



**PSYCHOLOGICAL-PEDAGOGICAL STAGES OF SOCIAL ADAPTATION
OF A PERSON**

Ibragimova Gulobat Raxmat qizi
Asian University of Technology
ORCID 0009-0006-3752-0407
g.ibragimova@asianuniversity.uz

Suyunova Shirina Faxriddin qizi
suyunova.sh@asianuniversity.uz

ABSTRACT

this article covers the factors of the psychological and pedagogical aspects of the social adaptation of the individual and what to pay attention to on the way to increasing their accessibility to communication and the specific characteristics of the child.

KEYWORDS

Personality, childhood, factor, socialization, thinking, speech, communication, emotion, adaptation, aspect, education, community, emotion, psychology.

INTRODUCTION

Decision No. PQ-4312 of the President of the Republic of Uzbekistan dated May 8, 2019 "On approval of the concept of development of the preschool education system of the Republic of Uzbekistan until 2030" defined priority tasks such as creating conditions for the comprehensive intellectual, aesthetic and physical development of preschool children, increasing the coverage of children with quality preschool education, and ensuring equal access to it. In recent years, great importance has been attached to the reform of the preschool education system in the advanced countries of the world. A number of works are being carried out in the world's leading scientific centers on the study of man and his relationship to the social environment. As a result, it is encouraged to consider education and training, which continues from birth to the end of a person's life, as a whole integral system and to put it into practice.

He belonged to the formation of personality psychology relations of certain social groups also have their influence shows. In the process of such interaction and communication, together with the influence of individuals on each other, in relation to society, work, people, and personal qualities influence on their views and social institutions will be. A person is there as long as he lives in a certain social environment will have its own place, prestige, role. A person is not only an object of social relations is its subject and active participant. A person is a concrete person, a member of a certain state, society, group (this group social, ethnic, religious, political, age etc. to be (possible) representative, establish a conscious relationship with those around him able to understand, to act

consciously, to show a unique human image in all relationships, also has unique individual and social characteristics is a person who is The idea that the influence of the social environment ranks high among the factors of personality formation is being clearly proven day by day. Because the environment determines the lifestyle of every living being. There is a human race that draws strength from each other and lives by relying on each other. But the stability of the social environment largely depends on the person himself. If every person grew up under the influence of a positive environment from his youth, he gives only positive energy to the environment. A child who feels love will spread love in the future, therefore, socialization is a process that explains how a person enters the social environment, gets absorbed in it, accepts the norms of the external social environment and follows them or not. The concept of "socialization" is related to two concepts that are close in meaning: "education" and "adaptation". Socialization is much broader than the process of education, because its meaning includes situations that cannot always be stereotyped and are not always understood by the individual. Adaptation can be considered as a component of socialization, as its mechanism. Socio-psychological adaptation, that is, the experience gained by a person by getting used to and adapting to social relations, is a form of general socialization. In the process of socialization, a person assimilates the social norms of society, learns to perform various roles, and develops skills for appropriate behavior in public settings. In this sense, an individual's socialization is based on understanding and comprehending social reality. The sources of socialization include the following: experience gained during childhood — this process occurs in parallel with the formation of psychological functions and the emergence of initial norms of social behavior. Social institutions — the system of education and upbringing; these include the family, educational institutions from primary schools to higher education institutions and beyond, as well as work collectives. The influence of people in the process of communication and cooperative activity. This includes both formal and informal interactions between individuals, as well as the norms and patterns of their communication. In every role a person performs throughout life, the norms, rules, and standards of behavior of the surrounding social reality are reflected. Over the course of life, each individual performs an extremely large number of different roles, all of which leave a meaningful mark on their socialization experience. Therefore, in this process, every person strives to find their place in society and, depending on the outcomes, achieves a certain status. Socialization is a continuous and multifaceted process. It occurs especially intensively during childhood and adolescence. A child's socialization process, as well as their formation and development as a personality, takes place through interaction with the surrounding environment. Although social adaptation has a continuous nature, it is usually associated with periods in which an individual fundamentally changes their activities and the social environment surrounding them. The process of adaptation may take the form of actively influencing the social environment, or it may appear as a passive, flexible acceptance of the goals and values existing within that environment. Social adaptation is one of the main socio-psychological factors of an individual's socialization. The process of social adaptation is connected with a person's inner world, spirituality, and psyche, and it has an individual character. In other words, for some individuals, adapting to the rules of a particular group may be easier, while for others this process may be more difficult and gradual. On the one hand, this process is related to the individual characteristics of the person; on the other hand, it is explained by how well the norms, rules, relationships, and traditions accepted within the group correspond to the person's inner world and psychological traits. Preschool age is a stage in which a child develops the social space of human relationships

through communication with close adult relatives, as well as through play and active interaction with peers. In personality development, the initial stage of socialization is becoming a member of a group. It is significant because group members are able to set high moral demands on themselves. The life and activity of the group become a personal need for each of its members. The educational process within the group should be based on self-education. However, this does not diminish the role and importance of the group in further developing the individual. The tasks carried out on the basis of communication with adults are quite complex and responsible. At this stage, absolutely favorable conditions are created for setting prospective, high, and complex demands before the group. A.S. Makarenko attached great importance to the internal characteristics of relationships that arise among members of a group and identified the following most important features formed within a collective:

1. Awareness of one's own dignity based on pride in one's collective.
2. A sense of friendly unity established among all members of the collective.
3. Active engagement that encourages disciplined and productive action.
4. The ability to control one's emotions and to observe proper etiquette in communication.

These ideas, emphasized by the experienced pedagogical scholar, are of great importance for educators in organizing their interactions with children's groups and in selecting the demands they set before the children. The following can be identified as the criteria for socio-psychological adaptation: The indicator can be divided into two criteria: objective and subjective.

The first group includes indicators such as a student's or worker's achievements, fulfillment of assigned tasks and requirements, as well as their position and status within the group. Subjective criteria include interest in one's work and a continuous desire for personal development, as well as constructive cooperation with others and the presence of appropriate self-respect. In conclusion, it can be stated that in the modern world, social and psychological adaptation is a complex process of education that depends both on the individual characteristics of a person and on the social status they hold in society. I can say that social and psychological adaptation in the modern world is a complex education that takes into account individual personality traits and position in society¹.

References

1. PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF SOCIAL ADAPTATION OF THE INDIVIDUAL Ibragimova Gulobat Raxmat qizi American Journal of Pedagogical and Educational Research ISSN (E): 2832-9791 | Volume 34, |March - 2025
2. N. Ismoilova, D. Abdullayeva, *Social Psychology*, National Society of Philosophers of Uzbekistan, Tashkent, 2013, p. 59.
3. S.I. Qulmamatov, J.J. Bekbolayev, *Children's Social Adaptation*, Educational Manual.
4. A.N. Leontiev, *Issues of Preschool Child Psychology*, edited by A.N. Leontiev and A.V. Zaporozhets; Preface by O.M. Dyachenko. Moscow: International Educational and Psychological College Publishing, 2019. Bibliography: p. 144. 800 copies. ISBN 5-88919-001-6. Text: full.
5. Mamatg'aniyeva, S.A., *Social-Emotional Personal Development: Pedagogical Aspect*.
6. <https://uz.everaoh.com/> Socio-psychological adaptation
7. <https://arxiv.uz/uz/documents/Essays/Psychology/Socio-psychological Aspects of Socialization>.

¹ PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF SOCIAL ADAPTATION OF THE INDIVIDUAL Ibragimova Gulobat Raxmat qizi American Journal of Pedagogical and Educational Research ISSN (E): 2832-9791 | Volume 34, |March - 2025