

## REFLECTIVE FEATURES OF PSYCHOLOGICAL ADAPTATION IN STUDENT PERIOD

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### Annotation

The article describes the students and their psychological characteristics, one of the most pressing issues of today, the research work on this topic, the views of scientists.

**Keywords:** article, higher education, education, upbringing, student, psychological characteristics, current.

### Introduction

One of the most pressing issues today is to dramatically increase the effectiveness of educational work in higher education. For the effective implementation of the educational process in higher education, there must be a continuous interaction between students and teachers. This interaction differs from the relationship between a secondary school teacher and a student, or between a lyceum and college teacher and a student, which in turn depends on the age characteristics between them, Depending on their social and legal status, in the classroom as a "teacher-teacher" and "student-listener", outside the audience, friendly, brotherly, and even close to the "parent-child" relationship It is expedient. However, to date, the psychology of high school, the psychological environment between students and teachers has not been analyzed in depth.

The specifics of higher education provide an important opportunity for students to interact with other social groups. One of the main features of the student period is the rapid emergence of social maturity. The student period consists of the second stage of adolescence, which covers the age of 17-21 (25) and has its own characteristics. At this stage, the adolescent experiences a mental crisis or stress, tries to play different roles of adults, begins to adapt to new aspects of lifestyle. The development of modern science and technology, on the one hand, increases and facilitates the acquisition of information, on the other hand, the pursuit of a specialty in young people, a steady pursuit of knowledge in the specialty - leads to a decline in interest, even loss, because perseverance, creativity Indifference and inactivity are taking the place of voluntary coercion. In other words, they are becoming slaves to "ready information." In life, computers, dips, computers, calculators facilitate mental work, save them from mental strain. But you have to be able to take advantage of these conveniences and create new ones! Who guarantees that these tools work properly and accurately, and who should check them. Of course, today's student should do it! An important difference between a student and a schoolchild is that he is not only a listener-student, but also an independent student of science and profession (student-Latin means "independent practitioner"). It is to teach students to learn independently, to organize their own activities, to self-manage, to develop new ideas and so on. The main factor in the implementation of these tasks is the transition from monologue to dialogue. Research

by psychologists shows that when a person gains life experience, he develops self-awareness, including understanding the meaning of personal life, making clear life plans, determining the course of future life, and so on. The student gradually becomes accustomed to the unfamiliar conditions of the microgroup, begins to know his rights and responsibilities. Even at the age of 17-19 years, the student is not able to consciously control their behavior and cognitive activity, and, accordingly, there are cases of unjustified behavioral motives, short-sightedness, carelessness. At this age, sometimes some negative behavior is observed. The process of self-improvement plays an important role in the lives and activities of young people during their student years. By comparing the ideal "I" with the real "I", the components of self-government gain practical expression. From the student's point of view, the ideal "I" has not been sufficiently tested on the basis of certain criteria, so it is inevitable that they sometimes feel random, unnatural, and therefore the real "I" is far from the true value of the person. At the beginning of the academic year, if a student has a high mood, a sense of enjoyment of entering the university, as a result of close acquaintance with certain laws and regulations, he may experience a sharp depression. The specifics of higher education provide an important opportunity for students to interact with other social groups. One of the main features of the student period is the rapid emergence of social maturity. The student period consists of the second stage of adolescence, which covers the age of 17-21 (25) and has its own characteristics. At this stage, the adolescent experiences a mental crisis or stress, tries to play different roles of adults, begins to adapt to new aspects of lifestyle. The development of modern science and technology, on the one hand, increases and facilitates the acquisition of information, on the other hand, the pursuit of a specialty in young people, a steady pursuit of knowledge in the specialty - leads to a decline in interest, even loss, because perseverance, creativity Indifference and inactivity are taking the place of voluntary coercion. In other words, they are becoming slaves to "ready information." In life, computers, dips, computers, calculators facilitate mental work, save them from mental strain. But you have to be able to take advantage of these conveniences and create new ones! Who guarantees that these tools work properly and accurately, and who should check them. Of course, today's student should do it! An important difference between a student and a schoolchild is that he is not only a listener-student, but also an independent student of science and profession (student-Latin means "independent practitioner"). It is to teach students to learn independently, to organize their own activities, to self-manage, to develop new ideas and so on. The main factor in the implementation of these tasks is the transition from monologue to dialogue. Research by psychologists shows that when a person gains life experience, he develops self-awareness, including understanding the meaning of personal life, making clear life plans, determining the course of future life, and so on. The student gradually becomes accustomed to the unfamiliar conditions of the microgroup, begins to know his rights and responsibilities. Even at the age of 17-19 years, the student is not able to consciously control their behavior and cognitive activity, and, accordingly, there are cases of unjustified behavioral motives, short-sightedness, carelessness. At this age, sometimes some negative behavior is observed. The process of self-improvement plays an important role in the lives and activities of young people during their student years. By comparing the ideal "I" with the real "I", the components of self-government gain

