



SOCIO-PSYCHOLOGICAL FACTORS OF ADAPTATION

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Abstract

The article discusses the psychological changes of adolescence, the problem of adaptation, adaptation, emotional experiences in them, learning, sensitivity, educational activities, the desire for activity and independence in adolescents, communication with peers.

Keywords: Adolescence, adaptation, adaptation, individuality, creative activity, sensitivity, emotion, fear, communication, perception, imagination.

Introduction

The adaptation process is a form of active influence on the social environment and a form of passive acceptance of goals and values in the environment with compromise. Social adaptation is one of the main socio-psychological factors of individual socialization. The effectiveness of social adaptation largely depends on how similar (adequate) the individual perceives himself and his social relations. For the first time, the term "adaptation" (from Latin adapto - I adapt) was used in the second half of the 18th century. The German physiologist Aubert uses this concept in relation to the phenomenon of adaptation of the sensitivity of the organs of vision and hearing in response to movements.[1, 22] In the explanatory dictionary of Russian-Uzbek psychological terms by Q. Turgunov, the concept of adaptation is explained as follows: adaptation-(lat. Adaptatio-to adjust, to adjust, to adjust)-adaptation, a change in a certain sensitivity as a result of the adaptation of the sensory organs (analyzers) to the force of the impression. In the phenomenon of adaptation, sensitivity can change both in the direction of increase and in the direction of decrease; when moving from a strong impression to a weak one, sensitivity gradually increases, and when the



impression intensifies, sensitivity, on the contrary, decreases. The law of adaptation is inherent in the sphere of all sensations, except for organic sensations. In the encyclopedic dictionary, adaptation (lat.), in biology - the adaptation of the structure and functions of organisms (and their groups) to living conditions. In physiology and medicine, it means the process of getting used to. In the dictionary of pedagogical terms, the adaptation-learning process is interpreted as adaptation to educational activities. According to the analysis of pedagogical and psychological literature, students who have completed the 9th grade belong to the adolescence period from the point of view of their youth, and this period is described as a kind of crisis period. Continuing education at the Temurbeklar school requires a number of difficult tasks for the teenager and adaptation to new living conditions. One of the most important problems facing the teenager is the problem of adapting to new, strict and complexly organized conditions and requirements. Therefore, we will analyze the concept of adaptation as a basic theoretical construct from the point of view of the socio-psychological approach. This process manifests itself when the usual social conditions and requirements change or when a change is observed in the content of the interaction of the individual with the familiar environment. 38 In the framework of our research, when studying the socio-psychological foundations of adolescents' adaptation to the life of a military academic lyceum, we consider it permissible, first of all, to analyze the content, structure, and components of the adaptation phenomenon, which expresses the content of the socio-psychological characteristics of the adolescent's personality.[2, 114] Based on the above analyses, we can conclude that the concept of adaptation is an interdisciplinary (biology, engineering, natural sciences, humanities) concept that represents a change in certain sensitivity as a result of adaptation to the socio-psychological reality affecting the individual, that is, the process of adaptation and habituation of students to the educational process, the requirements placed on them, and stable indicators of interpersonal relations related to educational activities. The concept of adaptation is an interdisciplinary problem and is currently being studied at the levels of pedagogical, psychological, socio-economic, and other disciplines. G.I. Tsaregorodtsev describes this concept as a general scientific concept.[3, 324] "According to L. Phillips," writes A.A. Nalchadjian, "adaptability is expressed in two different attitudes towards the environment: 1. Each person accepts social expectations appropriate to his age and gender and responds to them effectively. 2. Adaptability to new and potentially



dangerous conditions, as well as the ability to give events the necessary direction for themselves. [4, 20-11] In this sense, adaptation means the successful use of the created conditions by an individual to realize his goals, values, and aspirations. Adaptive behavior is characterized by successful decision-making, initiative, and clear determination of one's own future. The literature cites both broad and narrow meanings of the concept of adaptation. In a broad sense, that is, philosophically, adaptation is understood as "...any interaction between the individual and the environment, in which their structures, functions, and behavior are coordinated," and in this sense, adaptation is interpreted as a process that connects the individual and society, changes his social status, and allows him to acquire a new social role. [5, 135] In a narrow sense (social-psychological) adaptation is the process of an individual's adaptation to a small group, often production or educational viewed as a relationship with members of a group, the process of adaptation means that an individual enters a small group, assimilates established norms and relationships, and takes a certain place in the structure of relationships between its members. The specific features of the socio-psychological study of adaptation are that, firstly, the relationships between the individual and society are mediated by small groups of which the individual is a member, and secondly, the small group itself becomes one of the participating parties. [6, 22] In the studies of I.A. Miloslavova, socio-psychological adaptation is interpreted as social adaptation, and the scientist draws attention to the methodological relevance of studying the adaptation process as a systematic socio-psycho-biological phenomenon. [7, 24] A.A. Rean considers socio-psychological adaptation to be an active self-transformation of the individual in accordance with the requirements of the situation. In the studies of O.I. Zotova and I.K. Kryajeva, socio-psychological adaptation It is emphasized that adaptation is carried out in various parts of society directly in the social environment and in personal adaptation. In their opinion, the factor influencing the adaptation process is the conditions of life and activity, and it is emphasized that the assessment and perception of these conditions is associated with the attitude to the content of work and the goals of activity. [8, 272] However, the motivational sphere of the individual, individual abilities and characteristics can significantly affect the nature, speed and result of adaptation. Adaptation in a team is a necessary condition for productive social activity and cannot occur without social activity and adaptation of the individual in a certain social environment. According to Yu.A. Aleksandrovsky, the leading place in the hierarchy



of psychological adaptation links is occupied by: subsystems that provide information search, perception and processing; positive emotional attitude; socio-psychological connections. The joint activity of these subsystems creates a state of psychological adaptation. In the pedagogical and psychological literature, adaptation is described as a process leading to changes, and at the same time, adaptation is a relatively stable process. The adaptation index does not change over the course of a day or a month, it reveals significant changes over the period of several months to several years. The initial unsatisfied needs do not significantly affect the level of adaptation. Chronic dissatisfaction and lack of hope for the realization of updated needs in the future can affect the adaptation index. Based on the above theoretical analysis, we can conclude that adaptation implies the ability of an individual to change his system of relations to a certain extent in a social environment consisting of interacting parties, and in this socio-psychological process, the object is characterized by the orientation of the individual not as an environment to which he adapts, but as an active participant in adaptive interaction. In turn, the reaction of the group to the presence of a new member through its norms, traditions and rules is the socio-psychological basis of this process. confirms that it is an event. In the socio-psychological adaptation of a person, the ability to find one's place in the team, to demonstrate one's abilities and interests is the main condition for a person's adaptation to a new social environment, and we can conclude that the higher this skill, the higher the speed of adaptation. Also, the role of psychological adaptation in the system of individual adaptation mechanisms is emphasized by all researchers, who pay attention to external socio-psychological indicators of psychological adaptation.

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