



## Factors Of Psychological Adaptation Freshmen Students

**Alisher Komiljonovich  
Sanayev**

Jizzakh branch of M. Ulugbek National University of Uzbekistan,  
Department of joint educational programs. Republic of  
Uzbekistan, Djizak. First year postgraduate student of KFU,  
Russian Federation, Kazan.

**Pavel Nikolayevich Ustin.**

Kazan Federal University, Institute of Psychology and Education.  
Department of "General Psychology" Candidate of Psychological  
Sciences, Associate Professor. Russian Federation, Kazan.

**Komiljon Buribaevich  
Murotmusaev**

Jizzakh branch of the Mirzo Ulugbek National University of  
Uzbekistan, Department of Psychology, Associate Professor, PhD.  
Republic of Uzbekistan, Jizzakh.  
ORCID: 0000-0003-3154-4900

### ABSTRACT

The article highlights the mechanisms and principles of the theory of psychological adaptation of a personality. The classification of personality needs and motives, adaptive complexes as well as objective and subjective factors influencing the formation of personality are considered. Adaptation of students in the context of personality psychologization is considered as a process that allows a person to take his place in society and be professionally realized in it. The student's maladaptation is characterized by undifferentiated goals and types of activities, narrowing of the range of his communication and problems to be solved, as well as the rejection of norms and values of the new social environment, which is the higher education institution.

### Keywords:

Psychology, adaptation, psychological factor, adaptive complex.

Creating a full-fledged scientific notion of the essence of an individual's mental adaptation is possible on the basis of the idea of ontogenetic socialization [3]. This approach allows us to properly reflect the real and very complex process by which an individual turns into a personality, which is characterized by the main features of adaptive mental maturity. It is worth mentioning that ontogenetic adaptation can be defined as such a process of interaction between an individual and the adaptive environment, in the course of which in

different problem situations arising in the sphere of interpersonal relations the individual learns mechanisms and norms of mental behavior, settings, character traits and other features and substructures of personality, which in general have adaptive significance.

The process of overcoming problematic situations by a first-year student in the educational process in universities can be considered as a process of socio-psychological adaptation of the personality, during which it uses skills and mechanisms of behavior

obtained at previous stages of its development and socialization or opens new ways of performing tasks, new programs and plans of intrapsychic processes. Psychological adaptation of a first-year student can be characterized as such a state of his relations with the group when a personality without long external and internal conflicts productively performs his educational and professional activity, satisfies his basic sociogenic needs, fully meets those role expectations that the reference group of students sets for him, experiences states of self-assertion and free expression of his creative abilities. Adaptation, on the other hand, is the psychological process that, if favorable, leads the individual to a state of adaptation. The main question is how the process of adaptation using specific and general adaptive mechanisms leads to changes in the initial mental state of the student, from which he begins his adaptive process. Finding himself in a problematic situation and reflecting it, the individual experiences a certain mental state. This state is usually quite dynamic. So, for example, the state of frustration arises in particularly difficult for the individual problem situations, the so-called frustrating problem situations. In parallel with the activation and use of adaptive mechanisms, the overall mental state of the student's personality also changes. The sequence of situations that change generates a sequence of corresponding mental states of students.

At the end of the adaptive process the initial mental state together with the problem situation determining it disappears or changes greatly. That is why one of the tasks of our article was to study the dynamics of first-year students' mental states. One of the most important principles of the theory of socio-psychological adaptation of personality can be considered the following statement: in complicated problem situations adaptive processes of personality occur with participation not of separate, isolated mechanisms, but integral complexes. These adaptive complexes, being actualized and used again and again in similar psychological situations, are fixed in the

structure of the personality and become substructures of its character.

The study of stable adaptive complexes is one of the tasks of science. It is worth distinguishing between three main varieties: unprotected adaptive complexes, which are triggered in non-frustrating problem situations; protected adaptive complexes, which are persistent compounds of protective mechanisms only; mixed complexes, which consist of protective and unprotective adaptive mechanisms. Thus, taking the classification of adaptive mechanisms, which is found in the psychological literature, into protective and non-protective, we can supplement this classification with the middle, mixed type of adaptive complex, respectively - the adaptive process and adaptability, which are carried out by mixed adaptive complexes. The study of adaptive complexes, according to A. A. Nalchanjian, can greatly contribute to the development of characterology, which is the most important, but also the least developed section of the social psychology of personality [3]. Psychological adaptation of personality, carried out at the level of personal mechanisms, is not reduced to conformism. Conformist behavior, as a manifestation of the corresponding social attitude, is only one of the possible adaptive strategies, carried out with the help of various mixed adaptive complexes and manifested in various behavioral forms.

