

**THE LEVELS OF THE PROCESS OF SOCIO-PSYCHOLOGICAL ADAPTATION OF  
FOREIGN STUDENTS TO THE EDUCATIONAL SYSTEM OF UZBEKISTAN**

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**Introduction:** Social adaptation is the result of the process of continuous active adaptation of an individual to the social environment. Despite the fact that social adaptation has a constant character, it is associated with the periods of a person's own activity and a radical change in the social circle surrounding himself. In addition to the emergence of an active impact of the adaptation process on the social environment, an understanding of goals and values in the environment with agreement, passive acceptance arises. Social adaptation is the result of the process of continuous active adaptation of an individual to the social environment. Social adaptation is one of the main socio-psychological factors of socialization of the individual. The effectiveness of social adaptation largely depends on how the similar person perceives himself and his own social connections. The relevance of the problem we are considering now depends on several factors. On the one hand, the world market for Educational Services is taking shape, which includes many proposals for different areas and levels of professional training. Attracting foreign students is an important component of the educational process all over the world, including in Uzbekistan. Grant programs for study abroad, widespread network education, and two-level systems increase academic mobility. The proportion of foreign students in higher educational institutions around the world is constantly growing. The Republic of Uzbekistan is no exception. The influx of foreign students is an important criterion of a competitive education system with high demand in the world market [1]. Social mobility in the educational environment serves as a means of creating a positive image of the country where people come to study. At the individual level, the process of modernization of national educational systems requires the formation of a requirement to create conditions for obtaining high-quality educational services in different countries of the world. At the same time, the main factor in successful exit to foreign markets is the training of graduates who have adapted to modern conditions and are in demand in the world labor market. Countries that put the development of this issue on the agenda seek to increase the flow of foreign students in their educational spaces. Uzbekistan is no exception, it seeks to support and develop the policy of educational migration. Successful competition in the world educational services market allows you to calculate an important economic effect. In addition, those who came to Uzbekistan to study directly contribute to the widespread dissemination of the cultural norms and traditions of our country. In addition, educational exports are becoming increasingly important in the socio-economic development strategies of their country. The objective basis for the emergence of the world education market is the comprehensive development of the educational system and its increase in importance. This is in line with the general trend of globalization of education and science. In other words, the tendency to increase the pace of the globalization process implies the need to rethink the accumulated knowledge of modern reality of foreign students about the mechanisms of socio-cultural adaptation in terms of expanding the scale of educational mobility throughout the countries. Adaptation of students to the university is seen as a process of adaptation to their

university conditions, new methods and forms of Education, norms of the student body and future professional activities. Foreign students representatives of different cultures can be very different from Uzbek Youth in this regard, so the process of their adaptation has its own characteristics. The role of university teachers is very important in this. How the adaptation process of a foreign student goes depends on the effectiveness of studying at the University, mastering his future profession.

**Object of study:** entering a higher educational institution, each student adapts to the educational process at the University; the tasks of adapting to the student forms of collective life are solved; the process of restructuring the school's attitude to the educational process begins, etc. The adaptation of foreign students, unlike Uzbek students, has its own characteristics. Foreign students who come to study in Uzbekistan are forced to adapt not only to the process of studying at the university (like Uzbek Youth), but also to life abroad: face such as changes in the socio-cultural environment, disconnection from family, compatriots and friends, adaptation to new environmental conditions. How a foreign student adapts to this environment will largely depend on the effectiveness of his studies at the University. Both the success of foreign students in education and the process of improving their qualifications in general depend on this. A very difficult part for foreign students to adapt to new conditions is "ethnic self-realization". Foreign students who belong to the same nation, culture or whose history, culture, language and mentality are close to each other show a sense of solidarity with their people. This phenomenon is manifested even when sitting in an educational audience: such students, of course, sit together, in the early stages move away from another academic group, or rather, local students, who practically do not communicate with students who speak a local language, the teacher is approached when necessary. From the studies, it turns out that during this process, the individual develops his adaptive strategy, uses all the material, physical, intellectual resources available to realize the individual adaptive potential, and also tries to apply social communication methods copied or developed by the individual to achieve the desired adaptive effect. Of course, all this negatively affects the learning process, which is aimed at giving students knowledge and skills in various fields.

