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Problems of Students' Social Adaptation on the Basis of Values Assimilation

Key words: *social adaptation, social life, values, problem situation, needs and requirements, controversies and conflicts, cognitive activity, relationship, mechanism of protection.*

Annotation: *the paper outlines issues related to exploration of possibilities and adaptation of students to social life with clarifying the notion of the term “adaptation” in the context of social pedagogy and social psychology, as well as analyses the mechanisms of social and psychological adaptation of students.*

Students' adaptation to the community life is of dual nature: a) compliance of the needs of students with the demands of the social environment, which ensures harmony of an individual and society, and b) the teaching process aimed at achieving this compliance.

The pedagogic process of adaptation of students' to life based on the assimilation of values makes allowance for the changes taking place in public life, which directly affects the personality development of students. This process should conform to a particular situation. All changes in personality development are on the one hand, of biological nature, on the other hand, they are of pedagogical nature.

Being the process related to the physical, socio-economic, and organizational changes in society life, social adaptation defines the relationships between the line of conduct of social groups and individuals. This process makes it possible to prepare students for an active life in the future in Uzbek society. This is the goal set in front of the younger generation.

It implies the introduction of the values of our people in the consciousness of the young students.

Social adaptation involves formation of skills to overcome contradictions and conflicts, establishing social relations on the principles of social equality.

Adaptation (conformation, habituation) is understood as the ability to adjust to the natural and social situations, to changes in the human spiritual and psychological world, environmental conditions, or to some innovations (3, p. 14-15).

Human adaptation to social life is largely determined by the focused pedagogic influence and the spiritual and psychological attitude of an individual.

In the process of social adaptation, the educators should take into account various factors, such as emotional state of students, peculiarities of subjective perception of the world and others. Social adaptation is taking place on the basis of assimilation of values in the continuous

educational process. The result of this adaptation is the formation of a mature, harmoniously developed personality. The main task of social pedagogy is to develop the personality of students in accordance with social requirements, moral-and-legal norms, the national values of the Uzbek people and to values of the common heritage of humankind.

Social adaptation of the younger generation to society life in Uzbekistan is considered today one of the major problems of pedagogy.

Adaptation of students to the social life is associated with serious psychological re-adjustment and, in addition, it is determined by the influence of the social environment and educational factors. Ways and means of effective adaptation of students to the community life also have their own characteristic features. As a result of adaptation to social life, students assimilate the demands of society and partly satisfy their needs.

Adaptation of an individual to society proceeds in two aspects: a) depending on their gender and age, the students master the basics of a particular profession, what results in an increasing range of their social relations in the community; b) the quality of the social activities of individuals in the new environment is provided, and the individuals show their interests and inclinations. If the activities were chosen at the individual's will, it would be successful. Consequently, the process of social adaptation assumes the establishment of social relations between the particular individual and the members of society in accordance with his or her aims and aspirations.

Nowadays, the successful adaptation of the youth to practical social activities can be observed in all spheres of Uzbek society. Students are able to adapt to new circumstances and the character of the activities, display the initiative, and have a clear vision of their life perspectives. These students are of special interest for social pedagogy and, in particular, for our study. The specific activity, the focus on the assimilation of values, commitment to business, and the fulfillment of the goals, a creative nature of their social activities are characteristic of the students of this type.

Key indicators for successful adaptation of students to social life are manifested in the following: a) the activity in digestion of and acquiring social, economic, spiritual knowledge, skills, and b) the conation to obtain specialized knowledge and mastery secrets in the chosen field, and c) establishment of business and friendly contacts and cooperation with other people, and d) the ability of students to use their feelings, habits, inclinations, knowledge and relationships in the changed conditions for effective adaptation to life in the community.

Habituation is one of important aspects of social adaptation. Each person chooses the way of overcoming difficulties. This way (method), in turn, acts as a form of social adaptation. Habituation is a way to adapt to specific situations. Social adaptation is characterized by a stable position of an individual in self-support and independent decision-making of the problems, which might arise. There is a definite distinction between situational adaptation and problem situational adaptation. General adaptation serves the basis for a regular situational adaptation.

We substantiated the idea of mandatory reliance on the ontogenetic theory in socialization of the students on the basis of assimilation of values. As a result of complex changes in Uzbek society, assimilation of national values and peculiar features of the social development, an individual, while gradually being developed, should attain the level of a harmoniously advanced personality. At the same time, he or she reaches the level of social and mental maturity.

