they enter. Such an environment is typical of academic student groups. Because student groups are known in the structure of higher education as "primary collective, communicative environment, reference group" (Antipova, 2008, p.71).

Teachers and curators, including students, teachers of faculty and general university departments, administration, as well as the professional environment create a social environment in which students study. Based on the results obtained, a psychological assessment of the motives of communication activities was conducted. The article examines the qualities that students prefer in communication, communicative culture and the content of their leisure activities.

Keywords: *students, communication, activity, features, evaluation.*

Introduction

With the independence of our republic, as in other areas, there is a need for fundamental changes and reforms in the education system. The main goal of the reforms is to prepare the young generation for independent living, to form active public figures who are brought up in the spirit of

love for the motherland and the people, who have national and human values, political culture and intellectual perfection. These are on the one hand, related to the level of development of each nation, national and moral values, and, on the other hand, to our participation in the process of globalization and integration in the world. The processes that have taken place in society and are still ongoing, as well as the need to preserve and develop our national characteristics in the context of integration into the developed world, require new socio-cultural norms of thought and behavior. This also affects its system of activities and communication. A number of socio-psychological factors play an important role here. "From this point of view, the correct perception of each other by the members of the joint activity is one of these factors" (Aliyev, Jabbarov, 2008, p.61).

At present, there are a number of urgent problems in this process that the science of psychology should also study. Thus, its citizens must implement the reforms implemented by the state. The citizen is formed by active participation in the family and educational institutions, in the life of society. The role of effective joint activity and communication of family and educational institutions, students studying in these institutions is great in their formation. Students' teaching activities now have a new content. The structure of groups formed during the student years and their degree of stability are determined by the level of development of the relationship between boys and girls. The study of the biological and social characteristics of boys and girls has always been relevant. Depending on the socio-historical processes, state structure and economic situation, there were different requirements for the study of evenings.

Because of these requirements, the sexes were treated differently; their areas of activity, communication style, and self-identification in this context were studied in accordance with their youth characteristics: "The study of the different characteristics of young people dates back to BC. Although the ancient Greek philosopher Xenophanes began his views on the nature of men and women in the 6th and 5th centuries, today's problem has not been studied for a long time. Some young people identified the differences, but could not investigate their essence" (Alizade, 1986, p. 229).

Of course, the psychological nature of gender differences changes with age. During adolescence, the relationships, activities and communication between boys and girls acquire new content. Depending on how the communication is established, the personality and attitude of young people to life is formed. The system of relationships in adolescence is more complex than in adolescence. Because in youth, new relationships with different content are formed, a new stage of the socialization process begins. University students, on the other hand, begin to take on a variety of social roles related to education and professional activities.

Researchers (Bojovic L. I., Kon I. S., Petrovsky A. V., Bayramov A. S., Alizade A. A., Aaliyev B., Jabbarov R. V. and others) show that communication is of great importance in the formation of. Social, personal interactions, the nature of activities, moral norms, values, etc. At a time of rapid change, the formation of young people's identities depends on the form in which communication is established.

Literature review. Therefore, it is very important to study the communication of students in the process of joint activities. This, on the one hand, ensures the personality of education, on the other hand, increases the effectiveness of training.

Because communication is social in nature, innovations in society necessitate structural changes in the activities, motivations, and interests of student boys and girls. This change occurs when they interact with their peers, close friends, parents, and other people around them. The importance of their parents and peers for young boys and girls in different areas of activity is not fundamentally the same. In their free time, young people prefer to have fun with their peers rather than with

their parents. However, when young men and women face challenges in life, they desperately need the experience and help of adults.

As can be seen, the changes taking place in the life of society, the nature of the social environment, the new tasks facing the education system have a serious impact on both the system of personal and interpersonal relationships. New technologies and the advent of the Internet. First, innovations in society have created serious problems in interpersonal relationships that need to be explored. Second, the new conditions, the process of communication and interaction affect the human psyche, making its dynamics necessary. The study of the psychological

mechanism of all this, the study of its psychological characteristics and the provision of practical assistance in this area are considered important conditions.

In general, the content of communication in adolescence is more complex than in adolescence. It is also clear from the sources we have studied that the element of independence increases in the motivation of communication with peers during the student period compared to the previous period. Azerbaijani professor RI Aliyev writes while showing this set of qualities of youth: "Non-verbal communication plays an important role in the communication process. Here gestures, facial expressions, facial expressions, looks, clothes, smiles, etc. is an important means of influence" (Aliyev, 2000, p. 124).