Psychological adaptation of an individual can have a non-conformist and creative nature, while conformist behavior in certain situations can be inadequate, which leads to the formation of such traits and attitudes of an individual that make it impossible to adapt flexibly. Prolonged attachment to conformist adaptation strategies can contribute to the formation of a personality's tendency to systematic behavioral errors (violations of norms, expectations, behavior patterns) and create more and more problematic situations for adaptation, for which she has neither adaptive abilities nor ready mechanisms.

In particular, a consciously implemented conformist strategy can cause permanent internal personality conflicts. Not all of a person's needs contribute to the proper

functioning of his or her organism, psyche, and socio-psychological adaptation. If we take an extreme case, a person can even have such a need (it can be both hypertrophied innate ("natural") and sociogenic), on the way to the satisfaction of which the individual loses himself/herself. Proceeding from this, A. A. Nalchanjyan offers another classification of needs and motives of a personality: needs and motives, adaptive in a certain social environment; needs and motives, the desire to satisfy which in a certain social environment leads to personal maladaptation [3, p. 56]. They can be called maladaptive needs and motives of human behavior. Adaptive or maladaptive needs depend on what values it is aimed at, that is, from what range of social values an individual must choose them to meet the corresponding needs. Therefore, we can also talk about adaptive and maladaptive goals and, accordingly, about the level of attraction of the individual in those basic socio-group environments in which the main forms of its activity take place. For the student such environment is the group, the faculty, the university. Psychological disadaptability of the student's personality, first of all, manifests itself in its inability to accept its own needs and pretensions. On the other hand, a person who has adaptation disorders or complete disadaptation, is unable to meet the requirements and expectations that the social environment, student group and its own social role, its leading (in a particular environment professional or other), motivated from the outside and inside, activities.

One of the signs of psychological maladaptation of students is the experience of prolonged internal and external conflicts without finding the necessary psychological mechanisms and forms of behavior to solve them. In problem situations (and not only when experiencing conflict situations) levels of disadaptation can be distinguished. To understand the peculiarities of the adaptive process it is necessary to know the level of disadaptation, starting from which the personality starts its adaptive activity. "For fruitful studying of socialization and social activity of people, - writes A.A. Nalchanjyan, - it

is necessary to develop in detail the conceptual apparatus of the theory of social psychology of the personality. In particular, we deem it important to differentiate between ontogenetic socialization and socio-psychological adaptation of personality in a particular social environment. To solve this problem, the importance of which has been noted by other authors as well, we come out from the position that a personality can be socialized, but disadapted" [3]. Moreover, the student's disadaptability can be a direct consequence of the high degree and completeness of his socialization. Therefore, it does not seem to us quite accurate the statement of some authors, such as this one, that socio-psychological adaptation is one of the ways to more complete socialization. Psychological socialization of the individual, depending on the specific group situation, can be the basis for both adaptation and maladaptation. If in a particular society, university, student group moral norms and principles, as well as other universal values, serve as the main means of masking selfish aspirations, that is, if the dominant social orientation of individual students is a pretense (and in many ways this occurs), it is natural that the socialization of a person, carried out by internalization of universal values, can become a permanent cause of their frustration and disadaptability. Ontogenetic socialization is a process of internalization of group norms, values and typical forms of behavior, which takes place during individual mental development of a student in the collective of higher education institution. It can be carried out at the level of student group, faculty, university. Adaptability of a personality in the group is her state, which allows her, without prolonged conflicts and frustrations, to manifest her creative, constructive capabilities with the possible fullness, to experience the state of self-affirmation and their own value, significance. Since a student's personality is simultaneously a member of several groups, she may be well adapted in some of them, and worse in others. She can also be a member of such groups in which her social status is close to complete maladaptation. For example, with a good adaptation in the student group, a person

