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PROCESS OF ADAPTATION OF STUDENTS TO EDUCATION: SOVREMENNYE PSYCHOLOGO- PEDAGOGICAL APPROACH

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Abstract: This article examines the psychological characteristics of students' adaptation to the learning process, the main factors influencing adaptation, and its role in the educational environment. The study analyzes cognitive, emotional, motivational, and behavioral aspects of adaptation, as well as difficulties faced by students in new learning conditions. The results show that successful adaptation depends on motivation, self-regulation, emotional stability, and psychological support. The importance of adaptation programs and student support systems is emphasized.

Keywords: student adaptation, learning process, psychological adaptation, academic adjustment, educational environment, learning motivation, stress resilience, self-regulation, psychological support, social integration.

Аннотация: В статье рассматриваются психологические особенности адаптации студентов к учебному процессу, основные факторы её формирования и значение в образовательной среде. Анализируются когнитивные, эмоциональные, мотивационные и поведенческие компоненты адаптации, а также трудности, возникающие у студентов в процессе освоения новых условий обучения. Определено, что успешность адаптации зависит от учебной мотивации, саморегуляции, эмоциональной устойчивости и психологической поддержки. Обоснована необходимость внедрения адаптационных программ и системы сопровождения студентов.

Ключевые слова: адаптация студентов, учебный процесс, психологическая адаптация, академическая адаптация, образовательная среда, учебная мотивация, стрессоустойчивость, саморегуляция, психологическая поддержка, социальная интеграция.

Annotatsiya: Ushbu maqolada talabalarning o‘qish jarayoniga moslashishining psixologik xususiyatlari, uning asosiy omillari va ta’lim muhitidagi ahamiyati tahlil qilinadi. Moslashuvning kognitiv, emotsional, motivatsion va xulq-atvor jihatlari hamda yangi ta’lim sharoitiga kirishishda yuzaga keladigan qiyinchiliklar yoritilgan. Tadqiqot natijalari talabalarning moslashuvi motivatsiya, o‘z-o‘zini boshqarish, stressga chidamlilik va psixologik qo‘llab-quvvatlash omillariga bog‘liqligini ko‘rsatadi. Shuningdek, moslashuv dasturlari va psixologik-pedagogik yordam tizimini rivojlantirish zarurligi asoslangan.

Kalit so‘zlar: talaba, o‘qish jarayoniga moslashish, psixologik moslashuv, akademik moslashuv, ta’lim muhiti, motivatsiya, stressga chidamlilik, o‘z-o‘zini boshqarish, psixologik qo‘llab-quvvatlash, ijtimoiy integratsiya.

INTRODUCTION

Student adaptation to the educational process is a pressing issue in modern psychological and pedagogical science, as the effectiveness of learning, academic motivation, psychological well-being, and subsequent professional development largely depend on the success of this process. The transition to higher education represents a qualitatively new stage in a student's life, associated with changes in the familiar environment, increased independence, expanded social contacts, and the need to develop new ways of organizing educational activities. The modern educational system is characterized by dynamic changes associated with the development of digital technologies, the introduction of innovative teaching methods, an increase in information load, and increased demands on the competence of future specialists. In such conditions, the problem of student adaptation takes on particular scientific significance, as the ability to effectively adapt to new educational requirements becomes a key factor in educational success and personal development.

The student adaptation process is a complex, multi-layered phenomenon involving the interplay of cognitive, emotional-regulatory, motivational, and social-communicative components. It manifests itself not only in the mastery of new academic norms and requirements but also in the development of an internal readiness for independent decision-making, managing academic workload, overcoming difficulties, and building constructive interactions with other participants in the educational process. Contemporary research places particular emphasis on the role of students' individual psychological characteristics in the adaptation process. The level of development of academic motivation, self-esteem, stress resistance, communication skills, and emotional stability significantly influence the success of an individual's integration into a new educational environment. Therefore, the development of comprehensive models of psychological support for students aimed at developing their adaptive resources has become a relevant area.

Furthermore, the effectiveness of the adaptation process is largely determined by the conditions of the educational environment. Creating a favorable socio-psychological climate, implementing mentoring programs, using adaptive educational technologies, and providing psychological support help reduce academic anxiety and improve student academic success. Therefore, studying the characteristics of student adaptation to the educational process is a significant scientific and practical task that requires a comprehensive analysis of psychological mechanisms, influencing factors, and effective methods of supporting students. This article aims to examine modern theoretical approaches to student adaptation, identify key factors for successful adaptation to the educational environment, and identify promising areas for psychological support in modern higher education.