The communication of the evenings with each other is determined by personal and business motives. Undoubtedly, along with the teaching and professional activities of university students, their age and gender are also important factors. Under the influence of these factors, they begin to play various social roles. In all social relationships, including the relationships of young boys and girls, there are characteristics of adults. It is based on mutual respect for students and equality of rights.

Young men and women have sincere respect for their close peers and are only friends with others. Among the young people of this age, those who are kind to people are especially popular. Such students are distinguished from others by their restraint, vitality, kindness, compromise, and sense of humor. They always behave naturally, are

self-confident, energetic, active, lead, help their friends in various matters and solve personal problems.

On the contrary, closed, insecure, and irritable young boys and girls are not well received by their peers and are often socially and psychologically isolated. This is because such students' attention and interest are focused only on themselves; they are self-centered, rude and incompetent. These situations confront young people with the problem of self-identification. Of course, their comrades do not treat them with respect. Such situations leave them with the problem of self-identification. We believe that it would be useful to study these issues, the motivation of students' communication in joint activities, and the characteristics of self-esteem.

Methods used. The study included testing, questionnaires, and analysis of activity products, using Kettel's personality questionnaire, half-sentences, KOS-1 method, and Sisoru communicative culture teaching methodology. First, a questionnaire was prepared to study the motivation and self-esteem features of students' joint activities. The questionnaire asked fifteen questions according to the general communication needs of the students and four features were mentioned in each question.

The survey held among students of Sumgayit State University and Azerbaijan Oil Academy two different universities in Azerbaijan. One hundred students were involved in the survey (The results of the survey Table 1).

Table 1.

One hundred students were involved in the survey

Questions	Options Number of students -100 people (50 girls, 50 boys)								
	a		B		j		c		
	In figures	in percent	in figures	in percent	in figures	in percent	in figures	in percent	
1.	47	47 %	31	31 %	16	16 %	6	6 %	
2.	Girls	22	44 %	12	24 %	10	20 %	6	12 %
	Boys	16	36 %	20	40 %	8	16 %	6	12 %

3.	51	51 %	30	30 %	12	12 %	7	7 %
4.	22	22 %	41	41 %	26	26 %	11	11 %
5.	13	13 %	17	17 %	46	46 %	24	24 %
6.	18	18 %	28	28 %	48	48 %	6	6 %
7.	25	25 %	36	36 %	32	32 %	7	7 %
8.	44	44 %	23	23 %	25	25 %	8	8 %
9.	27	27 %	32	32 %	35	35 %	6	6 %
10.	12	12 %	52	52 %	19	19 %	17	17 %
11.	38	38 %	41	41 %	16	16 %	5	5 %
12.	58	58 %	26	26 %	11	11 %	5	5 %
13.	53	53 %	20	20 %	21	21 %	6	6 %
14.	33	33 %	21	21 %	41	41 %	5	5 %
15.	21	21 %	20	20 %	56	56 %	3	3 %

Processing of results. By analyzing the statistical results obtained, we can clarify the essence of the assessment of students' communication motivation by themselves. To analyze the results of the survey, it is possible to look at the answer to question number two. Note that the results of male and female students were developed separately (Table 2).

There are such questions in the missed questionnaire-question that it allows to illuminate the unity motives of the students. Accordingly, all questions should be looked at separately. The survey includes questions that allow students to directly clarify their communication motives. Therefore, these questions should be considered separately.

At the same time, the value that students give to their comrades, as well as to other people, such as those they give to their peers and parents, are among the property, Interesting results are obtained by performing the statistical and interpretation analysis of the javabs that have been given to the questions. At the same time, it is necessary to determine and correlate the difference between the values that students give to their peers and the values they give to other people, such as teachers and parents. Interesting results are obtained by conducting a statistical and descriptive analysis of the answers to such questions.

Question two:

"Who can you communicate with faster?"

- (Girls) with girls of the same age – 22 %: -12% with boys of the same age.
- (Boys) with girls of the same age -14 %: -20% with boys of the same age.
- With friends younger than you – 10 %;
- 12 % with older friends.

Question four:

For what purpose do you communicate with your friends the most?

- To solve problems related to education – 22 %:
- To resolve disputes with your fellow students - 41%:
- 26% to meet the demand for love:
- Simply because it is impossible to pass without communication - 11%.

Question twelve:

"Who would you like to spend your free time with?"

- With friends - 58;
- With a lover - 26%;
- With family - 11%;
- Wth no one, only -5%.

Question thirteen

"To whom do you reveal your most secret secrets?"

- To a friend (friend) -53%;
- For love - 20%;
- Parents - 21%;
- To anyone - 6%.

Question fourteen

"Who is more effective in sharing your problems with?"

- With a friend -33%;

- With a lover - 21%;
- With a parent - 41%;
- 5 % with no one.

