

SOCIAL AND PSYCHOLOGICAL FEATURES OF STUDENTS' BEHAVIOR IN DIFFICULT LIFE SITUATIONS

Kamolova Shirin Usarovna

Senior lecturer at the Department of Psychology, JDPU

Abstract: In the article The study aims to reveal the socio-psychological characteristics of students' coping behavior in difficult life situations, as well as to improve the system of psychological support in higher educational institutions in order to improve their psychological well-being. Substantiation of the causal relationship between the choice of coping strategies depending on the type of students' life circumstances (disabled students, orphans and ordinary students) problems studied.

Key words: Student, psychological support, students with disabilities, orphans and typical students , correlation, "Problem-oriented", "Social support seeking", "Life", "Consulting psychology", "Fundamentals of psychological services", "Youth psychology", "Developmental psychology" and "Personality psychology".

INTRODUCTION

Currently, the study of the socio-psychological characteristics of coping behaviors of individuals in difficult socio-psychological life situations is becoming increasingly important for global psychology. Scientific and educational institutions around the world are conducting research on the coping behavior and psychological well-being of orphaned children and students with disabilities.

Therefore, there is a need for comprehensive and multifaceted research on orphaned children and students with disabilities as a special social group with unique needs in terms of transitioning to school, college, university, and then adulthood and working life. Among them are the psychological causes of the development of deviant behavior in an academic environment, etc.

Resolutions No. PQ-5216 dated August 9, 2021 "On measures to introduce a new system of state support for orphans and children left without parental care", Resolution No. PP-57 dated December 21, 2021 "On additional measures" "On comprehensive support for people with disabilities, assistance in their employment and further increase in their social activity" [7], At the same time, there is a need to study the socio-psychological characteristics of students' coping behavior in difficult life situations, such as children with disabilities and orphans, as a separate topic of socio-psychological research.

According to the World Health Organization, more than 1 billion people, or "approximately 15% of the world's population, have some form of disability" [10]. This group, like the estimated 153 million orphans worldwide, face "high levels of poverty" and "inequalities in access to health, employment and education" [11], "high levels of poverty" and "inequalities in access to health, employment and education" [10].

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characteristics of students' coping behavior in difficult life situations, such as disabled and orphaned children, as a separate topic of socio-psychological research.

THE STUDY OF THE TOPIC

Factors contributing to feelings of loneliness, the development of social competence, Internet addiction, professional maturity, intellectual development and self-activation in the professional growth of students were also studied. The psychological characteristics of students in difficult life situations (disabled people, orphans) have not been studied enough.

Uzbek scientists F.A.Akramova, S.B.Almardanova, D.N.Arzikulov, V.Yu.Akhrorov, G.Yu.Baykunosova, G.J.Berdieva, S.X.Jalilova, D.F.Djuraqulova, N.Z.Ismoilova, Yu.D.M.Karim, G.D.Quldosheva, A.N.Kurbonboev, U.Yu.Latipova, N.A.Mirashirova, A.E.Mukhtorova, Z.T.Nishonova, D.B.Norko'ziev, N.T.Norqulova, D.D.Oribboeva, Sh.K.Sattarova, S.M.Tchilova, G'O'uy, A.E.Torakhonov, B.M.Umarov, Sh.A.Usmonov, G.B.Shoumarov, B.S.Shukurov, J.R. Shukurov, M.B.Yuldasheva and I.A.Yusupjonova conducted research on student psychology, analyzed the socio-psychological aspects affecting the formation of moral qualities of students .

Scientists from the CIS countries such as O.V. Alexandrova, E.A Annenkova, V.A .Ababkov, L.I. Antsiferova, G. Bernler, E.V. Bityutskaya, T.G. Bokhan, V.F. Bosnyuk, F.E. Vasilyuk, L.I .Wasserman, R.G, R.G. Kitaev-Smik, E.V.Kovtun, T.L.Kryukova, D.A.Leontyev, E.V.Libina, K. Muzdybaev, S.K. Nartova-Bochaver, G. Osukhova, S.P. Politova, E.I. Rasskazova, M.V. Saporovskaya, E.E.Sikova, N.S.Stargi, E.A.Trifonova, M. Tyshkova, S.A. Khazova and others conducted research in the field of psychology and problems of overcoming difficult life situations.

The studies of foreign scientists J. Amirkhan, L.G. Aspinwall, B.E. Compas, P. Costa, J. Coyn, N. Endler, S. Folkman, N. Knoll, R.S. Lazarus, R. McCrae, L. Murphy, J. Parker, A.N. Schore, R. Schwarzer, E.A. Skinner, S.E.Taylor, H. Weber, H. Heckhausen and others focus on the cognitive assessment of stress factors, resources that contribute to maintaining psychological well-being in difficult life situations, and the interaction between personality variables and social support that act as moderators of the stress response. Among the current topical issues, there is a need to study the psychological aspects of the study of problem-solving behavior of students with disabilities and orphans as a separate topic of socio-psychological research.

