



## THEORETICAL BASIS OF IMPROVING STUDENTS' PROFESSIONAL PREPARATION FOR FORMING SOCIAL ADAPTATION IN CHILDREN

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**Abstract:** This article discusses the theoretical foundations of improving the professional training of students aimed at the formation of social adaptation in children. The study analyzes the pedagogical and psychological content of the concept of social adaptation, its importance in the primary education process, and factors for increasing the level of preparation of future teachers for this process. It also substantiates the mechanisms for developing professional competencies, using innovative pedagogical technologies, and forming social adaptation skills through practical training.

**Keywords:** social adaptation, professional training, pedagogical competence, future teacher, primary education, socialization, innovative technologies, pedagogical process, personal development, methodological training.

In the current conditions of globalization and social changes, the sustainable development of society largely depends on the level of social adaptation of the individual. In particular, social skills formed in childhood are an important factor for successful functioning in later stages of life. Therefore, the issue of forming social adaptation in children in the education system is recognized as one of the urgent pedagogical problems. The Law of the Republic of Uzbekistan “On Education”, adopted on September 23, 2020, specifically emphasizes the main principles of the continuous education system, including a person-centered approach, humanization



of education and support for the socialization process. This law notes the need to improve the professional training of pedagogical personnel based on the requirements of the time, and sets the comprehensive development of the individual in the educational process as a priority goal. This requires strengthening the preparation of future teachers to form social adaptation skills in children .[ 1:3]

The primary education stage is characterized by the child's active entry into the social environment, communication with the community, and the assimilation of social norms and values. In this process, the professional training of the teacher is of decisive importance. The future teacher must not only have a perfect knowledge of the basics of science, but also work with a deep understanding of the psychological characteristics of children, socialization processes, and adaptation mechanisms. The professional training of students to form social adaptation in children is a multi-component process, which is manifested in the combination of theoretical knowledge, practical skills, methodological skills, and communicative competencies. In modern pedagogical education, the effective organization of innovative technologies, interactive methods, and practical training serves to develop the professional competence of future teachers.

From this point of view, it is necessary to reveal the theoretical foundations of improving the professional preparation of students for the formation of social adaptation in children and to scientifically substantiate the factors of effective organization of this process. In the process of research, the essence of the concept of social adaptation, its pedagogical interpretation and its role in the system of training future teachers are analyzed. Raising a socially adapted person serves to increase the intellectual and spiritual potential of society. Therefore, systematically improving the professional preparation of students in this area is one of the priority tasks of modern educational policy. Social adaptation is the process of successful integration



of an individual into the system of social norms, values and relationships existing in society. From a psychological point of view, social adaptation is associated with the formation of behavioral strategies of an individual in accordance with the conditions of the new social environment, while pedagogically it is considered as a set of social competencies formed in the process of education.

Social adaptation at the primary education stage includes the following components:

- communicative competence (communication, exchange of ideas);
- the ability to understand and fulfill social roles.

The formation of these components is directly related to the professional training of the teacher, because the teacher, as the organizer and guide of the educational process, plays an important role in the social development of children.

Social adaptation represents the process of successful integration of an individual into the system of social norms, values, and relationships existing in society. From a pedagogical point of view, social adaptation is a set of social competencies formed in the educational process, which is manifested in the child's ability to work in a team, understand social roles, master a culture of communication, and be able to adapt his behavior to social requirements. In particular, the primary education stage is an important period in which children's social experience is formed. During this period, the teacher acts not only as a provider of knowledge, but also as a person who directs and coordinates social relations.

Professional preparation of students for the formation of social adaptation in children is a complex and multi-component process. This preparation is based, first



of all, on a system of theoretical knowledge. The future teacher must have a deep knowledge of the psychological and pedagogical essence of social adaptation, age characteristics, mechanisms of socialization, and ways to solve social problems that arise in the educational process. At the same time, professional preparation is not limited to knowledge alone. It also includes motivational, practical, and reflexive aspects. The student's positive attitude to the profession, interest in working with children, and responsibility determine the effectiveness of his future pedagogical activity.

is manifested through interactive methods, problem situations, role-playing games, and forms of teamwork. Such methods allow students to model the process of forming children's social behavior, develop the skills of analyzing social situations and making pedagogical decisions. In particular, during the practice process, observing the real school environment and analyzing social processes in it strengthens the professional competence of students.