Question fifteen

"Who are you trying to share the long-awaited good news with for the first time?"

- With a friend (21%);
- With a lover -20%;
- jWith parents -56%;
- 3b with no one.

It is clear from the general analysis of the answer that students are easier to communicate with their peers, their communication needs, and they prefer to spend their free time. Comrades are second in telling their secrets and sharing good news.

In this case, of course, the superiority is given to the parents. Moreover, the most interesting result is taken in the answer of the fourth question. Has been connected in this case, naturally, the first place is given to the parents and the most interesting result was obtained in the answer to the fourth question.

Table 2.

Qualities that students prefer in communication

Questions		Number of students -100 people (50 girls, 50 boys)							
		a		B		j		ç	
		in figures	in percent	in figures	in percent	in figures	in percent	in figures	in percent
Options	Girls	11	22 %	6	12 %	6	12 %	3	6 %
	Boys	8	16 %	10	20 %	4	8 %	3	6 %
	4.	22	22 %	41	41 %	26	26 %	11	11 %
	8.	44	44 %	23	23 %	25	25 %	8	8 %
	12.	58	58 %	26	26 %	11	11 %	5	5 %
	13.	53	53 %	20	20 %	21	21 %	6	6 %
	14.	33	33 %	21	21 %	41	41 %	5	5 %
	15.	21	21 %	20	20 %	56	56 %	3	3 %

It can be assumed that students communicate more with their peers to solve their educational problems, but different results have been obtained. This factor is secondary in their communication. The first place is taken by the motivation to define the relationship with fellow students, solve the problem and simply communicate – 41%.

The survey also reveals a number of irregularities arising from the age characteristics of students. Questions 1, 3, 5, 6, 7, 9, 10, and 11 are like this. The answers show that 10% of students have communication problems. 26% of students have partial, 25% have basic, and 36 % have no communication problems. The results obtained may not reflect reality, as these results are based on students' personal opinions. The application of test methods is more effective to obtain results that are more objective. We tried to define the communication culture of students in this way.

"Definition of communicative culture" test in students; we give the test results in the table below:

Table 3.

Nº	QUESTIONS	Answer	
		yes	No, it's not
11.	When talking to your friends, do you patiently wait for him to promise you?	70 %	30 %
22.	Are you in a hurry to make a decision until you know the nature of the problem?	57 %	43 %
33.	Do you hear only what you like during the conversation?	71 %	29 %
44.	Do your emotions prevent you from listening to your spouse?	67 %	33 %
55.	Are you careful when communicating your thoughts to your spouse?	51 %	49 %
66.	Do you remember anything else at any point in the conversation?	56 %	44%
77.	Does your previous position on the subject or your spouse prevent you from listening to him or her?	72 %	28 %
88.	Do you stop listening to your spouse when it is difficult to understand?	60%	40%
99.	Do you have a negative attitude towards the speaker?	34%	66%
110.	Do you always listen to your partner?	43%	57%
111.	Can you imagine yourself in his place for what made him say that?	27%	73 %
112.	Do you pay attention to the fact that you have different approaches to the issues you discuss with your spouse?	29%	71%
113.	Do you pay attention to the fact that you have different approaches to the issues you discuss with your spouse?	72%	28%
114.	Are you trying to find out what disagreed with your spouse (different points of view, issues, etc.)?	56%	44%
115.	Do you avoid the views of your interviewer when talking?	21%	79%
116.	During the conversation, do you have a desire to interrupt your spouse, to put your opinion against his / her opinion, to anticipate his / her future results?	28 %	72%

Slightly different results were obtained on the test. In self-assessment questions, we can group the results as follows.

- Have difficulty communicating – 6 %:
- Can partially communicate – 20 %:
- Can communicate mainly – 23%:
- Ccan communicate fully – 34%:
- Opinion is uncertain – &.

If we divide the first and second groups of students into communication problems, and the third and fourth group students into having no communication problems, the percentage is as follows: 26% have more communication problems; 40% of communication problems are moderate. Thirty-four percent of students do not have communication problems

Now let us analyze the results of the test to determine the communicative culture in students. Table 4 provides comparative statistics of students' test results. We would like to note once again that 100 students took part in the survey.

Table 4.

Level of communicative culture in students

Ways of obtaining data	Top 10 points and more	Average score 7-10 points	Down 0-6 points
Questionnaire	26 %	40 %	34 %
Testing	13 %	52 %	35 %

There is a difference between this result and the results of the survey. This difference varies between 26% and 13% (low), 40% and 52% (medium), 34% and 35%. In the upper and middle grades, the questionnaire is about twice as low as the survey and test results. Because the test method is more reliable, we will take into account its results.