**Methods:** Knowledge and consideration of ethnic stereotypes, national character is one of the conditions for organizing an effective educational process. Accordingly, on the basis of existing research in this area, we have formed an ethnopsychological portrait of foreign students. This process can affect the assimilation of educational discipline and the implementation of mandatory control measures:

1. Patriotism. Usually, there is a high sense of patriotism in the minds of foreign students, filled with general pride for their people.
2. Traditionalism. Foreign students consider an integral part of their national culture, and the specific values, traditions of the life and lifestyle of society occupy a high place in the system of relations.
3. Religious factors. When referring to religion, first of all, it is better to approach it from the point of view of the compensatory function, since the point of view in it is more the basis of morality, the keeper of national traditions and culture.
4. As one of the main difficulties of foreign students is the language barrier. More than half of foreign students studying at universities in Uzbekistan have touched on this particular problem. Among the main difficulties of foreign students, the presence of a language barrier makes the

process of their adaptation to the Uzbek educational system even more difficult. Classes for foreign students are conducted in English in most cases, Russian and other languages in some cases. However, since these languages are also not native languages to students, they may have many problems in understanding and communication. There may be situations such as talking little to local students, responding very rarely verbally in the classroom, trying not to participate in a team. This is especially evident in mixed groups. Only in groups of foreign students do they feel free, students in mixed groups are "forced" to communicate with other students in Uzbek. The adaptation process of students is influenced by the level of development of flexibility. During the study, the diagnosis of flexibility of foreign students was carried out, for which the methods "self-assessment of psychological flexibility" and "assessment of emotional and activity flexibility" were used. After processing and analyzing the results, many came to the conclusion that the flexibility of students is at a low level of development. At the same time, it was found that girls have a slower rate of socio-psychological adaptation in children than boys. When entering a higher educational institution, each student goes through such processes as adaptation to the educational process at the university, student forms of collective life, restructuring the school's attitude to the educational process[2]. The adaptation of foreign students, unlike Uzbek students, has its own characteristics. Foreign students who come to study in Uzbekistan are forced to adapt not only to the study process at the university (like Uzbek Youth), but also to life abroad: the socio-cultural environment is changing, ties with family, compatriots and friends are broken, there is a need to adapt to new environmental conditions. How a foreign student adapts to this environment will largely depend on the effectiveness of his studies at the University. Both the success of foreign students in education and the process of improving their qualifications in general depend on this. The success of adaptation is determined by many objective and subjective factors: social and living conditions, the level of pre-university education and the level of preparation for studying at the University, the motivation of students, including education, attitude to the individual.

5. It should be noted that foreigners who come to another country experience climatic influences associated with changes in climatic zones. About 50% of students are often exposed to the negative effects of lack of sun in autumn or long, cold winters.

6. The next negative impact factor is nutrition: the type of food, its taste or the absence of familiar products can often have an unusual effect. Often, interviewed students say that water is a factor in the need to get used to among negative factors.

The results obtained and their analysis: during our research, we studied the degree of flexibility of foreign students studying at the Universities of Uzbekistan. Flexibility is considered to be "the ability to adapt in an innate way to the diversity of life under any circumstances". The degree of flexibility can change under the influence of educational and educational conditions, a person's lifestyle. Our research was aimed at studying various aspects of the flexibility of foreign students. The first method determines the level of "self-assessment of psychological flexibility". In this development of socio-psychological flexibility, categories such as characteristics of relationships with others and getting used to changing environments are studied. Analyzing the results after processing the students' answers, we found that only 8.4% of the students surveyed had a high level of socio-psychological flexibility. 46% average. Girls with lower levels of psychological flexibility are more likely than boys. These indicators show that more than half of the surveyed students may have difficulty adapting to a new group and changing the conditions of the social