The use of innovative pedagogical technologies is important in improving the preparation of students. Case studies, project-based learning, training sessions and simulation methods serve to effectively organize the process of social adaptation. These approaches develop in students the skills of independent thinking, problem solving and teamwork. This will allow them to properly organize the social environment when working with children in the future.

The effectiveness of the formation of social adaptation also depends on pedagogical conditions. The creation of a socially oriented environment in the educational process, the use of a person-oriented approach, the development of cooperative relations between the teacher and the student are among the important factors. Also, the establishment of reflexive activity, that is, the analysis and evaluation of the student's own activities, serves his professional growth. In general,



improving the professional readiness of students to form social adaptation in children requires a combination of theoretical and practical aspects. The systematic organization of this process increases the pedagogical skills of future teachers and creates the basis for the upbringing of a socially active, communicative and independent-thinking person in the process of primary education.

The process of improving professional training also requires revising curricula and programs in higher education institutions based on modern requirements. In particular, it is necessary to more deeply integrate issues of social adaptation, communicative competence, conflictology and inclusive education into the content of pedagogical disciplines. Because today, children from different social backgrounds are receiving education in the school environment, and each of them requires an individual approach. A future teacher must be able to correctly manage the adaptation process in such situations, create a positive psychological environment and create conditions for children to communicate on the basis of mutual respect.

It is also important to develop criteria for assessing students' readiness to form social adaptation. Such criteria determine their level of theoretical knowledge, practical skills, communicative culture and reflexive abilities. The shortcomings identified on the basis of diagnostic analyses allow us to determine individual development directions. The expected result can be achieved only if this process is carried out continuously and systematically.

In the process of forming social adaptation, the personal exemplary behavior of the teacher also plays a special role. The teacher's speech culture, manners, tolerance and social activity serve as a model for children. Therefore, the formation of professional ethical standards in students, the development of a culture of pedagogical communication are also an integral part of professional training.



serves as an effective tool to support the process of social adaptation . Digital platforms, interactive programs and online collaborative environments allow students to model social situations, share experiences and freely express their opinions. This increases their professional flexibility and pedagogical creativity.

The preparation of students for the formation of social adaptation should be based on the principle of continuous professional development. That is, the preparation that begins at the stage of higher education should be enriched throughout the pedagogical activity through advanced training courses, seminars, trainings , and scientific and practical conferences. Such an approach ensures the rapid adaptation of the teacher to the modern educational environment and innovative activities.

Thus, improving the professional readiness of students to form social adaptation in children is a multifaceted and systematic process, which is carried out in a combination of theoretical knowledge, practical skills, motivational factors and reflexive analysis. Effective organization of this process, along with increasing the professional competence of future teachers, serves to educate a socially active and adaptive generation in society .[ 3:27]

The results of the study show that improving the professional readiness of students to form social adaptation in children is one of the priority areas of modern pedagogical education. The process of social adaptation is directly related to the successful integration of an individual into society, the formation of the ability to understand social relations and act accordingly. Therefore, the effective organization of this process at the stage of primary education is closely related to the professional competence of future teachers.

is manifested in the mutual harmony of cognitive, motivational, practical and reflexive components. The solidity of theoretical knowledge, the ability to analyze



pedagogical situations, the ability to effectively use innovative methods, and the formation of the ability to evaluate one's own activities are important factors in ensuring social adaptation. Also, the enrichment of pedagogical practice with content and its integration with the real social environment increase the effectiveness of professional training.[6:59]

The educational process aimed at the formation of social adaptation will give high results only when it is organized on the basis of a person-centered approach, cooperative pedagogy and innovative technologies. This indicates the need to improve curricula, increase the share of practical training and develop reflective activity in the higher pedagogical education system. In general, improving the professional preparation of students to form social adaptation in children on a systematic and scientific basis will serve to educate a socially active, independent-thinking, well-rounded individual who can adapt to the requirements of society in the future. Research in this area is of great theoretical and practical importance in improving the quality of pedagogical education and implementing modern educational policy.

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