

## MECHANISMS OF ADEQUATE ADAPTATION OF STUDENTS TO THE CHANGING EDUCATIONAL ENVIRONMENT.

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**Annotatsiya:** Ushbu maqolada ta'lim-tarbiya jarayonining ta'lim oluvchi yoshlarida bugungi kunga kelib, ijtimoiy faollikni oshirishda ta'lim beruvchi o'qituvchi va qabul qiladigan ta'lim oluvchilar munosabatlarini to'laligicha demokratlashtirish, erkinlashtirish o'qituvchining o'zidagi mavqeiga qarashni, ta'limning ichki shakli uning mazmuni hamda texnologiyalariga yangicha, innovatsion yondashuvlarning ketma-ketligini joriy qilishni, umuman olganda, ta'lim tizimi va davlat organlari hamkorligi asosida institutsional tizimni yaratish yoritilgan.

**Kalit so'zlar:** Ta'lim-tarbiya, talabalar, o'zgaruvchan ta'lim muhiti, moslashuv, ijtimoiy, psixologik, pedagogik.

**Annotation:** In this article, to date, in the process of education and training, in order to increase the social activity of young people, it is necessary to fully democratize and liberate the relationship between the teacher and the student. the vision, the internal form of education, the introduction of a series of new, innovative approaches to its content and technologies, in general, the creation of an institutional system based on the cooperation of the educational system and state bodies.

**Key words:** Education, students, changing educational environment, adaptation, social, psychological, pedagogical.

To date, in increasing social activity in the educational process of young people, democratizing and liberating the relationship between the teacher and the receiving students is necessary to look at the position of the teacher himself, The internal form of education requires the introduction of a series of new, innovative approaches to its content and technologies, and in general, the creation of an institutional system based on the cooperation of the educational system and state

bodies. Such a defined new approach requires a radical change in the consistent relationship between the teacher and the learner today. Integration of the educational resources of the higher educational institution and the socio-cultural environment is the main direction of the accompanying activities, and it allows the comprehensive use of a wide range of social-psychological-pedagogical work methods and forms.

The process of pedagogical support of the student's adaptation in the study group includes several stages: 1st stage - propaedeutic - diagnostic. It refers to the preparation and entry into the process of adaptation of all participants of pedagogical accompaniment: both those who accompany and those who are accompanied. The duration of this stage is 6-8 weeks. At this stage, the step-by-step algorithm of actions is as follows: training of teachers and tutors of first-year study groups, development of a one-year adaptation program by group tutors, tutor familiarization with students' personal work, organization of acquaintance with students in the study group, every to determine the adaptation potential of a group participant, to determine the factors that help students to adapt successfully in this study group. Stage 2 - constructive interaction. It is a field of social experiments where students have the opportunity to try different options of self-realization in the system of relationships within the group under the guidance of teachers and senior students (who participate as tutors). The stage lasts 6 months.

The algorithm of step-by-step actions is as follows: organization of training of constructive communication methods in the group by the tutor, regular work on the formation of the team in the group, creation of interaction situations that require the manifestation of the individual's different personal characteristics in the group and his communicative potential , analyzing the results of interaction within the group, then the algorithm can be repeated: organizing the training of new groups of skills and abilities, in particular, the student demonstrates these skills, analyzes and re-understands his activity and communication in the group create possible realistic situations. 3rd stage - analytical activity. Summarizing the results of the student's

adaptation in the group, independent and expert evaluation, connecting these achievements with the results of educational activities, joining activities outside the auditorium, identifying difficulties, developing individual trajectories of the further development of the student and the member of this educational group. output is expected.

The stage lasts 4-6 weeks. Algorithm of step-by-step actions - self-analysis, analysis in microgroups, general group analysis and reflection (re-understanding), organization of individual reflection meetings with the tutor. In order to achieve the goal of pedagogical support for the adaptation of students in the study group, the main forms of traditional information giving (social-psychological, pedagogical support, organization of joint activities), methods (educational situations, actualization, strengthening and enrichment, assistance and design of creativity) and used on a wide scale (individual and group conversations, discussions, team-creative works, situational games, etc.) within the framework of the implementation of the pedagogical accompaniment model, it is suggested to use the interactive adaptive teaching methods listed in Table 3 [85]. In order to effectively implement the adaptation process, active and interactive forms of training are used depending on the complexity of the educational process: elementary level - normative-logical and communicative; innovative projects; application and implementation of methods of modeling life situations.

Game methods, naming complexity, role-playing, business game, project communication technology, social-psychological situation of the student in the study group, formation and development of ideas about the student's overcoming difficulties, his success in his educational activities and the chosen profession expands its potential for The strategic, tactical and operational monitoring of units is as follows: - strategic monitoring includes a set of diagnostic tools that allow studying the conditions for adapting students, determining the goals and tasks of accompaniment. In this study, strategic monitoring was carried out with the help of a priori ranking of factors influencing the process of adaptation in the student's

study group. - tactical monitoring with the help of a set of diagnostic tools that allow monitoring the level of adaptation of students, their orientation to group interaction, the need for standardized test methods, as well as quantitative and qualitative monitoring of the dynamics of changes, students' provided through the analysis of the mastery. Rapid monitoring performed the function of step-by-step monitoring of the effectiveness of passing the stages of pedagogical accompaniment to the adaptation of students in the study group.

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