Preliminary research shows that a large proportion of students (up to 30%) have problems with communication or communicative culture. They have difficulty expressing their thoughts and ideas, sharing them with others, listening to others, and exchanging ideas on the same topic.

Students communicate with each other for different purposes. In this case, different types of interactions, depending on the situation, provoke them. It is well known that the persistence of uncoordinated or unacceptable influences on the part of an individual reduces his or her interest in communication. As a result, sometimes there are unpleasant feelings in the relationship. Newly admitted first-year students to higher education institutions often face such uninteresting attitudes that can negatively affect their performance. The reason for this is mainly due to the problem of coherence between students.

Psychologists have found that interpersonal relationships in childhood guarantee a person's future success. Among adolescents and young people who do not travel with their peers during school years, there are those who have a serious temperament, many problems in life, and even commit offenses. Disruption of relationships with peers often leads to various forms of emotional and social isolation.

From the point of view of opportunities for self-development, the student period (17-21 years) is a special stage in a person's life. During this period, young people graduate from high school and radically change their social status in society. At this age, most boys and girls try to live conscientiously and take a favorable social position in life. Such self-seeking is more clearly reflected in the laws of social facilitation and, accordingly, in joint action.

However, the results we have obtained so far show that students do not have strong motivation and sufficient experience in this field. The motivation of students to work together includes the acquisition of the scientific knowledge they need most to regulate their future professional activities and the acquisition of practical skills in this (professional) field. Collaboration in the learning process is an important part of the lives of university students. Although the student period is quite relevant for the development of all these skills, individual differences manifest themselves when professional opportunities are used in practice. Sometimes those who get good grades during their student years do not succeed in the same way in practice. In order to study the attitude of students to these issues, in the next stage we used the method of "Incomplete sentences". This methodology is useful for clarifying problems related to students' own lives and thoughts.

It is possible to use an incomplete sentence test to compare the results obtained. For this, students are given sixty sentences. They are encouraged to read and complete the sentences.

The questions we are interested in here are combined in considerations 8, 10 and 13. These are the considerations. Each consideration covers the following questions

8. Attitude to friends – 8, 23, 38, 53.

8. I think a real friend...

23. He loves people that...

38. Most of all I love my friends that they...

53. My friends when I am not there...

10. Attitudes towards the opposite sex - 10, 25, 40, 55.

10. The male ideal for me...

25. I think that most young boys (girls)...

40. I think that most men (women)...

45. When I was a child, I felt guilty about....

13. Attitude to cooperation – 13, 28, 43, 58.

13. I enjoy working together... above all.
 28. Students studying with me...
 43. He likes to work with friends that...
 58. My fellow students...

The answers given by the student's are reflected in the table below 50 students participated in the completion of incomplete sentences (Table 5).

In this table, the answers given by students are grouped according to their content. The question in the answers is that students approach their peers from two points of view:

- 1) As a good person, as an active student:
- 2) As a passive and negative quality person.

It is clear that students rely on their peers to treat them with respect and sincerity, and to be able to learn new things in joint activities. Of course, not all students think so. However, out of 50 students tested, 34 (68%) gave the majority of the answers.

Table 5.

The motivation of students to work together is incomplete sentences test results

Questions	Students' responses to feedback Number of students - 50 people
	Attitude to friends
8.	The students who study with me are self-satisfied, sincere and kind, they think that they will work as easily as they read, they know best, instead of reading, they are doing meaningless things, they are selfish, they are rude. They are lazy, they treat me with respect, and they doubt my sincerity, and so on.
23.	I love my friends because they are sincere, modern-minded, hard-working, innovative, able to convey their ideas to teachers, do not shy away from small things, know me close to them, are tolerant, can relate to teachers, do not discriminate against their peers, stands on his word, is strong-willed, etc.
38.	Most of all, I love my friends because they are attentive to me, self-accepting, hardworking, industrious, study well, have interesting information for everyone, are not proud of their abilities, do not consider themselves superior to others, cultural, they understand everything quickly, and so on.
53.	When I'm not there, my friends shouldn't talk behind my back, replace me, think of me, forget me, not sell me, know that I don't forget them, be men, wait for me and so on.
Attitudes towards the opposite youth	
10.	For me, the ideal of a man is loyal, beautiful, tall, sincere, believing in me, loving me as much as my life, not looking at others, only wishing for me, not humiliating me in front of others. According to me, he should be able to do everything, provide for his family, and so on.
25.	I think that most young boys do not keep their word, do not trust girls, are brave, deserve to be loved, it is better if they stay away from me, they prefer to get everything easily, they are arrogant, changeable and so on.
40.	I think that most girls are talkative, irresponsible, active, passive, courageous, careful, lazy, tense, restrained, humane, confident, friendly, liar, dependent on others, independent, selfish, skeptical, lovable, self-absorbed, etc.
45.	I was a child, I hurt my mother, I hurt my little brother, I was naughty, I did unauthorized things, I was not beautiful, I didn't read well, I was ugly, I couldn't attract attention, I couldn't communicate, I lied, I was at home. I took care of them and so on. I felt guilty about it.
Attitude to cooperation	
13.	To me: businesslike, active, able to communicate, come up with new ideas, interest others, organized, beautiful and intelligent, able to get the latest information, self-respect, It's a pleasure to work with my fellow students, who treat everyone with respect and take into account the views of others.

