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THE INFLUENCE OF SOCIAL ADAPTATION OF HIGH SCHOOL STUDENTS ON THE NATIONAL MENTALITY (ON THE EXAMPLE OF STUDENTS IN GRADES 5-6)

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ABSTRACT

The article explores the influence of social adaptation of high school students on the formation of national mentality, focusing on students of grades 5-6. The research highlights key aspects of social adaptation, such as interaction with peers, the influence of the educational environment and the role of the family. Special attention is paid to identifying possible changes in the national mentality under the influence of social adaptive processes. Based on empirical data obtained using various research methods, the article analyzes the dynamics of changes in the national mentality of high school students and identifies factors that contribute to or hinder successful social adaptation. The results of the study may be useful for psychologists, educators and parents seeking to better understand the influence of the social environment on the formation of value orientations and cultural identity in adolescents. The article provides practical recommendations for optimizing the processes of social adaptation of high school students, and also emphasizes the importance of attention to the national mentality in the context of the general socialization of adolescents.

KEYWORDS

Social adaptation, high school students, national mentality, educational environment, peer relationships, adolescence, cultural identity, family education, socialization, school environment, psychosocial development, value orientations, dynamics of changes, empirical research, influence factors, pedagogical recommendations, adolescent psychology, cultural aspects, family support, educational activities.

INTRODUCTION

Modern society provides young people with many challenges, one of which is the process of social

adaptation of high school students. This period in the life of teenagers not only determines their individual

development, but also influences the formation of a national mentality[1]. In this article, we will look at how the social adaptation of students in grades 5-6 affects their perception and interaction with the national mentality. Modern education sets high school students not only the task of successfully mastering the curriculum, but also requires successful social adaptation. An important aspect of this process is the formation of a national mentality that influences the understanding of cultural values and social relations. In this article, we will look at how the social adaptation of high school students affects the formation of their national mentality, focusing on students in grades 5-6.

Students spend most of their time at school, where they interact with different socio-cultural groups. This can influence their perception and understanding of the national mentality through communication with classmates and teachers[2]. The family context also plays an important role. Family values, traditions, and customs can influence the formation of national identity among high school students. The processes of social adaptation are often associated with the formation of friendly relations. Interaction with children from different socio-cultural groups can contribute to a broader understanding of the diversity of national mentalities. Modern high school students make extensive use of media and the Internet. These sources can also influence their perception of the national mentality through representations in media content.

Educational programs may include elements aimed at developing students' respect for different cultures and national characteristics. This can promote understanding and acceptance of differences. A number of schools conduct international training, which can deepen the understanding of different

cultural contexts and promote tolerance. At this age, high school students are actively working on the formation of their personal identity[3]. The processes of social adaptation can influence how they perceive their belonging to the national community. The ability to integrate one's ethnicity into a social context can have an impact on the psychological well-being of high school students.

We emphasize that the impact of social adaptation on the national mentality is a complex and multifaceted process that may vary for each individual. Additional research and specific data from relevant contexts may provide a more accurate picture of the impact of these factors. The transition from elementary to high school is often accompanied by changes in the social environment of students. This time not only provides new educational opportunities, but also requires high school students to adapt to new social norms and expectations. Social adaptation becomes a key aspect of personality formation and its interaction with society[4]. The transition from elementary school to high school is a key moment in a child's life. During this period, teenagers face new social roles, complex relationships in the team, and also begin to realize their individuality. Social adaptation plays an important role in the formation of personality and determining the worldview of high school students. Social adaptation in high school is directly related to the formation of a national mentality. Successful adaptation allows students to better understand and perceive the cultural characteristics of their society. Interaction strategies formed in the process of adaptation reflect national values and norms.

Scientific research shows that early age is the period when the basic features of the national mentality are formed. During this period, children actively absorb the

cultural characteristics, language, traditions and lifestyle of their society. High school students of grades 5-6 are at a sensitive age when their perception of the world is actively being formed. Social adaptation is inevitably associated with the interaction of adolescents with the outside world[5]. In multinational societies, this interaction directly affects the perception of the national mentality. Students of grades 5-6, being in the process of adaptation, form their attitude to cultural and national peculiarities. One of the key elements of the national mentality is the language. In the process of social adaptation, high school students deepen their knowledge of their native language, which contributes to a better perception of cultural texts and interaction with representatives of their society. To analyze the impact of social adaptation on the national mentality, consider the example of students in grades 5-6 from different socio-cultural contexts. The study of their adaptation experience will reveal common trends and features in the formation of national mentality.