can be disadapted in the family. All of the above allows us to draw another conclusion about the relationship between socialization and adaptation: since a person's socialization does not always ensure her social and psychological adaptation, scientists distinguish two varieties: socialization, adaptive and maladaptive socialization [3]. In some scientific publications the problem of freshmen adaptation to the system of higher education institution is widely discussed and not accidentally: further professional career and personal development of a future specialist with higher education largely depend on the success of this process [1; 3; 4; 5; 6; 7; 9]. We consider student adaptation in the context of personality socialization as a process that allows a person to take his/her place in the society, in higher education institutions, in the group, to be professionally realized in them [3; 4; 6; 7].

In a number of studies social adaptation is considered in unity with personal autonomization as the main component of socialization. Social adaptation assumes active adaptation of the individual to the conditions of the social environment, and social autonomization as the realization of a set of attitudes on the self - stability in behavior and relations, which corresponds to the idea of the individual about himself/herself, about self-esteem. The fulfillment of the tasks of social adaptation and social autonomy is governed by the contradictory motives "To be with everyone" or "To remain oneself". With all the variety of approaches to socio-psychological adaptation, most researchers believe that its main function is the individual's acceptance of norms and values of the new social environment (group, collective in which he or she is), forms of social interaction, formal and informal connections, and forms of subject activities (for example, ways of professional performance of work, training, etc.).

Disadaptation is characterized by undifferentiated purpose and types of activity of the student, narrowing of the circle of his communication and solved problems, and, what is especially important, rejection of norms and values of the new social environment, which is the university, and in

some cases opposition to them. Passive adaptation assumes that the individual accepts norms and values according to the principle "I am like everyone else", but does not want to change anything, even if it is within his power. Passive adaptation manifests itself in the presence of simple goals and non-tough activities, but the range of communication and problems to be solved is wider in comparison with the level of maladaptation. Active adaptation, first of all, promotes successful socialization as a whole. The individual not only accepts norms and values of the new social environment, but also builds his or her activity and relations with other people on their basis. At the same time such a person often forms new and new diverse goals, but one of them, the main one, becomes the goal - full own realization in the new social environment. The circle of communication and interests of students with active adaptation is wide. This level of adaptation leads to harmonious unity with classmates, with themselves, with the outside world. The process of adaptation is realized in all cases of violation of balance of relations in the system "person-environment" and has general, nonspecific manifestations.

The study of general psycho-physiological and socio-psychological regularities of the adaptation process of first-year students is important and urgent. The period of studying at the university seems to be, probably, the most important for a person in terms of personal growth, real professional formation. This period, which is the beginning of growing up, is characterized by the simultaneous course of a number of specific processes, conditioned both by peculiarities of learning activity and the social environment. Such dynamic processes include professional self-determination and related development of professionally important qualities; personal self-determination, including the formation of a system of personal meanings, value orientations, etc.

Characteristically, students' adaptation to the conditions of new learning and in the new social environment is a complex and multifaceted process that also includes assimilation of accepted social norms and

values. These processes of personal development are interconnected and interdependent in many respects and require a thorough scientific analysis. The period of studying in a higher educational institution is one of the most important for a modern young person, since it is at this time his personal growth and formation takes place. It is characterized by the simultaneous course of a number of specific processes, conditioned by the peculiarities of activity, social environment. At this stage, essential is the attitude towards the chosen specialty and professional orientation, personal self-determination, which includes the formation of a system of personal values and value orientations, adaptation to learning conditions and social environment, assimilation of social norms, values, etc. Students' adaptation to learning activities includes the influence of both subjective and objective factors, which can also include the content and organization of the educational process in higher education institution. Particular attention in this process is given to first-year students, since their habitual learning at school differs significantly from learning at a higher educational institution. After all, there are significant qualitative and quantitative differences between the activities of those studying in a higher education institution and a secondary school.