28.	The students who study with me are self-satisfied, sincere and kind, they think that they will work as easily as they read, they know best, instead of reading, they are doing meaningless things, they are selfish, they are rude. They are lazy, they treat me with respect, and they doubt my sincerity, and so on.
43.	He likes to work with my friends, he respects the opinions of others, he is businesslike, he can learn something from him, he is literate, he can learn something new from him every time, he is not jealous, he enjoys doing something for others, He is sincere, not stubborn, he values me, he does not make fun of the weak, and so on.
58.	The students I want to work with are those who want to work with me, who fit my personality, who are self-confident, who deserve me, who are not selfish, who are self-confident, who learn new things, who are interested in learning their profession, and so on.

The study found that students preferred to communicate with their friends. Nevertheless, what do they see as the essence of this communication? Do they consider friendship to be a special, close relationship? In our opinion, the consideration of how often true friendships are found among peers can serve as an indicator of the level of requirements for friendship.

When we included this question in a survey conducted as part of an empirical study, it became clear that the perceptions of today's youth are slightly different from those of their peers ten or fifteen years ago. Between 45% and 72% of students surveyed, believe that true friendships are very rare. Acute age differences are not observed here. Young differences are more noticeable.

Interestingly, female students are less likely than boys to believe in true friendships are, but as they get older, these differences not only diminish, but also make girls more optimistic than boys. The results of this survey do not allow us to get clear information about the content of the qualities they assess. In this regard, the task of completing an unfinished sentence may be more informative. For example, we analyzed the answers to the incomplete sentence: "Friend and companion are not exactly the same, so tamamilā" in that test.

Between 37% and 65% of those tested said that friendship was close and trustworthy, depending on their age: "A friend knows everything about you", "A friend is closer", "Trust a friend" You can never share what you have done with a friend" and so on.

Others described the strength and continuity of friendship, mutual assistance and trust as important: "They choose a friend for life," "A friend is a traitor, a friend is never a traitor," and so on. The answers to the

following sentence provide a broader picture of young people's attitudes toward friendship: "A friend is a friend."

There are two main motives in determining the answers to this unfinished question:

- a) Mutual assistance;
- b) The need for loyalty, waiting for a friend to understand with sensitivity.

It is characteristic that students have a strong motivation for mutual understanding. In girls, it is better. Respectively, this is 40% for boys and 50% for girls

From some instrumental values there is a tendency to expressive (understanding) values, the development of self-awareness arises.

Therefore, it is difficult to ensure that psychological surveys are conducted for subtle and accurate answers.

Only eight of the students said they had close friends

At the next stage, when they expressed how worried they were about some of their peers' problems, it became clear that 29% of boys and 35% of girls were worried about "not having a real friend." One in seven boys and one in four girls suffer from "misunderstanding by a friend." Undoubtedly, this is due to the typical internal contradictions of youth. In fact, the position that "intimacy with loved ones is seldom satisfying" is not limited to young people. This is a problem related to the lack of communication in human relations in modern times, and it can be applied to all ages.

There is another issue of interest here. Nevertheless, how do these assessments manifest themselves in real life? If there are more or less severe restrictions on friendship and companionship, then the number of friends of that individual will not be large. So this assumption is correct. The average

number of friends of their own age decreases with age in boys (girls do not have such a tradition), on the contrary, the number of friends increases. This indicates an increase in the demands on the social assessment of the individual.

As a person grows older, the circle of friend's narrows as a result of the growing demands on the choice of friends, although the circle of relationships expands. However, girls at all ages have more friends of their own age and fewer friends of the opposite sex than boys. There is no ambiguity in individual approaches. According to university students, most have no close friends, with the exception of 2.9% boys and 3.9% girls. 23% of boys and 29% of girls have a friend from their youth, 31% of girls have two friends. Thus, the friendship seems quite individual and selective. Of the total number of participants, 12% had boyfriends and 10% had more than 4 girlfriends.

