

SOCIAL-PSYCHOLOGICAL ADAPTATION OF STUDENTS-YOUTH

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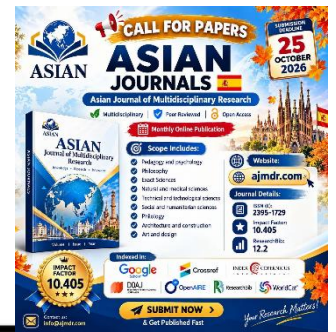
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Abstract. This article analyzes the concept of socio-psychological adaptation of students, its content and main psychological components. The features of a person's adaptation to a new educational environment, social group, interpersonal relationships and modern digital communication conditions during the student period is are highlighted. Also, the impact of virtual groups formed in social networks on the socialization, social identification and adaptation process of young people is theoretically substantiated.

Keywords: students-youth, socio-psychological adaptation, socialization, personality, social identity, ethnic identity, virtual group, sub-ethnic group, social networks, virtual communication, communicative competence, psychological adaptation.

ENTRANCE

Today's globalization and digital communication, the adaptation of young people to the social environment, the effective establishment of interpersonal relationships, and the acquisition of new social roles are among the urgent psychological problems. Especially for young students entering a higher education institution, the new social environment, educational activities, collective relationships, independent decision-making, and the processes of entering various social groups require a certain psychological adaptation. From this point of view, the study of the socio-psychological adaptation of young students is one of the important conditions for ensuring their personal development, educational



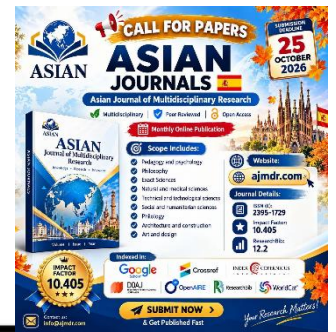
effectiveness, and social activity.

Socio-psychological adaptation is characterized by the adaptation of a person to the requirements of a changing social environment, while maintaining his individual characteristics, values, needs and social identity in this environment. This process is manifested in the individual's entry into social relations, the assimilation of group norms, the development of communicative skills, self-assessment and awareness of his social status. Therefore, it is appropriate to assess adaptation not only as adaptation to the external environment, but also as a process of active interaction between the individual and the social environment.

Student life is one of the most important stages of personal development, during which professional and social identity, independence, responsibility, worldview, and a system of interpersonal relationships are actively formed. The student's integration into a new academic community, the establishment of effective relationships with teachers and peers, and adaptation to the new requirements of the educational process have a direct impact on his psychological well-being and academic success. On the contrary, difficulties in social adaptation can lead to withdrawal from communication, anxiety, lack of self-confidence, social isolation, and a decrease in motivation to study.

The development of modern information and communication technologies has introduced new factors into the socialization process of students and young people. In particular, various virtual groups are formed through social networks, which affect the communication, social identification, values, and sense of belonging of young people. Therefore, when studying the socio-psychological adaptation of students and young people, it is necessary to take into account the characteristics of the virtual communicative space, along with the real social environment.

The scientific significance of this issue is that the socio-psychological adaptation of students is formed on the basis of the interaction of individual psychological



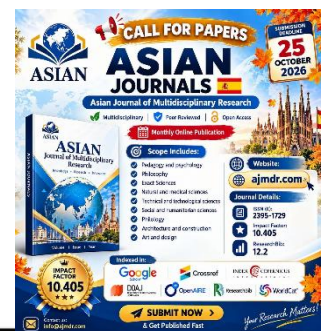
characteristics, interpersonal relationships, group identification, communicative activity and social environment factors. In particular, the emergence of new social units, such as virtual sub-ethnic groups, further complicates the content of this process. In this regard, it is important to scientifically and theoretically analyze the essence, structural components and factors influencing the socio-psychological adaptation of students.

Thus, studying the socio-psychological adaptation of young students serves as an important scientific and practical basis not only for ensuring their successful adaptation to the educational environment, but also for developing a person's social competence, psychological stability, effective communication, and active participation in society.

LEVEL OF LEARNING

The problem of socio-psychological adaptation of students and youth has been studied by many scientists as one of the important research areas of psychology, pedagogy and social psychology. This problem has been studied primarily from the perspective of the individual's adaptation to the social environment, joining a group, forming interpersonal relationships, assuming social roles and adapting to new conditions of activity.

