



# **A MODERN VIEW ON THE PHENOMENOLOGY OF SOCIAL-PSYCHOLOGICAL ADAPTATION AND MALADAPTATION**

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## **Abstract**

Changes are taking place at a rapid pace in modern society. Technological progress, social networks, globalization and economic changes have a great impact on the lives of young people. It is important to study how these changes affect the social adjustment of young people and how they adapt to new conditions.

**Keywords:** Modern world, society, globalization, problems, skills, norms, values.

## **Introduction**

Modern psychological practice shows that socio-psychological adaptation of student youth is one of the key conditions for successful integration of the individual into the educational and professional environment, as well as an important factor in mental health and academic stability. The transition from school to university is associated with a radical transformation of the familiar social environment, increased demands for self-regulation, communicative flexibility and personal responsibility, which in a significant part of students causes an increased level of anxiety, maladaptive manifestations, emotional burnout and decreased motivation for learning. This problem is especially acute in first-year students who are faced with the need to establish new interpersonal relationships, master complex forms of educational activity and adapt to academic requirements.

## **DISCUSSION AND RESULTS**

From an information point of view, the process of adaptation of the individual's relationship system to the external and internal environment can be represented

as an increase in the degree of organization of this system, achieving the integrity of the entire complex of relationships between a person and the world around him. Adaptation can be attributed to such general scientific concepts that go beyond the "borders" of individual sciences or even individual branches of knowledge (as well as the concept of "adaptation" itself, which originally arose in biology), and extrapolated to other sciences. Today, there are quite a large number of definitions of adaptation that have both a general, broad meaning and narrow the essence of the adaptation process to phenomena of one of many levels - from biochemical to social. For example, in general psychology, adaptation is defined as a limited, specific process of adaptation of the sensitivity of analyzers to the action of a stimulus. In more general definitions, the concept of adaptation acquires various meanings depending on the selection of what or another aspect: to denote the process by which the organism adapts to the environment; to denote the state of equilibrium (relative harmony) established between the organism and the environment; as a result of the adaptive process.

The process of personality maladaptation is polar and, in fact, destructive. Maladaptation can be called such a course of intrapsychic processes and human behavior that does not lead to a solution to a problem situation, but to its deepening, to an increase in difficulties and those unpleasant experiences that it causes. Maladaptation can be pathological and non-pathological in nature. Examples of non-pathological maladaptation include deviations in the behavior and experiences of the subject associated with insufficient socialization, socially unacceptable attitudes of the individual, a sharp change in living conditions, a rupture of significant interpersonal connections and relationships, etc. Maladaptation can also be pathological, destructive in nature. Timely research shows that conflicts and maladaptive states are often the source of suicidal behavior in humans. In one case, a conflict is the "last straw" and intensifies maladaptation, transferring it to the suicidal phase. In another case, the conflict itself gives rise to a process of maladaptation, the semantic content of which is characterized by the rejection of a subjectively unbearable situation, and with a sufficiently high degree of aggravation and significance for the individual, the contradictions of the maladaptive state can provoke suicidal behavior.

At the stage of pathological adaptation, complete exhaustion of adaptation mechanisms is possible. Adaptation as a manifestation characterizes typical

behavior, relationships and performance of a person in environmental conditions as a reflection of his adaptation to it. By a person's manifestations, one can determine the degree of his adaptation to certain environmental conditions in a given period of time. A person's ability to adapt to a particular situation largely depends on his individual uniqueness, his own experience, focus, and activity. With age, a person changes, his qualities and abilities improve or, conversely, degrade, which affects his adaptation. The adaptation process contributes to the formation of qualities that help a person to quickly get used to new conditions, adapt to them. Manifesting himself in a particular situation, a person gains experience of adaptation to it and similar situations.