Examples of the impact of social adaptation on the national mentality

1. Language environment: In multinational classrooms, teenagers face a variety of languages. Social adaptation includes the development of linguistic norms and forms, which forms their attitude to linguistic identity and the preservation of cultural traditions. In multinational classrooms, teenagers face unique language challenges that can affect their social adaptation[6]. It is important to understand that the level of language proficiency can have a significant impact on the interaction and communication between students, as well as on their sense of inclusion in the classroom community. Social adaptation includes not only the development of formal language norms, but

also the nuances of communication, including slang, jargon and cultural features of the language. Teenagers may face additional difficulties due to differences in languages and dialects, which can create barriers to full communication. However, this experience can also be valuable, as it contributes to the versatile learning of language and cultural skills. Students can develop respect for linguistic identity and cultural diversity. This can contribute to the development of their intercultural competence and the ability to interact effectively with people of different cultures and languages.

The organization of various linguistic and cultural events at school can also contribute to a more successful social adaptation of adolescents, creating a positive environment for the exchange of linguistic and cultural experiences.

2. Intercultural interaction: In the process of adaptation, high school students enter into intercultural relations with comrades from different ethnic groups. This interaction forms their ideas about the differences and common features of national mentalities. The interaction of high school students from different ethnic groups plays an important role in the formation of their ideas about the differences and common features of national mentalities[7]. In this process, high school students can come to understand the diversity of cultures, traditions, values and ways of thinking. Intercultural relations can become a source of knowledge and experience exchange, which helps to broaden the horizons of students. In the course of communication, they can discover common features and interests, which contributes to the creation of unity in a multinational environment. At the same time, when faced with differences, high school students can learn to respect diversity and diversity of cultures. The

experience of intercultural communication can also help high school students develop skills of empathy, tolerance and openness to new things. These skills are important in today's world, where globalization and multinational societies are becoming more commonplace.

Schools can contribute to this process by creating conditions for intercultural exchange, holding events dedicated to cultural diversity, and maintaining a positive dialogue between students of different ethnic groups.

3. Social stereotypes: Adapting in a team, students may encounter social stereotypes related to national characteristics. This affects their perception of themselves and others, and also forms stereotypes about representatives of different nationalities. Adaptation in a team can be a difficult process for students, especially if social stereotypes associated with national characteristics arise. These stereotypes can influence the perception of oneself and others, as well as form preconceived opinions about representatives of different nationalities[3]. Stereotypes may arise due to lack of knowledge, lack of understanding of cultural differences or media exposure. They can lead to biased judgments, discrimination and negative interactions in the team. It is important to be aware of these stereotypes and work to overcome them in order to create a more tolerant and inclusive atmosphere.

Educational institutions can take the following steps to mitigate the impact of social stereotypes:

Education and information: To organize events aimed at expanding students' knowledge of different

cultures, traditions and history. This can help break down stereotypes and increase mutual understanding.

Cross-cultural interaction: Promote intercultural exchange and cooperation, create conditions for joint projects and activities that promote the interaction of students of different nationalities.

Support for social integration: Promote the creation of an open and supportive environment where every student feels accepted and respected.

Working with bias: Organize trainings on combating bias and developing intercultural skills. This will help students to be aware of their stereotypes and develop an openness to diversity.

Parent Engagement: Involve parents in the process of supporting and facilitating student adaptation to create a common platform for conversation and understanding.

Support for victims of discrimination: In case of discrimination, provide support and incident response mechanisms to ensure a safe environment for all students.

Creating a receptive educational environment where respect for diversity is the main principle contributes to the successful adaptation of students and the formation of a positive social experience.

Conclusion. The social adaptation of high school students has a profound impact on the formation of their attitude to the national mentality. Understanding this relationship makes it possible to develop effective learning strategies aimed at creating a tolerant and diverse society. It is important to pay attention to this period in the life of adolescents in order to promote

the formation of a positive national identity and strengthen cultural values. The social adaptation of high school students in grades 5-6 has a significant impact on the formation of their national mentality. Understanding this relationship makes it possible to develop effective strategies for education and training aimed at strengthening cultural and national identities. This approach contributes to the creation of a harmonious society in which each member of society is aware of his role and value in the context of national culture.

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