BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

PSYCHOLOGICAL FACTORS IN THE FORMATION OF SOCIAL ADAPTATION DURING ADOLESCENCE

Abdimurodova Sabrina Bahodir qizi
Student of Termez State Pedagogical Institute
Doi: https://doi.org/10.5281/zenodo.21933017

Abstract: This article analyzes the psychological factors involved in the formation of social adaptation during adolescence. Particular attention is paid to the influence of self-awareness, self-esteem, peer relationships, family environment, the psychological climate at school, and emotional stability on the process of adolescents' social adaptation. Social adaptation is interpreted not merely as adjustment to the external environment, but as a complex psychological process associated with an adolescent's personal position, communication culture, and ability to regulate their own behavior. The analysis demonstrates that adolescents' social adaptation develops through the coordinated influence of the family, school, and peer environment.

Keywords: adolescence, social adaptation, psychological factors, self-esteem, emotional stability, peers, family environment, school psychology, communication, personality development.

Adolescence is a stage of personality development characterized by significant psychological changes. During this period, an individual gradually moves beyond the dependency patterns typical of childhood and begins to strive for independent thinking, expression of personal viewpoints, recognition among peers, and acknowledgment by adults. Therefore, social adaptation becomes an important factor in ensuring the stable development of an adolescent's personality [1].

Social adaptation refers to an individual's ability to consciously adapt to the requirements of society, social groups, family, school, and peer environments, to coordinate their behavior with existing social norms, and to express themselves effectively in communication. During adolescence, this process becomes particularly complex because adolescents simultaneously strive for independence while continuing to need adult support and emotional encouragement.

The relevance of the topic is determined by the fact that the modern educational environment requires adolescents not only to master academic material but also to cooperate with others, communicate effectively, comply with social norms, make appropriate decisions in conflict situations, and regulate their emotional states. If social adaptation skills are insufficiently developed, adolescents may experience conflicts with peers, lack of self-confidence, withdrawal from school activities, or avoidance of social participation [2].

The **object of the study** is the socio-psychological development of adolescents.

The **subject of the study** includes psychological factors influencing adolescents' social adaptation, such as self-esteem, peer relationships, family upbringing, school environment, emotional stability, and communicative experience.

The **purpose of the article** is to analyze the psychological factors affecting social adaptation during adolescence and to develop practical recommendations for supporting this process.

To achieve this purpose, the following objectives were identified: to reveal the psychological essence of the concept of social adaptation; to analyze the specific characteristics of adaptation during adolescence; to determine the influence of family, school, and peer environments; and to substantiate psychological and pedagogical conditions that contribute to the development of social adaptation.

The issues of adolescence and personality socialization have been studied in psychology from various theoretical perspectives. E. Erikson describes adolescence as a stage of identity formation. According to his theory, adolescents attempt to determine who they are, what position they occupy in society, what values they hold, and what direction they intend to follow in the future. If this process develops successfully, a stable identity is formed; otherwise, internal uncertainty and difficulties in social adaptation may emerge [3].

L. S. Vygotsky explains personality development as being inseparably connected with the social environment and communication. According to his cultural-historical approach, the psychological development of children and adolescents occurs through social relationships, language, cooperation, and interaction with adults [4]. This approach makes it possible to understand social adaptation not as a process that occurs automatically, but as one that develops through communication, cooperation, and social experience.

D. B. Elkonin emphasizes the particular importance of interpersonal communication with peers during adolescence. For adolescents, a peer group is not merely a space for communication but also an environment in which they can test themselves, evaluate their abilities, gain recognition, and demonstrate an independent position [5]. Therefore, relationships with peers are among the major factors determining the level of adolescents' social adaptation.

U. Bronfenbrenner's ecological systems theory explains the development of children and adolescents through the interaction of family, school, peers, neighborhood, culture, and the broader social environment [6]. This approach demonstrates that social adaptation cannot be explained solely through an individual's internal characteristics. Adolescents' adaptation represents a complex systemic process associated with family relationships, the psychological climate at school, peer groups, and societal values.

In his social learning theory, A. Bandura argues that human behavior develops through observation, imitation, reinforcement, and belief in one's own effectiveness [7]. Adolescents often learn how to communicate in social situations, resolve conflicts, and behave within groups by observing adults and peers. Consequently, positive role models and a supportive environment are highly significant in the process of social adaptation.

In Uzbek psychology, E. G'oziyev has examined the ontogenetic characteristics of personality development as well as the importance of motivation, needs, and social experience [1]. His theoretical views provide a basis for analyzing social adaptation during adolescence in relation to personal needs, self-awareness, and motives for activity.

Based on the literature reviewed, it can be concluded that social adaptation is a multidimensional psychological process closely associated with adolescents' emotional, communicative, motivational, and social experiences.

RESEARCH METHODOLOGY

The study employed methods of theoretical analysis, comparative analysis, generalization, psychological and pedagogical interpretation, and a systemic approach.

The method of **theoretical analysis** was used to examine scientific sources related to adolescence, social adaptation, personality development, peer communication, and family upbringing. This method contributed to identifying the theoretical foundations of the research topic and clarifying its key concepts.

