

IMPROVING THE PEDAGOGICAL CONDITIONS FOR DEVELOPING THE SOCIAL ADAPTATION OF THE PERSONALITY IN THE EDUCATIONAL PROCESS

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The article examines the problem of improving the pedagogical conditions that ensure the development of an individual's social adaptation within the educational process. The author argues that social adaptation is not a spontaneous outcome of schooling but a manageable process that depends on a purposefully organized educational environment. On the basis of a theoretical analysis and a generalization of contemporary pedagogical practice, a set of interrelated conditions is substantiated: the creation of a psychologically safe and supportive learning climate; the integration of adaptive and socially oriented content into the curriculum; the use of interactive and cooperative teaching methods; the systematic development of communicative and reflective competences; and constructive cooperation among the school, the family and the wider community. The study shows that the consistent implementation of these conditions raises learners' adaptive competence, strengthens their emotional stability and promotes their successful integration into the social environment. The findings may be useful for teachers, educational psychologists and specialists engaged in the design of adaptive educational programmes.

Keywords: social adaptation, pedagogical conditions, personality development, educational process, socialization, adaptive competence, educational environment, interaction.

Аннотация

В статье рассматривается проблема совершенствования педагогических условий, обеспечивающих развитие социальной адаптации личности в образовательном процессе. Автор исходит из того, что социальная адаптация не является стихийным следствием обучения, а представляет собой управляемый процесс, зависящий от целенаправленно организованной образовательной среды. На основе теоретического анализа и обобщения современной педагогической практики обоснована совокупность взаимосвязанных условий: создание психологически безопасного и поддерживающего климата обучения; включение адаптивного и социально ориентированного содержания в учебные программы; применение интерактивных и кооперативных методов обучения; систематическое развитие коммуникативных и рефлексивных компетенций; конструктивное сотрудничество школы, семьи и общества. Показано, что последовательная реализация этих условий повышает адаптивную компетентность обучающихся, укрепляет их эмоциональную устойчивость и способствует успешной интеграции в социальную среду. Результаты исследования могут быть полезны педагогам, психологам образования и специалистам, разрабатывающим адаптивные образовательные программы.

Ключевые слова: социальная адаптация, педагогические условия, развитие личности, образовательный процесс, социализация, адаптивная компетентность, образовательная среда, взаимодействие.

Annotatsiya

Maqolada ta'lim jarayonida shaxsning ijtimoiy moslashuvini rivojlantirishni ta'minlovchi pedagogik shart-sharoitlarni takomillashtirish muammosi ko'rib chiqiladi. Muallif ijtimoiy moslashuvni o'qitishning tasodifiy natijasi emas, balki maqsadli tashkil etilgan ta'lim muhitiga

bog'liq bo'lgan boshqariladigan jarayon sifatida talqin qiladi. Nazariy tahlil va zamonaviy pedagogik amaliyotni umumlashtirish asosida o'zaro bog'liq shart-sharoitlar majmuasi asoslab berilgan: psixologik jihatdan xavfsiz va qo'llab-quvvatlovchi ta'lim muhitini yaratish; o'quv dasturlariga moslashuvchan va ijtimoiy yo'naltirilgan mazmunni singdirish; interfaol va hamkorlikka asoslangan o'qitish usullaridan foydalanish; kommunikativ va refleksiv kompetensiyalarni tizimli rivojlantirish; maktab, oila va jamiyat o'rtasidagi samarali hamkorlik. Tadqiqot ushbu shart-sharoitlarning izchil amalga oshirilishi o'quvchilarning moslashuvchanlik kompetentsiyasini oshirishi, hissiy barqarorligini mustahkamlashi va ijtimoiy muhitga muvaffaqiyatli integratsiyalashuviga xizmat qilishini ko'rsatadi. Tadqiqot natijalari pedagoglar, ta'lim psixologlari hamda moslashuvchan ta'lim dasturlarini ishlab chiquvchi mutaxassislar uchun foydali bo'lishi mumkin.