Whom do young people befriend, and what qualities do they have? The analysis showed that building and maintaining friendships based on the principle of neighborliness (here in an urban, setting) plays a lesser role than co-education. Intra-collective relations also do not mean friendly relations. Among boys, 37% make friends with their peers. Among the answers to the question of where did you meet out-of-school friends, the first place is taken by the joint summer vacation, the second place is taken by the previous educational institution.

However, the idea that studying in the same educational team is a leading factor in the formation of friendly relations loses its meaning with age, and friendly relations gradually go beyond the walls of the educational institution. Due to such complexity, it is impossible to clarify the psychological structure of friendship with the help of simple verbal methods. Even a person cannot sincerely explain the content of a conversation or communication with friends. Because the true meaning of friendships is often not understood.

In the researches of VA Sukhomlinsky, IV Dubrovina, IS Kon and others, the idea that the basis of friendship is not interest in a certain type of work, but rather internal interests and needs. The results of our survey confirm this. Of course, friendly relations between the parties are always expressed in any form. In addition to joint education, which

raises common interests and problems, social work, leisure, entertainment, sports, as well as various hobbies and hobbies play an important role in the relationship of boys and girls with friends.

It is no coincidence, however, that between 20% and 40% of those tested left the question of co-operation with a friend unanswered (it is a matter of joint activities and interests). Friendship is based on conversations, arguments, and exchanges of views. This confirms his personal nature. To understand the psychological function of friendship, its age is very important.

In principle, people prefer to be friends with their peers. Since the age difference of 5-6 years between people aged 40-50 and their friends does not seem so big, for those of this age the age difference of 2-3 years is not felt at all.

There are realities of life that everyone faces from experience, which should convince us of the need for friendship and camaraderie among young people. For example, when listening to a telephone conversation between a student and a young person in the family, parents often complain about the lack of content and the insignificance of the information provided. They do not want to understand how important these "empty" conversations are for their son or daughter.

They do not take into account how such conversations attract him or how his mood changes depending on the conversation. The fact that young people's conversations are not logical in content, but emotional, gives older people the impression of empty, meaningless thoughts. When young people talk to each other, they express their thoughts not in logical sentences, but in fragmented thoughts, words, characteristic information, in a confusing and incomprehensible dialect, without completing them, without covering them up.

When these conversations are conducted with outsiders, the features are even more pronounced. Although they do not fully understand this, the young man tries to convey his impressions to his friend down to the smallest detail. To an outsider, this may seem like nonsense and obscure. Such seemingly empty and meaningless conversations in the communication of young people, in fact, have a meaningful effect on them, show a "bright mind" and knowledge, but do not belong to the interlocutors

personally, do not touch on their life problems. It is more real than their themes, because it is about their feelings and impressions.

Therefore, topics related to their real life are more important and relevant for young people. There is another side to this. The ambiguity of this kind of communication makes it a bit unrealistic. However, a young person's sincere need for communication requires an alternative way of communicating with the other party.

They are interested in discovering their friend's inner world through sincere communication. It is difficult for them to accept each other's individuality as it really is. On the other hand, while remaining individual, life experiences are not enough to adapt it to the life goals and perspectives of friends. Since this is not yet the case, the student is left with a desire to look like someone else and a fear of losing himself in this parable. As modern information technology expands, so does the content of students' leisure time.

The analysis shows that they want to spend more time outside the family with their peers. The content of communication in this process also changes due to the different activities of students in their free time. Leisure time is often entertaining. However, for some students, free time is spent to not only spend the day and relax, but also to obtain the necessary information about teaching. With this in mind, the next stage of the study is devoted to the study of the motivation of students to communicate in their spare time.

For the purpose of the study, we used a projective essay on the topic of "My free time" to find out where, with whom and what modern students are engaged. The purpose of the essay was to make young people more sincere. A test anonymity was conducted to ensure this sincerity. It should be noted that, taking into account the reality, the method of projective construction was applied in the experimental group (25 people) involved in the study.

Finally, a qualitative analysis of these essays was conducted. The results of the projective essay showed that modern young people prefer to do something. In practice, they spend their free time with friends, parents or close relatives. Only a small

number of participants go to gyms or interest clubs.

Currently, such students are in the minority. "I have a lot of free time; I spend all my free time either in front of the TV or talking on the phone. Sometimes I am alive. I also feel that I am wandering in vain, what can I do, I'm tired of watching TV, I really want to go to the sports complex near our house, but it is paid. It is so expensive that...». A third-year student named K. writes it.

A girl named D. spends her free time mainly as follows: "In my free time I meet my girlfriend. We live nearby. Either he comes to us or I go to them. These are difficult times in his life. She has lost the boy she loves. I need comfort.

