



Journal Website:
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

PROBLEMS OF SOCIAL AND PSYCHOLOGICAL ADAPTATION OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS

Submission Date: October 06, 2024, Accepted Date: October 11, 2024,

Published Date: October 16, 2024

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume04Issue10-13>

Tillashayxova Xosiyat Azamatovna

Candidate of Psychological Sciences, Associate Professor at Tashkent State Pedagogical University, Uzbekistan

ABSTRACT

The problem's approaches to the students' adaptation to the University educational environment are analyzed, this situation complex characteristics are discussed. The study results of the key difficulties in first-year students' adaptation to University conditions are presented. The content of first-year students' disadaptation is analyzed. The first-year students' disadaptation factors are discussed. The mechanisms of students' effective adaptation are analyzed.

KEYWORDS

Students' adaptation, University, difficulties, disadaptation, adaptation programs, meeting.

INTRODUCTION

Researchers of higher education, particularly those studying the processes of students integrating into the educational environment of universities, identify the characteristics of the complex situation faced by first-year students during the initial months of their studies

and life at the university. This situation is characterized by the following:

- A different education system compared to school. For example, a large amount of material for independent study, irregular external control, and a lack of sufficient skills for the adaptation process;



- The need to establish a new system of relationships, which may be entirely different from the familiar ones (e.g., encountering new sociocultural norms for students from rural schools, and either accepting or rejecting them);
- Setting goals for the upcoming years of study;
- Revisiting one’s own value system and prioritizing them, as joining new communities requires students to demonstrate their value positions;
- A decrease in external control (e.g., from parents), which necessitates self-control (first-year students often experience a sense of euphoria from the “new” freedom) and so on.

The problems of youth maladaptation, unfortunately, are prevalent today, making the search for various pedagogical resources, opportunities, and conditions for reducing social maladaptation highly relevant. The concept of “social maladaptation” includes several characteristics. Social maladaptation is the regression of a person’s adaptation to their social environment, leading to serious disruptions in their interaction with society. Since any manifestation of nonconformity contains an element of social maladaptation, this term should not be understood too broadly: only maladaptation that leads to illegal actions, mental disorders, or serious conflicts can become an object of intervention by social services and educators. It is also important to take into account the age and cultural

relativity of social maladaptation: behavior acceptable for an adolescent may be interpreted as maladaptation in more mature ages. What is normal in one culture or subculture may seem abnormal in another. Often, a young person’s social maladaptation turns out to be merely an adaptation to the subculture of a particular group. Social maladaptation implies the presence of a distorted perception of reality, a lack of an adequate system of relationships and communication, and the inability to adjust behavior according to societal role expectations [9]. Typical symptoms of social maladaptation include difficulties in activities, problems in communication, inappropriate behavior, aggression, neurotic reactions, violations of moral and legal norms, and a destructive perception of the surrounding environment. Social maladaptation is caused by a combination of factors (social, psychological, psychosomatic, etc.), and is primarily triggered by a disruption in the interaction between the individual and the environment. Unfortunately, in practice, most attention is paid to the maladapted individual, while less focus is given to the maladapting environment [5]. It is crucial to recognize that as a result of maladaptation, the emerging social deprivation leads to the deprivation of the young person’s basic needs – the need for full development and self-realization.

“Analysis of the university situation shows that maladaptation problems are most acutely manifested



in first-year students, as numerous factors create the possibility of maladaptation. These factors include:

- A new, unfamiliar, unmastered (non-school) environment;
- Lack of specific practical learning skills in higher education;
- A new (student) community and the need to adapt within it;
- Lack of experience interacting with university professors;
- The need for self-assertion and self-realization;
- Personal characteristics of the student (temperament, character, etc.);
- Affiliation with an informal, antisocial youth group;
- Socio-economic reasons (low family income, large families, lack of parental time (knowledge, experience), single-parent families), etc.

Many students attempt to solve these problems on their own and reduce their own maladaptation. However, if pedagogically well-organized conditions and opportunities are provided to reduce maladaptive manifestations, the effectiveness of reducing maladaptation increases significantly. First-year students' participation in university adaptation programs allows them to quickly and “gently” immerse

themselves in the university's educational environment, adopt the values and traditions of the institution, and feel the presence of an emotionally safe environment in which they will spend their time” [1].

A key point is the active involvement of senior students (starting from the second year) in organizing activities and classes within adaptation programs, serving as organizers. This helps demonstrate to first-year students the fulfillment of requested social roles, adherence to norms, and the possibility of a non-contradictory dialogue between professional-pedagogical and pre-professional (youth, student) subcultures. Involvement in pedagogical work within adaptation programs can also be considered as a form of social-role adaptation assistance for senior students.

Special attention is paid to second- and third-year students, as this is when a decline in interest in university education is often registered, a critical reassessment of professional choices occurs, and the realization of the approaching end of the educational period sets in, etc. Therefore, as observations show, participation in adaptation programs facilitates students' adaptation to university learning, the completion of studies, and the transition to independent professional activity.

Furthermore, certain technologies for working with student youth can serve as a means of overcoming the



key challenge of the first year of university study – maladaptation, including its reduction. Such technologies include first-year student adaptation camps, organized during extracurricular activities, which can serve as a significant resource for overcoming adaptation difficulties if incorporated into a systematic approach.

The principles of systematic educational activities aimed at improving student adaptation in universities are based on the following theoretical and methodological foundation. The methodology of pedagogical interpretation of the systems approach, as presented in the works of G.B. Shaumarov, N.S. Safaev [1], R.I. Sunnatov [3], V.M. Karimov [2], and others, is used.

The conditions of adaptation camps, with proper pedagogical instrumentation, can significantly reduce the development of social maladaptation. The ideas of positive outcomes from collective influence are also discussed by Western researchers. In our experience (of the faculty of Tashkent State Pedagogical University named after Nizami), adaptation camps often become a mini-socializing system for students, which helps them adapt to the university society and student life as a whole.

The mechanisms of this adaptation include game culture, such as various games imitating social processes, and game roles that allow students to learn

the rules and norms of the faculty as a whole. Furthermore, an important mechanism of student adaptation is the positive “vertical” (teacher-student) and “horizontal” (student-student) relationships that arise during the camp, which unfortunately do not continue to accompany student daily life.

REFERENCES

1. Сафаев Н.С. Шахс психологияси. Тошкент – 2007.
2. Каримова В.М. Ижтимоий психология. Тошкент 2001 й.
3. Суннатова Р.И. Основы психолого-педагогической диагностики. Москва – 2018.
4. Беспалько В. П., Татур Ю. Г. Системно-методическое обеспечение учебно-воспитательного процесса подготовки специалистов. – М.: Высш. шк., 1989. – 141 с.
5. Конаржевский Ю. А. Системный подход к анализу воспитательного мероприятия: учеб. пособие по спецкурсу. – Челябинск: ЧГПИ, 1980.
6. Мудрик А. В. Социализация человека. – М.: Академия, 2004.
7. Новикова Л. И. Педагогика воспитания: избранные педагогические труды / под ред. Н. Л. Селивановой, А. В. Мудрика; сост. Е. И. Соколова. – М.: ПЕР СЭ, 2010. – 336 с.
8. Ромм М. В., Ромм Т. А. Социализация и профессиональное воспитание в высшей школе // Высшее образование в России. – 2010. – № 12. – С. 104–113.



9. Селиванова Н. Л. Создание педагогических условий реализации перспективных моделей

воспитания школьников и студентов // Сибирский педагогический журнал. – 2015.



OSCAR
PUBLISHING SERVICES