practical expression. From the student's point of view, the ideal "I" has not been sufficiently tested on the basis of certain criteria, so it is inevitable that they sometimes feel random, unnatural, and therefore the real "I" is far from the true value of the person. At the beginning of the academic year, if a student has a high mood, a sense of enjoyment of entering the university, as a result of close acquaintance with certain laws and regulations, he may experience a sharp depression. In our opinion, one of the important conditions of this period is to have a unique approach to the student in the planning of educational work in higher education, in the educational process. In spite of the above, the admission of boys and girls to higher education gives them a strong belief in their strengths, abilities, intelligence, inner potential and will, which in turn creates a sense of hope for the organization of a lavish life and activity. These views are confirmed by the results of a study conducted by BG Ananov. An important condition for the success of students' educational activities is to study the peculiarities of the educational process in higher education, to eliminate the feeling of discomfort (discomfort, discomfort), to prevent conflicts in the microenvironment. Usually, junior students try to imagine the learning process as fully as possible, but do not have enough knowledge about its management. Often they understand the management of learning activities as planning, monitoring, evaluation of learning materials. Students' answers to the questionnaire show that in addition to imagining the system of learning activities, they also have some knowledge of some of the possibilities of its management. Fifteen percent of the 730 respondents who participated in the experiment understood personal activity management as the process of repetition of learning materials, the main purpose of which is to clearly understand the essence of the text. In their answers, some students also wrote about ways to master the material, which has a certain quality. In one of the answers of the lower course: "I first divide the study material into parts, then I create a logical harmony between them, trying to find important and primary features." However, most students are far from describing, understanding, and imagining generalized ways of managing learning activities.

Divide these difficulties into three groups according to their nature and form:

1. Difficulties in learning: sharp differences in the content and content of teaching materials, different forms and methods of teaching (lectures, seminars, colloquiums, tests, special courses, etc.), the complexity of seminar and lecture materials, for them diversity of sources of material, lack of skills for independent learning, etc.
2. Socio-psychological difficulties: changes in the environment and living conditions; transition to independence in all spheres of life and activity, the emergence of willpower, insecurity in ability, mental capacity - for example, in sessions, fear of expulsion from school, fear, apprehension.
3. Professional difficulties: Misconceptions about the process of adaptation to the conditions of higher education, inability to effectively use the internship, the separation of practice with theoretical material, students' ignorance of the profession or lack of professional qualities that meet the requirements of the profession. To a certain extent, the specific typological and age characteristics, intellectual abilities, intelligence, moral qualities of students play a role in adapting to the environment of higher education. The main reasons for the difficulty are the inability of students to know the correct methods of learning, the inability to evenly distribute power and opportunities in mental work, which are the basis of mental

stress. Mental stress in students is not an accidental psychological phenomenon, it is based on the weakness of the study of rational management of personal learning activities. University students often try to manage this activity on a random basis when mastering educational materials. In this case, if certain materials are remembered with logical action, the rest are completely ignored. As a result, they listen to part of the lecture, barely understand its essence, do not have time to summarize it. The continuation of this situation during the academic year makes the examination sessions a difficult test for the student. Accordingly, one of the main tasks of the university is to teach students to work with the main sources of educational material, to organize their independent learning activities, to acquaint them with the methods of self-management. The lectures currently used in higher education can be divided into five types: informative, directive, stimulating, methodological, developmental and educational. The desire of university students to learn depends in large part on who and how conducts lectures and seminars, as well as the existence of logical and organizational connections between them. And-student collaboration is an important factor in educational effectiveness. The formation of joint activities in higher education, the organization of its socio-psychological aspects, the study of any activity, including the components of educational activity, has begun in the last ten years. B. F. Lomov considers the scheme of the analysis of activity accepted in general psychology, emphasizes that the person performing this activity should be considered differently, in cooperation with other persons. Psychological analysis of the activity of an individual abstracts the relationship of the subject of activity with other people. However, this abstraction, despite its extreme importance, allows for a one-sided coverage of the events under study. Research on teacher-student collaboration focuses on the development of interpersonal relationships and describes the process of group teaching. A.V. Petrovsky studied the interpersonal relationships in the community and confirmed that in the educational process, the teacher organizes cooperation with students not only as a means of meeting their communication needs, but also as a means of mastering the learning material. AA Bodalev, who has a different approach to this problem, believes that the teacher-student relationship should facilitate their effective cooperation. Psychological study of collaborative activities V. Ya. A team of psychologists led by Lyaudis performed. According to this theory, the formation of educational activity is not the basis for mastering the basics of science, but the process of acquiring socio-cultural values of the individual. Based on this, it is possible to design not only the "zone of near maturity" of the student, but also the "zone of perspective development". The purpose of collaborative learning activities is to create a control mechanism for the activities to be mastered and for joint actions, attitudes and communication. The product of collaborative activity is the emergence of new ideas independently put forward by students and goals related to the nature of the activity being mastered and the desire to manage the position of the person in the partnership.

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