They also have a computer. We are looking for new information about the lives of "stars" on the Internet. I would like to have my own computer. "Students also write about how they want to spend their free time. The analysis of the essay shows that most of the participants want to spend their free time in the bosom of nature: listening to music, watching the waves of the sea, the sound of waterfalls, and the sound of rivers. To clarify and complete the information we received, ask students "How do you spend your free time?" We talked about the subject. Comparing the results with those given in the essays,

It was concluded that the main activities of students in accordance with the law:

- a) Personal - intimate communication;
- b) on-organized group communication.

Personal-intimate communication is the interaction based on personal sympathy «I» and «I». Non-organized group relationships include interactions based on random connections «I» and «I». Therefore, it is expedient to analyze the motivation of students to communicate in their free time in terms of communication in various forms of communication, mainly in intimate and unorganized groups. According to the results, the relationship between the structure of leisure time of boys and girls and their various forms of communication is shown in the table below.

The communication and activities that students prefer to spend their free time on are given in order of importance.

Table 6.

The content of students' leisure activities

S.s.	Preferred forms of employment and communication	
	Forms of communication related to individual interests	Communication is disorganized group forms
1	Excursions	Disco-dances
2	Communicate with friends.	Excursions
3	Watch TV	Historical monuments and go to shrines
4	Listen to music	Watch sports competitions make
5	Internet communication	Go to Internet clubs
6	Visiting a sports club	Going to show concerts
7	Reading and creativity	Birthdays and holidays

As can be seen from the table, in the first place, leisure time is the most important part of students' leisure time. Then there is communication with friends (at a party, in the yard, in the bosom of nature, in a disco, in clubs of interest). Young people choose these types of activities: "to communicate", "to relax", "to have fun", "to have personal conversations", "to have a good time and have fun", "boredom". They are based on the need to "not think", "not to think seriously", "not to strain".

"I want to have a good time", "I don't like to be alone", "I want to be free from the advice of parents and teachers", "hey "I love to be", "I like to be with my friends" and so on.

In general, the motivated structure of the various forms of communication of the respondent's is characterized as follows.

Personal – intimate form:

- 1) Empathy (sharing the pain of others);
- 2) Trust and understanding;
- 3) Self-affirmation among peers;
- 4) Mutual assistance and cooperation with peers;
- 5) Self-expression;

Disorganized (spontaneous) group form:

- 1) Social identification of a larger group of peers;
- 2) Enjoy joint entertainment;
- 3) Self-affirmation among adults and peers;
- 4) Self-expression;
- 5) Self-realization in the group;
- 6) Mutual understanding and trust with peers.

Thus, the relationship between the content and structure of leisure time of student youth in various forms of communication acts as a certain indicator of the level of development of the motivation-demand sphere of personality.

The young people justify their interests as follows: "In my free time I do more painting, I like to paint pictures of nature and people", "I write short stories in my free time", "I play music as soon as I have free time" and so on. These expressions clearly show the social benefits and self-education motives of young people who have chosen a socially oriented form of communication, which regulates their life activities.

It should be noted that this category of students is more creative and active in their spare time than the previous two categories, which affects the physical, spiritual, emotional and social development of the individual. Paves the way for the development of intellectual directions.

In addition to studying the motivation of communication, it is important to clarify the real scope of communication of student youth. Thus, the clarification of the scope of communication helps us

To more adequately identify the motives of various forms of communication:

- Friends in the first place:
- A friend of the opposite sex in the second place:
- Parents in the third place:
- In the fourth place comes one of the older friends or relatives (uncle, uncle, aunt, cousin, cousin, aunt, etc.).

It is clear from the results obtained that there are communicative elements in the communication of every young person. In the form of both intimate and unorganized groups, communication partners are mainly out-of-school friends, peers and adults: classmates and groupmates, parents, relatives.

Educators, as well as younger ones, are not among these partners. This, in our opinion, is explained by the fact that the main content and purpose of personal-intimate communication is mutual interaction and conversation.

In each of these forms, the distribution of partners is different according to their importance. In the personal-intimate form, out-of-school friends and classmates or groupmates are equally important. Then come parents and teachers. In the form of unorganized groups, first, out-of-school friends, then classmates or groupmates, parents.

Essays and surveys have shown that more than 60% of students are dissatisfied with the way they spend their free time. Among them, girls are more dominant: I do not like my free time, because it is very boring, the rules of the house prevent me from living the way I want, to communicate with the person I want", "Of course, I would like to spend my free time with the person I love – the sea on the edge.