Kalit so'zlar: ijtimoiy moslashuv, pedagogik shart-sharoitlar, shaxs rivojlanishi, ta'lim jarayoni, sotsializatsiya, moslashuvchanlik kompetentsiyasi, ta'lim muhiti, o'zaro ta'sir.

1. Introduction

Contemporary education operates within a rapidly changing social reality, in which the ability of a growing person to adjust flexibly to new circumstances has become one of the decisive indicators of educational quality. The transformation of economic, cultural and information environments places young people in situations that require them to master new roles, rebuild familiar patterns of behaviour and establish relationships with a widening circle of people. In these conditions, the task of the educational institution cannot be reduced to the transfer of academic knowledge alone; it necessarily includes the formation of a personality capable of entering the social world confidently and responsibly.

Social adaptation is understood in this study as the process and the result of a person's active adjustment to the norms, values and demands of the social environment while simultaneously preserving individuality and the capacity for self-development. Unlike passive accommodation, genuine social adaptation presupposes an internal reorganisation of attitudes and a readiness to influence the surrounding environment rather than merely submit to it. The educational process, precisely because it brings the learner into sustained contact with peers, teachers and structured activity, becomes a natural and controllable space for shaping this quality.

The relevance of the problem is reinforced by the observation that a considerable number of learners experience difficulties of adaptation at every transitional stage of schooling — on entering the institution, on moving to a new level of education, and on preparing to leave it for independent life. Such difficulties are frequently accompanied by anxiety, reduced motivation and communicative isolation. This makes it necessary to identify and to justify the pedagogical conditions under which the educational process purposefully supports, rather than accidentally hinders, the social adaptation of the individual.

The aim of the present article is to substantiate a system of pedagogical conditions that improves the development of social adaptation of the personality in the educational process and to describe the mechanisms through which these conditions produce a measurable effect.

2. Literature Review

The theoretical foundations of social adaptation have been laid within several complementary traditions of scientific thought. In psychology, adaptation was long treated through the prism of the organism's equilibrium with its surroundings, yet later research shifted the emphasis towards the active, self-regulating nature of the adapting subject. This reorientation is essential for pedagogy, since it allows the learner to be regarded not as an object to be adjusted but as a participant who reshapes the environment in the course of adjusting to it.

Studies grounded in the cultural-historical approach have demonstrated that a person's higher mental functions and social competences develop through joint activity and mediated interaction with others. From this standpoint, adaptation is inseparable from communication: the child appropriates social experience by acting together with more competent partners, and the

quality of these interactions determines how successfully new social demands are internalised. Pedagogical practice that neglects the interactive dimension therefore risks leaving adaptation to chance.

A separate line of inquiry concerns the concept of the educational environment as a set of conditions and influences that surround the learner. Researchers in this field distinguish between a spontaneously formed environment and a purposefully designed one, arguing that only the latter can reliably support the development of socially significant qualities. The design of such an environment involves the organisation of space, relationships, activities and value orientations that jointly create opportunities for the learner to practise adaptive behaviour in a safe setting.

Finally, works devoted to the competence-based approach have made it possible to describe the outcome of successful adaptation in operational terms. Adaptive competence is treated as an integrative characteristic that unites the individual's knowledge of social norms, communicative and reflective skills, emotional self-regulation and the readiness to act constructively in unfamiliar situations. Interpreting the result of adaptation as a measurable competence provides pedagogy with clear reference points for designing and evaluating the corresponding conditions.

The analysis of the available literature reveals that, although the significance of social adaptation is widely acknowledged, the pedagogical conditions of its development are frequently described in a fragmentary manner and are seldom presented as an integral, mutually reinforcing system. This gap defines the direction of the present study.

3. Methodology

The study is theoretical and analytical in character. Its methodological basis combines the systemic approach, which allows social adaptation to be viewed as a complex whole rather than a sum of isolated traits, with the activity approach, according to which personal qualities are formed through appropriately organised activity. These frameworks are supplemented by the competence-based approach, which supplies criteria for interpreting the results of adaptation.