In the conditions of higher education institution the intensity of mental work is significantly higher, a greater volume of knowledge that needs to be mastered, sharply expressed unevenness of load increases significantly during the period of the session. The educational process is characterized by significant changes in the number of subjects that are studied, the emergence of major subjects, with which the student associates his future professional activity. A first-year student upon entering higher education has to adapt simultaneously to the new requirements that higher education sets for him/her, especially to the new conditions of learning (independent study of material, lack of textbooks that would fully correspond to the program, a large amount of material that must be processed independently, more demanding assessment of

knowledge based on different approaches, teacher-student relations, etc.) and everyday life (lack of a familiar social environment, material

The learning process of first-year students is characterized, especially during the session, by high emotional stress and anxiety, regulated by the content of their activity. The period of studying at university is, probably, the most important for a person, as his personal growth, growing up takes place and is characterized by simultaneous course of a number of specific processes caused both by features of activity and social environment [3; 4; 6; 7]. Such dynamic processes include: - professional self-determination and related development of professionally significant qualities; - personal self-determination, which contains the formation of a system of personal-value orientations; - adaptation proper to learning conditions and social environment, assimilation of accepted social norms and values, etc. Despite the continuous nature of adaptation, there are a number of subjective factors that negatively affect the process of psychological adaptation of first-year students of universities, namely:

1. Insufficient level of preparedness in the school curriculum, ignoring some academic disciplines from school.
2. Weakly expressed skills of learning activities, insufficient development of verbal-logical thinking.
3. Preservation of passivity, typical for some students, lack of independence.
4. Low level of culture and work ethics.
5. Insufficiently expressed attitudes to get a profession.
6. Uncertainty in their own abilities [8,].

These and other factors at the psychological level cause disruption of interaction between first-year students and the new environment, leading to maladaptation. Psychological adaptation can be represented as a process and result of active adaptation of a student to the conditions of a new social environment, during which there is an approximation of the goal, value orientations of the group and personality, assimilation of norms, traditions, group culture. It exists in the

conditions of certain adaptive capacities of the personality and depends on its ability to make certain internal transformations in order to correlate its goals, attitudes, desires, interests with the goals, desires, interests of others.

### Literature

1. Abdullina O. A. Student's personality in the process of professional training // *Vysshee Obrazovanie Rossii*. 1993. № 3.
2. Abramova G. S. Age psychology / Textbook for university students. - Ekaterinburg: Business Book, 2002. - 704 p.
3. Murotmusaev K.B., Tangrikulova R. Social Psychology of Communication: Communication as the Realisation of Social and Interpersonal Relationships. *International Journal of Multicultural and ultireligious Understanding*. Volume 8, Issue 5 May, 2021 Pages: 190-200.
4. Nalchajyan A. A. The Social-Psychological Force of Personality Adaptation (Forms, Mechanisms and Strategies). - Yerevan, 1988. - 264 p.
5. Petrova N. I. The level of self-actualization of students and their socio-psychological adaptation // *Psychological Journal*. - T. 23. - № 3. - 2003. - p. 116-120.
6. Reznik T. I. Psychological content of difficulties in learning of first-year students // *Practical Psychology and Social Work*. - № 1. - 2002. - p. 1-3.
7. Skrypnyk V. A. Peculiarities of the process and self-perception of social and psychological adaptation of the first-year students // *Psychology and Society*. - № 2, 2005. - p. 87-93.
8. Sultanova I. V. The influence of social adaptation on success of educational activity and emotional stability of students // *Problems of Modern Pedagogical Education*. Ser.: Pedagogy and psychology. - Sbornik articles: - Yalta: RIO GPA, 2015. - Vyp. 48. - Ч. 1. - p. 478-486.
9. Feldstein D. I. Psychological regularities of the social development of personality in ontogenesis // *Voprosy psichologii*. - 1985. - № 6. - p. 25-30.
10. Tsukanov B. J. Psychological analysis of the failure of students. *HIGH SCHOOL // Bulletin of the Odessa National University*. - T. 6, vypusk 2. - 2001. - p. 80-84
11. Jabbarova A. J. Linguoculturological Analysis Of Phraseological Units And Different Approaches To Linguoculturology // *The American Journal of Interdisciplinary Innovations and Research*. - 2020. - T. 2. - №. 08. - C. 20-24.
12. Anora J. Methodology And Methods Of Cultural Linguistics // *International Engineering Journal For Research & Development*, 5 (CONGRESS). - 2020. - C. 3-3.
13. Jabbarova A. THE NOTION OF A REQUEST AND ITS CLASSIFICATION IN TEACHING FOREIGN LANGUAGES // *Архив Научных Публикаций JSPI*. - 2020. - C. 1-5.
14. Jabbarova A., Jabbarov U. Methods Of Improvement Of Writing // *Архив Научных Публикаций JSPI*. - 2020.
15. Jabbarova A. THE ROLE OF SCIENCE FICTION AS A LITERARY GENRE IN LITERATURE // *Архив Научных Публикаций JSPI*. - 2020. - C. 1-4.
16. Jabbarova A. THE PRINCIPLES OF TEACHING FOREIGN LANGUAGE LEARNERS THROUGH TECHNOLOGY // *Архив Научных Публикаций JSPI*. - 2020. - C. 1-3.
17. Jabbarova A. PSYCHOLOGICAL CHARACTERISTICS OF LISTENING ACTIVITIES // *Архив Научных Публикаций JSPI*. - 2020. - C. 1-14.
18. Jabbarova A. THE IMPORTANCE AND PRINCIPLES OF TEACHING PRONUNCIATION TO LEARNERS // *Архив Научных Публикаций JSPI*. - 2020. - C. 1-4.
19. Jabbarova A. Planning teaching and learning on the base of curriculum design and development // *Архив Научных Публикаций JSPI*. - 2020. - C. 1-5.