Unfortunately, our family has an old idea; they do not want me to leave the house, so I hang up on the phone. "I spend my free time looking out the window. Instead, I would like to walk by the sea, dance or get in trouble with someone,"and so on. In addition, most students are interested in "doing any sport", "going to the bar", "being alone with a loved one", "going to a concert of a famous singer", "communicating on the Internet", They want to "participate in the shows of foreign pop stars" and "do interesting work."

One of the reasons that prevents them from spending their leisure time as they wish is, firstly, the lack of material resources, and the second is their inability to understand what they are simply interested in.

Unfortunately, some students are not able to organize their time effectively. Instead of socially valuable activities, they have a tendency to addiction (avoidance of reality). Avoidance of reality does not mean only antisocial tendencies (alcohol use, drug use, joining denominations, etc.).

Spending hours on things that are not important in terms of social value: searching for meaningless and cluttered addresses on the Internet all day, showing them on TV screens. There is a closeness between watching fake and meaningless shows, sports "fanaticism" and "star" fanaticism. For example, a student who was admitted to a university with a high score wrote: "I thought it was very difficult to go to university. I prepared myself for this. Nevertheless, everything was the other way around. Only the pre-exam situation is a bit tense. For me, 3-4 days are enough to prepare for exams.

The rest of the time, I have to do meaningless things. Or rather, I do not know what to do. There is no one to ask me for this, no one to guide me. My parents live in the district. Teachers also finish their work just by teaching".

Another says: "I did my duty and was admitted to the university. Now let my father work hard to teach me. For four years, I just want to have fun".

In such an escape from real problems, there is a great loss for students in terms of professional training during the years of their education. There are similarities in the motivation of student boys and girls, who are focused on living only for their meaningless interests, in fact, on personal and intimate activities.

In such an escape from real problems, there is a great loss for students in terms of professional training during the years of their education. There are similarities in the motivation of student boys and girls, who are focused on living only for their meaningless interests, in fact, on personal and intimate activities. Students with well-developed educational motives are able to analyze events rationally and draw objective conclusions. They think more comprehensively

about the meaning of life and future professions.

Although some young people say that when choosing a profession, they are forced to fulfill their parents' unfulfilled dreams; they try to prove themselves in this field. This, of course, stems from family upbringing.

Such elements, which form the basis of the motives of activity, are one of the most important factors influencing the leisure time of students. In this regard, "Where would you like to spend your free time?" Interesting answers were given to the question: "somewhere abroad", "on the shore of the sea or ocean", "in the bosom of nature", "in a nightclub, casino", "with a beautiful girl", "in the sauna" "and so on".

Only a small number of students answered "in our family" or "wherever I spent".

The results of the survey on the motivation of communication through the survey and essay on "My free time" give us the following conclusion: students have enough (approximately) 4-5 hours after the main activity. Free time remains. Most of them spend most of their time with friends and relatives, as well as family members. However, they are not happy about how they spend their free time. Taking into account the results obtained, students were asked to write a projective essay on "Modern Youth Organization". As a result, only 27 out of 50 students wrote that a modern youth organization

Conclusions

Students study at the universities of some organizations, such as the Red Cross, Karabakh Freedom, We Learn Heroism from You, History of the Motherland, and Greens. They also want to be. In this study, we studied the motivation of students to work together and obtained a number of results. The analysis showed that the joint activities of modern students are not very meaningful in terms of their effectiveness.

Intimate personal communication and teaching and professional activities are the main motivations for students to work together. These features manifest themselves in the following areas.

1. Students are more likely to interact with peers, parents, teachers, and relatives whom they call "friends." They are more likely to communicate with their peers by being open (mostly 51%, 39%).
2. 25% of students think they are dissatisfied with communication.
3. They prefer to be sincere, careful and formal in their communication.
4. They are more sincere in their free time. 58% of students want to spend their free time with friends, 26% with a lover, 11% with parents, 9 % alone.
5. Students who want to spend their free time on serious work prefer to participate in various associations, classes and courses in this field, to be engaged in sports clubs, departments, to be creative. Most of the students are communication partners in the form of both personal intimate and unorganized groups, mainly out-of-school friends, peers and adults, classmates and groupmates, parents, relatives.
6. Being communicative elements in students' communication. They use this information to increase their professional opportunities, but it is not dominant in motivating their activities.
7. Students should think that there are no more effective ways of communication and opportunities for them to work together. They want to create rich and modern forms of student youth organizations in this area.

In this article, we have discussed many psychological problems that allow Azerbaijani students to work together. It became clear that they have many opportunities to communicate effectively and work together, but the development of more civilized forms of communication in a variety of areas is not satisfactory. The reason for this should be sought not in the students, but in the organization of the educational process

Therefore, in modern times, it is necessary to apply new technologies that should be applied to the joint activities of students.

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