The following methods were applied in the course of the research: the analysis and generalisation of scientific and pedagogical sources devoted to socialisation, adaptation and the design of educational environments; the comparison of different interpretations of the concept in order to clarify its content; and the modelling of a system of pedagogical conditions on the basis of the regularities revealed. Observation of pedagogical practice and the generalisation of experience served as additional sources of empirical evidence that made it possible to verify the plausibility of the proposed conditions.

The logic of the investigation moved from the clarification of the essence of social adaptation, through the identification of the factors that influence it in the educational process, to the substantiation of the conditions capable of directing these factors towards a positive result. The criteria used to judge the effectiveness of the conditions were the growth of adaptive competence, the stability of emotional states and the breadth and quality of the learner's social contacts.

4. Results and Discussion

The generalisation of the theoretical material and pedagogical experience made it possible to substantiate five interrelated pedagogical conditions whose combined implementation improves the development of the social adaptation of the personality in the educational process. These conditions do not operate in isolation; each of them reinforces the others, and their systemic unity is what produces a stable pedagogical effect.

4.1. Creation of a psychologically safe and supportive learning climate. Adaptation becomes possible only when the learner does not feel threatened by the environment. A climate free from ridicule, excessive competition and fear of error allows the individual to take the risks that any new social situation demands. The teacher shapes this climate through an attitude of acceptance, through fair and transparent requirements, and through the recognition of every learner's right to gradual progress. Emotional security, in this sense, is not a soft supplement to instruction but the precondition of adaptive behaviour.

4.2. Integration of adaptive and socially oriented content into the curriculum. The content of education carries considerable adaptive potential when it is deliberately linked to the social experience of the learner. Situations drawn from real life, tasks that require the coordination of interests, and material that raises questions of values and responsibility turn the curriculum into a rehearsal of social participation. When academic content is presented in isolation from its human meaning, this potential remains unused; when it is connected to lived experience, learning itself becomes a form of social practice.

4.3. Use of interactive and cooperative teaching methods. Because adaptation develops through interaction, methods that place learners in genuine cooperation are of primary importance. Group projects, discussion, role play and the joint solution of problems compel participants to negotiate meanings, distribute responsibilities and coordinate actions. In such activity the learner practises the very skills that social adaptation requires, and does so under conditions that can be observed and gently corrected by the teacher.

4.4. Systematic development of communicative and reflective competences. Successful adaptation rests on the ability both to interact with others and to understand oneself. The purposeful development of communicative skills — listening, expressing a position, resolving disagreement — is therefore complemented by the cultivation of reflection, through which the learner interprets his or her own experience, recognises emotional states and draws conclusions for future behaviour. The regular alternation of action and its subsequent analysis transforms spontaneous experience into a conscious adaptive resource.

4.5. Constructive cooperation among the school, the family and the community. The adaptive influence of the educational institution is multiplied when it is coordinated with the family and the broader social environment. Consistency of requirements and values across these settings prevents the learner from experiencing contradictory demands, while joint activities extend the space in which adaptive behaviour can be practised. Cooperation of this kind converts adaptation from an internal task of the school into a shared social project.

The comparison of these conditions shows that they form a closed and self-supporting cycle. A safe climate opens the learner to interaction; socially meaningful content gives that interaction a purpose; cooperative methods turn it into activity; the development of communicative and reflective competences converts activity into conscious experience; and cooperation with the family and community stabilises the results beyond the walls of the institution. The removal of any single element weakens the whole, which explains why isolated measures so often fail to produce lasting adaptation.

5. Conclusion

The study confirms that the social adaptation of the personality in the educational process is a manageable phenomenon that depends directly on the pedagogical conditions purposefully created by the institution. Adaptation should not be expected to arise on its own; it is the predictable result of an environment designed to support it.

The improvement of these conditions is achieved through the systemic unity of a psychologically safe climate, socially oriented content, interactive methods, the development of communicative and reflective competences, and the coordinated cooperation of the school, the family and the community. Implemented together, these conditions raise the learner's adaptive competence, strengthen emotional stability and facilitate integration into the social environment.

Further research may be directed towards the development of diagnostic instruments for measuring adaptive competence and towards the empirical verification of the proposed system of conditions across different levels and forms of education.

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