Adaptation of students to the process of social development is realized through the interaction of an individual and society, which results in that students actively assimilate the norms and mechanisms of social behavior in a variety of problem situations. At that, of great importance are generally accepted rules, character traits of a personality, the ability to relate or to subject them to social norms. The way of resolving the situation can always be found in the pedagogical process, by coordinating social and psychological needs of students with the tasks of society. During the process of overall development, the students put into practice the assimilated values, obtained knowledge, skills, or behavioral mechanisms, or they are seeking new ways, plans, and programs for accomplishing the performance targets.

Social and psychological adaptation of students is also evident in the relationship between the individual student and the groups of students. Given the lack within a long-term period of internal and external contradictions or conflicts, the educational-cognitive activity of students is very effective. During this period they fully satisfy their basic sociogenic needs, what results in full development of the students' creative abilities.

Adaptation is a socio-pedagogical and psychological process that allows students to integrate into society seamlessly, provided the process proceeds successfully.

The primary importance of socialization is that through the mechanism of a special or general adaptation to social life, students acquire the changed social status. The process of adaptation begins from this moment. Entering upon a problematic situation, and its reflection in the learning process, the students endure in a certain mental state, which is of the dynamic nature. For instance, the students are particularly emotional over problems and writhe under experiencing problem situations.

Along with the activation of adaptation mechanisms the mental state of the student changes as well. The change of situations brings about the change in the mental status. The process of adapting results in that a student returns to the initial stage of solving the problem, or his or her mental condition changes dramatically, or psychic anxiety disappears.

Social and psychological aspects of adaptation of students have their own characteristics. To solve complex problems of adaptation, there are certain mechanisms. In the first instance, the set should be determined of the most important and frequently recurring social situations in the adaptation, as well as sustainable temperamental attributes, which are reflected in the activities of the students. The study of these factors represents one of the main ways of socialization.

Socialization of students is carried out in three main forms:

- 1) unprotected complex of socialization is used in problem situations;

- 2) the mechanism of protection is firmly agreed with all components of adaptation;
- 3) a mixed method of adaptation.

The study of all components of the students' adaptation to social life makes it possible to identify the most important features of their characters.

Social and psychological adaptation of students should be based on conformity. Conformism (the Latin word) means *similarity, resemblance, correlation, and matching*.² This refers to the situation where the behavior and thoughts of one person meet the requirements and the actions of others but often the consistency is achieved by compliance and the weak position of certain individuals. Adopting common solutions requires the active participation of every member of society, the introduction of social values involves the rejection of personal comforts and benefits. Conformism denied the opportunity to have an individual point of view, to have a critical attitude to reality and current events, and express it.

It is unacceptable to mix the moral and political conformism with psychological conformity. However, certain norms, traditions, and values should be assimilated by every social personality, as this ensures efficient operation of any social system. In daily life, the word “conformism” is used in the sense of “conformity or consistency”. Conformism of a man in relation to the environment is understood unambiguously as agreement and harmony.

The conformist behavior implies consistency with the social rules and is considered one of the strategies of adaptation that is manifested in different ways in different individuals. Social and psychological adaptation of students to real social life is not a manifestation of conformism, it should become of creative nature. Therefore, in certain situations, adaptation is not consistent with the conformist actions, and in these cases, it is not possible to provide students for adaptation to changed conditions. Consequently, the students constantly do wrong actions, which results in the presumable arising of more and more problems. These students are not capable of successful socialization; there are no ready adaptation mechanisms for them. The conformist strategy entrenched in their minds, that based on the internal contradictions of an individual.

The students can acquire value in the socialized educational process. The appropriateness of social and pedagogical situations can be differently assessed. It should be noted that a variety of psychological and pedagogical situations that contribute to achieving success in adapting to life in the end lead students to high cognitive activity. It is impossible to assess the level of socialization of students by individual parameters, because you cannot meet their needs in full as a result of social adaptation.

Individual needs and inclinations of an individual are characterized differently. Such as: a) the needs and inclinations, adaptable to existing (real) social conditions, and b) the needs and inclinations of the individual, non-adaptable to the particular environment.

Adaptability or non-adaptability of the needs of the individual to the social conditions depends on by what values the person is guided. This is precisely why the assimilation of commonly

shared values is a priority that should be addressed for the successful adaptation of students and meeting their needs.

In general, the problem of adaptability and non-adaptability requires serious analysis and in-depth research. This issue is related to the definition of forms of social activity of students.

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