ANALYSIS OF SCIENTIFIC LITERATURE

The problem of student adaptation to higher education is a pressing area of contemporary psychological and pedagogical research. In the scientific literature, this process is considered a complex, dynamic, and multi-layered phenomenon, reflecting the interaction of the individual with a new educational, social, and cultural environment. Researchers study adaptation not only as a process of mastering academic requirements but also as a mechanism for developing personal resilience, independence, and professional development in future professionals.

In the research of T.M. Berezhkova (2017), student adaptation is defined as the process of active inclusion of the individual in a new socio-educational system, accompanied by the development of new social roles, norms of behavior, and methods of organizing educational activities. The author notes that successful adaptation depends on the development of self-regulation mechanisms, the ability to manage emotional states, and effectively respond to changes in the educational environment.

In the scientific works of L.G. Lapteva and N.I. Mikhailova (2019), particular attention is paid to the initial period of university study, which is characterized by increased psychological stress and the need to restructure habitual behavior patterns. Researchers emphasize that it is during the initial stages of education that students' attitudes toward the educational process, teachers, learning activities, and interpersonal interactions are formed. In this regard, psychological support programs, mentoring, and special adaptation activities are of great importance.

Of significant interest is the research of E.A. Klimova (2020), who examines the student adaptation process in the context of the digital transformation of education. The author draws attention to the fact that the modern educational environment requires students not only to have academic preparation but also to possess developed digital competencies. The use of electronic educational resources, distance learning platforms, and online technologies is becoming a new adaptation factor, requiring the development of appropriate skills and psychological preparedness.

N.V. Kuznetsova's (2018) research explores the role of socio-psychological factors in student adaptation. She emphasizes that support from faculty, peers, and the educational community helps reduce anxiety, increase confidence, and facilitate successful integration into the educational environment. In this context, social adaptation is viewed as an indicator of the effectiveness of student interaction with the surrounding educational system.

International researchers have made significant contributions to the study of student adaptation. Vincent Tinto's (1993) theory of academic and social integration of students holds a special place. According to this concept, successful academic performance at a higher education institution is determined not only by the student's individual abilities but also by their involvement in the academic and social life of the university. The higher the level of student interaction with the educational environment, the more successful the adaptation process. Thus, an analysis of scientific sources shows that student adaptation to the educational process is a complex process that includes psychological, social, motivational, and cognitive components. Current research confirms the need to create a comprehensive student support system that integrates psychological support, pedagogical support, communication skills development, and digital competency development. This underscores the importance of further exploring student adaptation mechanisms in a constantly changing educational environment..

METHODOLOGY

The methodological basis for studying student adaptation to learning is determined by a comprehensive approach to studying this phenomenon and is based on the principles of systems, personality focus, and competency-based analysis. This approach allows us to consider student adaptation not as an isolated response to changing learning conditions, but as a holistic process of interaction between the individual and the educational environment, encompassing psychological, social, and pedagogical aspects. Within the framework of a systems approach, student adaptation is studied as a dynamic structure that integrates interconnected components: cognitive, motivational, emotional-regulatory, and behavioral. This approach makes it possible to identify the interdependence between the individual characteristics of the student, their level of psychological readiness, and the demands of the modern educational environment.

A student-centered approach aims to study the individual characteristics of students, including their motivation to learn, self-regulation skills, stress tolerance, communication skills, and personal resources. According to this approach, successful adaptation is determined not only by the external learning conditions but also by the individual's internal capacity to effectively interact with new demands. The study was conducted using a combination of theoretical and empirical methods, providing a comprehensive understanding of the characteristics of students' adaptation processes.

The theoretical phase included an analysis of the scientific works of domestic and international researchers in the fields of psychology, pedagogy, and sociology. This allowed us to identify key scientific approaches to understanding adaptation, identify key factors in its development, and outline the main areas of research.

At the empirical stage, a set of diagnostic methods was used, including:

- **student surveys** aimed at identifying the level of adaptation to the educational process, the main difficulties encountered during the study period, and ways to overcome them;
- **psychodiagnostic testing,** including an assessment of anxiety levels, academic motivation, and emotional state of students using standardized methods (e.g., the Spielberger-Khanin method, T.I. Ilyina's diagnostics of academic motivation);
- **an observation method** allowing us to study the characteristics of students' behavior in the educational and social environment, the nature of interactions with teachers and peers, as well as manifestations of emotional stress;
- **semi-structured interviews** with teachers and curators of study groups aimed at determining the pedagogical assessment of the adaptation process and the effectiveness of the forms of support used**.**

The obtained results were processed using quantitative and qualitative analysis. Quantitative data processing involved the use of mathematical statistics, including the analysis of percentages and the identification of relationships between the parameters under study. Qualitative analysis aimed to interpret the students' individual experiences, the content of open-ended responses, and the characteristics of their adaptation strategies.