environment. We compared the indicators of flexibility of boys and girls and found that in this sample there are more girls with lower sociocultural flexibility than boys. 9.1% of boys and 44.9% of girls have low levels of flexibility. Most foreign students they have problems with socio-psychological adaptation: they often worry about something, pay more attention to situations such as poor performance of tasks, demonstrating poor performance. Also, the emotional state indicators of foreign students-these are positive emotions that a person communicates with friends, satisfaction of well-being, a feeling of mental comfort and lack of anxiety, any reason speaks of his high flexibility. In addition, academic performance, social and research activities are known as factors of successful student adaptation. An important aspect of successfully adapting to the new conditions of students is their communication with the local population and the organization of their free time. Spending time together helps to better understand the cultural characteristics of the host country, as well as the progressive study of languages. It is worth noting that here we speak about the Uzbek language through the prism of a clear socio-cultural adaptation, when it acts as a way of communicating in a living environment. Due to difficulties with the Uzbek language, there is often a defensive reaction, which is manifested in the absence of foreign students in the cultural life of the National University and the local community. Such a development of the adaptation process provokes inner feelings, indifference and rejection of reality. Social support also affects affective outcomes, although research on friendship networks focuses more on the amount and quality of actual support than the number of networks. Social support by both hosts and compatriots can contribute to improving the psychological well-being of students [3]. Social support also relieves "homesickness". According to the survey, 72% of respondents are happy to learn Uzbek. But this process did not bring significant results in terms of increasing the activity of communication with representatives of local cultures. In 61% of the study participants, the problem of lack of communication is very acute, and only 29% of students consider their free time to be well organized and sufficient for psychological rest. The responses of students from different countries are distributed in an interesting way. The majority of Turkmen students (67%) believe that there are close people among Uzbeks. Among Kyrgyz students, 54% responded positively that there were close people among Uzbeks. Less than half (37%) of Indian researchers have close Trust relations with Uzbeks, but prefer to communicate with their compatriots. The aspect considered is, in our opinion, important from the point of view of understanding the depth of thought processes. At the same time, it is necessary to take into account the desire of respondents for socially expected answers that distort their true image. Therefore, information about how foreign students react to communication with representatives of other cultures, how comfortable they feel in another country is important. In the external environment of foreign students, attention is paid to the creation and development of a network of interaction and a high level of distrust towards other people, which prevents them from successfully adapting to existing reality. The complete lack of perception of the surrounding reality by foreign students indicates the problems of their involvement in the social environment of the host country. Here we have to talk about a certain adaptive asymmetry. Under existing conditions, the student makes the necessary changes in the ways in which the migrant is treated. However, these changes are of a formal nature, the internal alienation of a relatively new social environment continues. A good source for a successful cultural adaptation process, respondents asked "Do you like Uzbek culture?" a full unanimous consent can be answered. This is an unexpected encouraging moment,

given the high percentage of positive answers to the question (91%), the serious value and regulatory distance between Uzbek culture and the culture of the countries where students come from. At the same time, it is necessary to take into account the internal desire of respondents for socially approved answers. As noted above, the main way to accelerate cultural adaptation is to learn the language of the host state. This makes it possible to better understand the peculiarities of Uzbek culture, expand the possibilities of self-awareness, arouse a sense of security and compensate for the lack of social adaptation in the system of interaction. It was found that the most important factors for the successful adaptation of foreign students to new conditions are overcoming the language barrier, creating a convenient communication system of interaction, getting used to the conditions of the educational system of Uzbekistan. Most of the respondents agreed to like Uzbek culture. This fact can serve as the basis for a successful adaptation to Uzbek reality.

**In conclusion**, it should be noted that the adaptation of foreign students to new psychological, social and cultural conditions when entering the university is, in most cases, the main factor that determines the effectiveness of the educational process as a whole. In this regard, the problem of the effectiveness of university work on the adaptation of foreign students is of particular importance at the current stage of the development of society, which indicates the relevance of the topic of scientific research.

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