In foreign psychology, the theoretical foundations of the concept of adaptation are covered in the scientific views of such scientists as J. Piaget, L.S. Vygotsky, A. Bandura, E. Erikson, K. Rogers, A. Maslow. In particular, J. Piaget associated adaptation with the interaction of the individual with the external environment and achieving balance through cognitive processes. L.S. Vygotsky substantiated the role of the social environment and communication in human psychological development. E. Erikson, on the other hand, drew attention to the importance of identification and relationships with the social environment at different stages of personality development. In the socio-cognitive approach put forward by A. Bandura, the behavior of the individual is explained in relation to the social environment, observation and self-regulation processes.



The direct content of socio-psychological adaptation, issues of group relations and the adaptation of the individual to the social environment are widely covered in the studies of such scientists as G.M. Andreeva, A.A. Nalchadjyan, A.V. Petrovsky, B.D. Parigin. In particular, A.A. Nalchadjyan interpreted adaptation as a process of interaction between the individual and the social environment and revealed its psychological mechanisms.

In studies related to the adaptation of students to the higher education environment, special attention is paid to such issues as the psychological characteristics of the student period, adaptation to educational activities, communicative competence and interpersonal relationships in the group, stress and academic motivation. In Uzbekistan, the socialization of young people, interpersonal relationships, communicative competence, psychological adaptation in the educational process and psychological characteristics of youth are also reflected in the scientific research of E.G'. Goziyev, V.M. Karimova, G.B. Shoumarov, N.A. Soginov and other scientists.

At the same time, as a result of the rapid development of digital technologies and social networks, new scientific directions are emerging in the study of youth adaptation. The impact of virtual communication, online group membership, social identification, virtual communities and the Internet environment on the psychological state of youth is taking an important place in modern research. However, the issue of the impact of virtual sub-ethnic groups formed in social networks on the socio-psychological adaptation of students and youth has not been studied in a sufficiently comprehensive manner.

In this regard, although existing scientific research has covered individual aspects of adaptation, socialization, group identification, and virtual communication, a comprehensive study of the relationship between virtual subethnic group affiliation, ethnic identification, virtual communication activity, and socio-psychological adaptation of students and youth appears as an urgent scientific problem. This situation determines the scientific and practical need for research in this area.



RESEARCH METHODS

We used the following methodologies to study the socio-psychological adaptation of students and youth and conducted the research in a number of stages.

1. Stage of determining socio-psychological adaptation.

We used the "Socio-psychological adaptation" methodology of K. Rogers and R. Diamond.

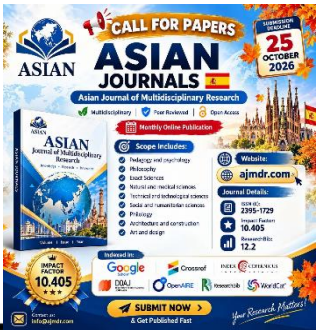
This methodology helped determine the level of adaptation of students to the social environment. It assessed the following indicators:

- adaptation;
- maladaptation;
- self-acceptance;
- acceptance of others;
- emotional comfort;
- internal control;
- external control;
- dominance;
- escapism.

2. The stage of studying the individual's adaptation to the group.

the concept of A.V. Petrovsky and the group adaptation approach, a student's integration into an academic group, their position in the group, their relationships, and their acceptance of group norms were studied. In this regard:

- sense of belonging to a group;
- relationships with peers;
- acceptance by the group;
- social activism;
- communicative adaptation



- indicators such as.

3. The stage of determining social identity.

At this stage, the relationship between sub ethnic group affiliation and adaptation was examined.

M. Kuhn and T. Mc. Portland's "Who Am I?" test determined which social groups the respondent identifies with.

Also, based on Farfel and Turner's social identity theory:

- ethnic identity;
- group membership;
- the “us–them” conflict;
- group solidarity
- indicators such as were studied.

4. The stage of studying ethnic identity.

virtual sub ethnic groups were the main object of the study, the level of ethnic identification was determined separately.

J. Finney's Multigrain Ethnic Identity Measure (MEIM) was used to study ethnic group affiliation, ethnic identification, and positive attitudes toward ethnic groups.

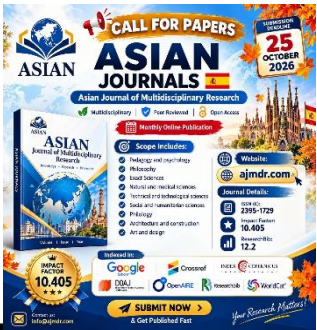
5. The stage of identifying communicative and social competence.

that active participation in virtual groups is related to the student's communication skills . For this purpose, the following methods were used: the methodology for determining communicative and organizational skills (KOS); questionnaires for assessing communicative competence.