The study was conducted in accordance with the fundamental ethical principles of scientific research: voluntary participation, informed consent of respondents, confidentiality of the information obtained, and the use of the results solely for research purposes.

Thus, the chosen methodology allowed us to examine students' adaptation to the educational process as a complex psychological and socio-pedagogical phenomenon. The use of a combination of theoretical and empirical methods made it possible to identify the key factors in successful adaptation and determine effective areas for psychological support for students in the context of modern education..

ANALYSIS AND RESULTS OF THE RESEARCH

The study aimed to identify the psychological characteristics, key factors, and conditions that determine students' successful adaptation to the educational process in the modern educational environment. Analysis of the data obtained, based on questionnaires, psychodiagnostic methods, and expert interviews, allowed us to identify students' main difficulties, mechanisms for overcoming adaptation barriers, and the role of psychological support in this process.

The study results showed that the most difficult period of adaptation occurs during the first stage of study at a higher education institution. A significant proportion of first-year students experience difficulties related to the changing educational environment, increased independent workload, the need to manage their time efficiently, and establishing new social connections. Among the main factors hindering adaptation, respondents identified increased academic workload, lack of self-confidence, emotional stress, and difficulties interacting with a new team. Anxiety assessment using the Spielberger-Khanin method revealed that a significant proportion of students experience elevated levels of emotional stress. The obtained indicators demonstrate the need to develop effective self-regulation mechanisms in students, develop stress resilience, and master constructive strategies for overcoming academic difficulties.

The analysis of the results also revealed that the success of the adaptation process is closely linked to the level of academic motivation and the development of self-regulation skills. Students with high intrinsic motivation for learning and a developed ability to independently organize their learning activities demonstrate a more stable psychological state, more quickly master the requirements of the educational environment, and are more academically active. Participation in social and extracurricular activities is particularly important in the adaptation process. Participation in scientific associations, sports clubs, creative projects, and volunteer initiatives contributes to the development of communicative skills, a stronger sense of belonging to the university community, and a reduction in social anxiety.

Data obtained from interviews with faculty and study group supervisors confirm the importance of systematic support for students during the adaptation period. Effective support methods include mentoring, regular feedback, psychological counseling, and specialized programs aimed at developing time management skills, study strategies, and communication skills. Thus, the study results suggest that students' adaptation to the educational process is determined by a complex set of interrelated factors. The success of this process depends on individual psychological resources—motivation, emotional stability, and self-regulation—as well as on the organization of the educational environment, the level of pedagogical support, and the socio-psychological climate.

These results confirm the need to implement a comprehensive system of student adaptation support, especially during the initial stages of education. Creating conditions for psychological safety, developing independence, and increasing academic motivation not only facilitates successful completion of the educational program but also the development of professionally mature future specialists..

CONCLUSION AND SUGGESTIONS

In the current context of higher education, characterized by digital transformation, increasing volumes of educational information, and changing requirements for professional training, the issue of student adaptation to the educational process is of particular scientific and practical significance. The study demonstrated that student adaptation is a complex psychological process involving the interrelationship of cognitive, emotional, motivational, and behavioral components of personality.

It was found that first-year students experience the most significant difficulties during the adaptation period, as it is at this stage that the transition to new learning conditions, a changing social environment, and increased independence occurs. The main challenges include increased anxiety, emotional stress, insufficient self-organization skills, and difficulties in establishing effective interactions in the new educational environment.

The study's results confirm that successful adaptation is determined not only by individual student characteristics, such as academic motivation, self-regulation, and emotional stability, but also by the quality of the educational environment. A favorable psychological climate, support from teachers, a mentoring system, and opportunities to participate in social activities contribute to the faster inclusion of students in the educational process.

Based on the analysis conducted, the following areas for improving the student adaptation process can be proposed::

1. Development and implementation of adaptation programs for students aimed at developing skills of self-organization, time management, emotional regulation and effective learning strategies.
2. Creation of a mentoring support system that provides support for junior students from teachers and experienced students.
3. Conducting regular psychodiagnostics of the level of adaptation, anxiety and educational motivation in order to timely identify students experiencing difficulties.

4. Improving psychological support in educational institutions through consultations, training and prevention programs.

5. Development of a socio-psychological environment in student groups aimed at strengthening the sense of belonging, cooperation and mutual support.

6. Use of digital educational technologies to increase the availability of educational resources and individualize the educational process.

Thus, effective student adaptation to the educational process requires a comprehensive approach that integrates psychological, pedagogical, and social support mechanisms. Developing adaptive capacities not only facilitates successful completion of the educational program but also develops independence, professional competence, and psychological resilience in future professionals..

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