OBJECT OF RESEARCH AND METHODS USED

Psychological aspects of studying the problem-solving and behavior of disabled and orphaned students The study studied the socio-psychological characteristics of the coping behavior of 40 students in difficult life situations (one disabled and 30 orphans or students left without parental care) and 110 typical students aged 20-25 at Jizzakh State University and Andijan State Pedagogical University. 80 students participated in a pilot study to demonstrate the reliability and validity of the methods.

A total of 260 participants participated. *Based on this methodology, it is*

possible to determine to what extent each of the above types is manifested in a person. This methodology indicates that the more a person's personality is formed, the more attracted he or she will be to this profession.

The study is focused on the socio-psychological characteristics of the coping behavior of students (orphans and disabled students) in difficult socio-psychological life conditions. The study used interview methods, observations, the author's questionnaire, as well as the "Family Life Satisfaction Questionnaire" by V.V. Stolin, T.M. Romanov, G. G. Butenko, Farley ("Multidimensional Scale of Perceived Social Support", Zimet G.D, Dahlem N.W, Zimet S.G, Farley GK), D. Crumbaugh and L. Maholick's "Purpose in Life Test" ("Purpose in Life Test" (Crumbaugh JS, Maholick LT), A.Ya. Varga, V.V. Stolin's ("Parental Attitudes to Children Questionnaire").

RESULTS OBTAINED AND THEIR ANALYSIS

The differential nature of differences in the choice of coping strategies among students in the context of their life circumstances, among students with disabilities, the perception of social support from "friends" encourages the use of the strategy "seeking social support", its absence encourages "self-isolation", among orphaned students the perception of support from "partner" encourages "fantasy", among family support encourages the strategy "focusing on the positive", among typical students the positive perception of all components of social support encourages "focusing on the positive", and negative perceptions encourage "self-isolation";

Differential interactions between coping strategies have been demonstrated, with constructs of meaning and factors related to social support being determinants of students' psychological well-being depending on their life circumstances (disabled students, orphans, and typical students).

The university has developed a model of psychological support for students in difficult life situations, as well as a psychocorrection program based on an integrated and differentiated approach, taking into account the complexity of students' life situations and their unique needs.

determined by the analysis of high-quality mathematical and statistical data using software in accordance with the research objectives. A four-stage study of the socio-psychological aspects of students in difficult life situations has made a significant contribution to our understanding of the topic. The initial theoretical review allowed us to create a methodological basis for empirical work, in which it was important to confirm the validity and reliability of diagnostic methods. Experimental study of different groups of students provides a basis for qualitative analysis and comparison of the data obtained. Based on the collected data, the final stage was aimed at summarizing the results and developing practical recommendations for university psychological services. This research sequence serves to enrich the practice of psychological support for students and to develop sustainable psychological well-being through the development of effective coping strategies and social support

The prevalence of students with disabilities, primarily those that arise in

childhood, highlights the critical need for integration and support in the educational process, as well as the need for a differentiated approach to each student. Internal diseases, which constitute many cases, may require specific changes to daily routines, nutrition, and study schedules, while students with visual or hearing impairments need technological and methodological support to fully access educational materials.

Thus, information about the socio-psychological characteristics of students in difficult life situations paves the way for the development of more targeted, inclusive educational strategies that take into account both socio-psychological and health-related aspects of students' lives.

CONCLUSION

In conclusion, we can say that, Thus, the responses indicate that students with disabilities identify social stereotypes, difficulties in completing academic tasks, and lack of information as the main obstacles. Orphans also mention difficulties in completing academic tasks, but also value the importance of organizing their free time and receiving help with academic tasks.

Typical students are less likely to emphasize social stereotypes and difficulties in completing academic tasks, but they value the lack of conditions for the special needs of individuals with disabilities and report a high level of difficulty in answering the question.

Given the high percentage of students with disabilities who believe that a strong desire allows them to overcome obstacles, this group has significant potential, which is often underestimated due to external barriers and limitations. This emphasizes the importance of creating conditions that maximize their potential, as well as providing adequate support and resources to overcome these barriers.

It is necessary to continue psychological research on the relationship between coping behavior, social support, meaning in life, and psychological well-being in students with difficult life situations and typical students, as well as the influence of various socio-psychological factors. This will enrich the theoretical and empirical understanding of this population category and increase the effectiveness of educational and spiritual-enlightenment activities, as well as establish a system of social and psychological assistance and support that will facilitate fair decisions on the provision of financial and social benefits and improve the financial and social situation of these students.

List of used literature

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