## **DISCUSSION AND RESULTS**

The problematic of the work is the phenomenon of maladaptation, which is a manifestation of stress experienced by students during the period of adaptation to the conditions of higher education. Unsatisfactory relationships with peers in a group, experiencing one's own rejection from the group can be the cause of complications in the development of personality. The professional development of a specialist goes through general and special stages. The formation of a specialist's personality has its own specific features, determined by the object of their activity. The level of professionalism is determined both by the formation of specific practical skills of the future specialist, and by his behavior and characterological qualities.

Among the factors that determine the optimal influence on the process of adaptation of students, the attitude to learning and the chosen specialty can be singled out as the main one. Therefore, the optimal chosen profession is an indispensable condition for the successful adaptation of students.

Signs of unsuccessful adaptation of students are:

decreased performance;

fatigue;

drowsiness;

headache;

dominance of depressed mood;

age-related levels of anxiety;

inhibition or, conversely, hyperactivity, which is accompanied by a violation of discipline, absences from classes, lack of motivation for educational activities.

Adaptation of a student is the ability to meet the requirements and standards of an educational institution, as well as the ability to develop in a new environment, to realize their abilities and needs without conflicting with this environment.

One of the most important prerequisites for successful student learning is their timely adaptation to the conditions of study at a university as an educational stage of their involvement in the professional community. The first year can become a point of support for a student or can lead to various deteriorations in behavior, learning and communication. It is in the first year that the student's attitude to study, to future professional activity is formed, and the active search for oneself continues. Even the first failure can lead to disappointment, loss of perspective, alienation, passivity.

The cause of difficulties for a student can also be new living conditions, primary socialization at a university. Along with receiving student status, young people face such problems as a new education system, relationships with classmates and teachers, social and living conditions, independent life in urban areas, insufficient knowledge of the structures and principles of the university and the opportunity for self-realization in creativity, science, social life, and sports.

Adaptation in the university environment is the process of developing students' interest in the chosen profession, persistence in mastering the full volume of knowledge, skills, abilities in the profession, methodology and logic of science. Most authors consider professional and educational adaptation as one of the types of social adaptation, highlighting the professional (including the psychophysiological component) and socio-psychological aspects. In this case, the socio-psychological aspect plays a leading role, determining the nature of the course of other aspects of adaptation.

In works devoted to the study of the physiological aspects of adaptation, educational adaptation is understood as a process that includes, first of all, physiological, as well as individual-psychological, behavioral and social components.

The success of a person's mental adaptation is determined, first of all, by achieving the ability to perform the main tasks of the activity. When assessing students' adaptation to educational activities, two groups of criteria were most often used:

objective (academic performance, social and scientific activity, general and professional orientation, stabilization of the properties of attention, memory, thinking);

subjective (attitude to academic subjects, to the chosen profession, to the knowledge gained).

In modern socio-economic conditions, higher education is carried out against the background of uncertainty in the life prospects of young people. According to modern authors, the transience of social transformations and their dynamism in combination with the uncertainty of the final result provokes the emergence of additional difficulties in predicting individual life prospects even for a short period. As a result, the problem of not only the speed of adaptation genesis, but also the feasibility of forming a particular adaptation strategy is exacerbated.

In addition, the clinical picture of maladaptive conditions is significantly affected by problems in the social sphere, the greatest importance to which was given by single people (young people who did not have friendly relations with the opposite sex in the format of their psychosexual coloring). In turn, students often highlight conflictual relationships with teachers and classmates, dissatisfaction with financial status, emotional problems with family members as the cause of stress. According to literary data, problems in the sphere of education (relationships with other students, teachers and administration) and functioning of the studied in society were more difficult for students to experience than problems in the family and everyday life sphere.

## **CONCLUSION**

Thus, based on the above, it is considered appropriate to conclude that the increasing frequency of occurrence of disorders of social and psychological adaptation, as a rule, is caused by the generally occurring changes in the social structure of society, scientific and technological progress, information overload, conflicts of an industrial and domestic nature, the destruction of traditional family structures. Such fundamental changes in psychologically significant living conditions require high social and psychological adaptation of the individual to a large number of changeable, massive modern factors of mental traumatization.



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