Through these methods, the relationship between communication activity in a virtual group and adaptation to the real social environment was examined.

6. The stage of determining the characteristics of using social networks.

An author's questionnaire on the topic has been developed. It contains the following



questions:

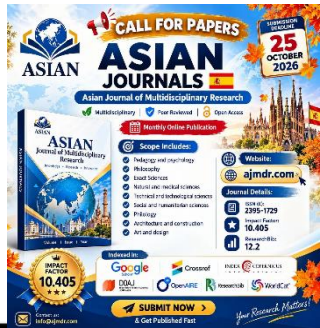
- How much time do you spend on social media per day?
- Which social networks do you use?
- Are you a member of sub-ethnic groups?
- How long have you been participating in these groups?
- How actively do you participate in group communication?
- Does a virtual group influence your views?
- How important is belonging to this group to you?
- Do you also communicate with your friends in the virtual group in real life?

This questionnaire allows you to determine the level of involvement in a virtual sub-ethnic group.

CONCLUSION

The results of the theoretical analysis show that the socio-psychological adaptation of students is a complex process characterized by the adaptation of the individual to the new social environment, educational community and system of interpersonal relations, as well as the preservation and development of his individual characteristics. In this process, the communicative activity of the individual, self-esteem, emotional stability, social identification and sense of belonging to the group play an important role.

The study of scientific sources within the scope of the research topic shows that the influence of the virtual social environment on the socialization and psychological development of young people is increasingly increasing. In particular, virtual sub-ethnic groups formed in social networks can help young people unite around certain values, views and cultural characteristics, understand their identity and expand their social contacts. At the same time, excessive attachment to virtual groups also increases the likelihood that they will become a cause of restriction of real social relations, social isolation, increased stereotypical views and difficulties in the adaptation process.



In studying the socio-psychological adaptation of students, it is advisable to use the socio-psychological adaptation methodology of K. Rogers and R. Diamond, methods for determining ethnic identity, tools for assessing communicative abilities, methods for determining the level of anxiety, and author's questionnaires aimed at identifying the characteristics of using social networks. Such a methodological approach allows for a comprehensive analysis of the relationship between belonging to virtual sub ethnic groups and the social adaptation of students.

In general, the impact of virtual sub-ethnic groups is not one-sided. Their impact depends on the purpose for which the student joined the group, the intensity of virtual communication, the socio-psychological environment in the group, the level of ethnic identification, the communicative competence of the individual and his relationship with the real social environment. Therefore, rather than evaluating virtual groups as a purely negative or positive phenomenon, it is necessary to comprehensively analyze their functions in the socio-psychological development of the student's personality.

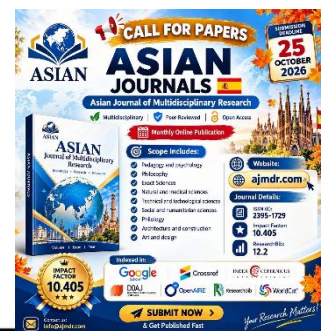
RECOMMENDATIONS

Regular diagnostics of students' socio-psychological adaptation in higher education institutions and improvement of the system of psychological support for students experiencing difficulties in adaptation.

Digital and media literacy in students, to form skills in critical evaluation of virtual information, and to distinguish between manipulative and stereotypical content.

Rather than denying or limiting students' belonging to virtual sub-ethnic groups, foster principles of cultural diversity, tolerance, and constructive dialogue within these groups.

Organization of training and preventive activities in the field of "Virtual environment and socio-psychological adaptation" in the activities of psychological services.



To systematically study the impact of active participation in virtual groups on students' communicative competence, ethnic identification, emotional state, and social adaptation.

Providing recommendations to students by psychologists, tutors, and group coaches on maintaining a balance between virtual and real social environments, effectively managing time, and developing healthy communication skills, it would be useful to comparatively study the impact of virtual sub-ethnic groups across factors such as course, gender, living environment, social activity, and intensity of virtual communication.

As a final conclusion, in ensuring the socio-psychological adaptation of young students, it is more effective to form a culture of conscious, safe and constructive use of the virtual environment than to restrict it. If properly directed, virtual sub-ethnic groups can become an additional means of expanding social contacts of young people, understanding their cultural identity, and creating a supportive social environment.

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