



Aspects of Psychological and Pedagogical Adaptation of Students to the Educational Process

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Abstract: *Currently, while improving the education system, much attention is paid to the training of mature, competent, strong-willed, self-sacrificing and initiative personnel in all aspects. The main tasks of modern education today are independent critical thinking of teachers, independent search and retrieval of information, and the development of a culture of intellectual work.*

Key words: *thinking, competence, intellectual work, organizational and pedagogical conditions, continuing education, adaptation, vocational education*

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The widespread use of teaching staff of higher educational institutions to increase the level of practical mastery of a foreign language and improve its professional skills, pedagogical and scientific activities is the most urgent requirement of today.

As a result of extensive work on the development of vocational education in our country, organizational and pedagogical conditions and information and methodological opportunities for the training of future specialists are being developed.

In particular, the priority task of the strategy of actions for the further development of the Republic of Uzbekistan is defined as "further improvement of the system of continuing education, expansion of opportunities for obtaining high-quality educational services, continuation of the policy of training highly qualified personnel in accordance with the modern needs of the labor market."

The adaptation of students to their future professional activities is one of the most pressing problems that the vocational education system is currently interested in solving. The ability to adapt can be expressed as one of the characteristics that a person forms under the influence of the environment. An educational institution that conducts one of the most important periods of a person's life, is formed as a professional and a personality, is an important component of this environment.

In the course of educational and professional activity, a student acquires the necessary professional competencies in order to achieve the necessary professional level, at which professionally significant qualities are formed, professional goals of the individual and the requirements of the profession for him are coordinated, that is, adaptation to professional activity takes place [1].

The process of adaptation of first-year students to the educational environment affects the entire standard of life of the university, communication and human activity, its effectiveness is influenced by a number of factors: specific features of students' educational activities, in particular, personal

characteristics (psychological protection, characteristics, speed and quality of adaptive reactions), adaptation factor - features of the educational system (adaptation).

It is natural for him to enter a higher educational institution and face the problem of adapting to new living conditions. The requirements for education show flexibility in relation to the process, changes in the sphere of communication, the rapid development of new social roles, the development of new types of activities and other values, norms and rules, new stereotypes can often lead to complex reactions. In addition, poor student performance in a team and difficult communication can lead to an aggravation of the adaptation process.

The main goal of the 1st stage student is to master the methods and techniques of educational activity and acceptance into the community. Entering into a new life environment, the emergence of its preliminary adaptation requirements provokes adaptation crises. Adaptation crises are a stage of the adaptation process, and in certain periods of time there is a sharp decrease in adaptation indicators within. Students, along with negative emotions during the study period, make demands that arise as a result of experiences as a result of an inadequate reaction to the presentation - this is the development and self-development of the individual [2].

The most important component of the first stage is the didactic crisis in the problem of adaptation of students. The first sign indicating the onset of a didactic crisis is a sharp drop in academic performance (in relation to school). The second symptom is a sharp deterioration in students' perception of their own success and competence. In addition, there are four main volumes of the didactic crisis: increased anxiety of students, mood instability, decrease and deterioration of activity, self-perception.

Thus, the socio-pedagogical adaptation of students of the first stage is a pedagogical holistic process, during which they accumulate experience in their educational activities, as a result of which they develop behavioral models and strategies.

It depends on the current and future success of students, on how long the process of adaptation to their qualifications will last in terms of time and with various costs. It is necessary to know the main omillaries that affect the normal course of the process, and this process is a process that can be combined into three blocks: the social block includes the following - factors such as age, social origin, type of education, the surrounding social situation and living conditions; the physiological block includes individual psychological, social and psychological factors: intelligence, orientation, personal potential, level of self-regulation, level of motivation; the pedagogical block includes the following characteristics: the level of pedagogical adaptability - pedagogical skills and material and technical equipment[3].

The concept of "pedagogical support" is one of the most optimal aspects of students' adaptation to higher education, the essence of which can be explained as follows: pedagogical support is provided by teachers in a pedagogical, psychological and problematic situation related to the elimination of specific teaching problems. Pedagogical support also implies continuous (pre-planned) activities aimed at preventing difficulties.

In the scientific literature, the concept of pedagogical support is often realized only when it is used for the same pedagogical support. Taking into account the above with regard to pedagogical support, we recommend that you adhere to the following: for a student of the institute, especially for students of the first stage, we must take into account the fact that "pedagogical support" - this is an application of the concept of "pedagogical support", since it is a possible element of pedagogical support, due to the emergence of psychological and social problems., it is implied that the features and focus of the purposeful activity of a teacher of a higher educational institution are based on

mutual cooperation, as well as on the development of the student's position in the educational process with students.

It can be concluded that the self-adaptation of students to study at a university is long-term and always successful, pedagogical support is needed, and the first reason for this process is the didactic aspect of adaptation. Based on the analysis of psychological and pedagogical literature, we have identified four components of educational activity: organizational-purposeful, educational-operational, organizational-planning, reflexive-developing.

The components of the motivational and target components are the goal and educational motives of activity; educational and operational-educational tasks, the method of educational action; reflexive-evaluative action, monitoring and evaluation of the results of activity; organization and planning of organizational planning - all this is related to the movement and time of the student [4].

When adapting students to higher education institutions, we establish the most objective criteria for the educational process of a higher education institution:

1) there is a positive motivation to study.

Indicators of this criterion are the perception of the need and importance of acquiring solid and deep knowledge; setting a goal the purpose of studying or studying other educational sciences (subject) is quality education; setting a pedagogical function, showing interest in the educational process; educational activities and interest in the life of students.

2) formation of students' general education and practical skills. Indicators of this criterion are the student's work in lectures (they have the opportunity to effectively listen, understand and record what they heard); they include a textbook and lecture materials (highlighting the main thing, encoding data using specially designed symbols - abbreviations and constructions); systematization, processing and structuring of educational material (logical schemes, tables, descriptions, compilation of personal reference books for students of higher mathematics), independent use of textbooks, reference and home preparation in classroom classes; answers to questions asked and the formation of questions.

3) independently organize their own educational activities.

This criterion is used to demonstrate the ability to choose rational forms, methods and means of educational activity, to carry out independent correction and comprehension of the nature of educational activity, education and training, development, planning, organization of self-improvement programs and their application in the educational process.

In the process of studying adaptation, the next indicator was the sociometric status of the individual, in which the principles of psychodrama were applied for the treatment of personality disorders and the analysis of socio-cultural phenomena. He considered the main tools for solving social problems in order to regulate relations between people. The sociometric structure of the group includes important information about the nature of relationships in the group.

Having knowledge about the state of the student's personality in a particular social environment, as well as about the number and nature of his interaction, we can assess the psychological well-being of the student, determine the ways of his correction and development. Within the framework of this study, a sociometric analysis is carried out to establish psychological relations with the participant of the study. At the end of this warm-up, the meaning of the questionnaire is explained, instructions are correctly prescribed and the necessary comments and explanations are given [5].

Thus, taking into account the difficulties of the adaptation period and the age characteristics of students during the transition to education at the level of basic general education, it is necessary to

apply in pedagogical practice such psychological and pedagogical techniques that will help students successfully adapt to learning at the level of basic general education, that is, it will be possible. Creating an atmosphere of goodwill and constructive interaction allows each student to relieve internal psychological stress and successfully adapt to the changing conditions of continuing education at the level of basic general education.

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