20. Jabbarova A. БАҶО-МУНОСАБАТ ИФОДАЛОВЧИ ФРАЗЕОЛОГИЗМЛАРНИНГ СЕМАНТИК ТАҲЛИЛИ //Архив Научных Публикаций JSPI. – 2020. – С. 1-7.
21. Jabbarova A. Difficulties In Teaching Essay Writing in English //Архив Научных Публикаций JSPI. – 2020.
22. Jabbarova A. THE ISSUES OF CULTURAL AWARENESS IN FOREIGN LANGUAGE CLASSES //Архив Научных Публикаций JSPI. – 2020. – С. 1-5.
23. Jabbarova A. DIFFERENT CLARIFICATION TECHNIQUES IN TEACHING FOREIGN LANGUAGES //Архив Научных Публикаций JSPI. – 2020. – С. 1-5.
24. Jabbarova A. ФРАЗЕОЛОГИК БИРЛИКЛАРНИНГ ЛЕКSIK ВА СИНТАКТИК ИМКОНИАТЛАРИ //Архив Научных Публикаций JSPI. – 2020. – С. 1-4.
25. Jabbarova A. Modern Approaches in Teaching Speaking //Архив Научных Публикаций JSPI. – 2020. – С. 1-5.
26. Djurayeva S. YAKKA MASHG'ULOTLARDA KAR BOLALAR NUTQINI SHAKLLANTIRISHNING PEDAGOGIK SHART SHAROITLARI //Архив Научных Публикаций JSPI. – 2020.
27. Murotmusaev K. B., Dzhelyalov M. Z., Voltaeva M. J. Psychological Aspects Of Human Health And The Power Of Love //The American Journal of Applied sciences. – 2022. – Т. 3. – №. 02. – С. 73-77.
28. Yunusov M. MAXSUS TA'LIM JARAYONIDA KOMPYUTER TEXNOLOGIYALARINING O'RNI //Журнал Педагогика и психологии в современном образовании. – 2020. – №. 1.
29. Murotmusaev K. B., Tangrikulova R. Social Psychology of Communication: Communication as the Realisation of Social and Interpersonal Relationships //International Journal of Multicultural and Multireligious Understanding. – 2021. – Т. 8. – №. 5. – С. 190-200.
30. Murotmusaev K. B., Erkinboyeva K. The Culture Of Interpersonal Communication In The Family As A Prerequisite For Spiritual And Physical Development Of A Person //The American Journal of Applied sciences. – 2021. – Т. 3. – №. 04. – С. 18-26.
31. Murodmusayev K. et al. THE IMPORTANCE OF COCHLEAR IMPLANT IN THE EDUCATIONAL SYSTEM OF CHILDREN WITH HEARING DISORDERS //Архив Научных Публикаций JSPI. – 2020.