The **comparative analysis method** was used to compare various psychological approaches to social adaptation. In particular, the potential of identity theory, the cultural-historical approach, ecological systems theory, and social learning theory in explaining adolescents' adaptation was

examined. The comparison demonstrated that social adaptation cannot be explained by a single internal characteristic or external requirement.

Through the **generalization method**, the major factors affecting adolescents' social adaptation identified in scientific literature were classified. These include self-esteem, emotional stability, family relationships, teacher-student communication, the psychological climate of the classroom, peer groups, and social experience.

The **systemic approach** made it possible to consider social adaptation not as an isolated skill but as a complex process connected with the emotional, cognitive, communicative, and social development of the adolescent personality. On this basis, the study substantiated the need not only for individual psychological counseling but also for coordinated interaction among family, school, and peer environments.

ANALYSIS AND RESULTS

The analysis demonstrates that social adaptation during adolescence is shaped by several interconnected psychological factors.

The **first important factor is self-awareness**. Adolescents begin to actively reflect on their abilities, character, physical appearance, position among peers, and future role in society. When this process develops in a stable manner, adolescents are able to evaluate their abilities realistically and behave confidently in social situations. In contrast, difficulties in self-awareness may lead to social uncertainty, shyness, or excessive defensiveness [3].

The **second factor is the level of self-esteem**. Adolescents with excessively low self-esteem may hesitate to participate actively in communication, respond painfully to criticism, and tend to remain isolated from groups. Conversely, excessively high self-esteem may result in disregarding the opinions of others, a tendency toward conflict, and difficulty adapting to group expectations. Therefore, healthy social adaptation is directly associated with realistic and relatively stable self-esteem [2].

The **third factor is peer relationships**. During adolescence, the opinions of peers may have an even stronger emotional influence than those of adults. Acceptance by a peer group, the ability to establish friendships, defend one's viewpoint, listen to others, and comply with social rules are important indicators of social adaptation. If adolescents are unable to find their place among peers, they may experience loneliness, anxiety, aggression, or social withdrawal [5].

The **fourth factor is the family environment**. When families provide trusting communication, emotional support, respect for adolescents' opinions, and reasonable supervision, adolescents tend to develop a more open and stable attitude toward the social environment. Excessive strictness, indifference, constant criticism, or family conflicts may complicate adaptation. When adolescents do not feel accepted within their families, they may attempt to satisfy their need for acceptance within peer groups, including potentially negative social groups.

The **fifth factor is the psychological climate at school**. School represents one of the main social environments for adolescents. Fair treatment by teachers, a classroom culture based on respect and cooperation, prevention of ridicule and humiliation, and attention to each student's opinion strengthen social adaptation. In contrast, constant comparison, public humiliation, excessive emphasis on academic outcomes, and failure to listen to students may increase adaptation difficulties [4].

The **sixth factor is communicative competence**. Adolescents need to develop the ability to express their ideas clearly, listen to others, ask questions, participate respectfully in discussions, resolve disagreements without violence, apologize, and seek help when necessary. These skills do

not develop automatically. They are formed through lessons, educational activities, family conversations, and everyday interaction with peers [7].

The **seventh factor is emotional stability**. Adolescents experience a wide range of emotions in social situations, including happiness, shame, fear, jealousy, anger, sadness, and feelings of rejection. When they are able to recognize and regulate these emotions, the adaptation process tends to proceed more smoothly. Inability to regulate emotions may result in conflicts, impulsive reactions, avoidance of communication, or aggressive behavior.

The **eighth factor is understanding social roles**. Adolescents simultaneously perform the roles of child, student, friend, classmate, group member, and future independent individual. Each role involves specific expectations and responsibilities. Understanding these expectations and maintaining a balance between different social roles constitute important indicators of successful adaptation. For example, adolescents may want to appear independent in front of friends while also recognizing their responsibilities within the family and school environment.

The analysis also shows the increasing influence of the **digital environment** on social adaptation. Social networks have become important tools through which adolescents communicate, express themselves, and experience a sense of belonging to particular groups. However, online social comparison, cyberbullying, artificial self-images, unrealistic displays of success, and dependence on virtual approval may complicate the adaptation process. Therefore, developing a culture of responsible digital communication should also be considered an important condition for adolescents' social adaptation.

From a practical perspective, schools may employ **group training sessions, role-playing activities, discussions, analysis of social situations, collaborative project work, and reflective conversations** to improve adolescents' social adaptation. Such methods allow adolescents to practice real-life communication situations in a psychologically safe environment, understand the perspectives of others, and evaluate their own behavior.

Cooperation with parents is also of considerable importance. Parents should regard adolescents not merely as subjects of supervision but as developing individuals with their own opinions, needs, and emotional experiences. Demonstrating trust, assigning appropriate responsibilities, and providing support when necessary can strengthen social adaptation. Contradictory expectations between family and school, on the other hand, may intensify adolescents' internal conflicts.

The findings indicate that a **comprehensive approach** is the most effective strategy for developing social adaptation. Attempts to change only the adolescent are insufficient. Positive social adaptation can be achieved when the psychological climate at school, teacher communication, family support, healthy peer relationships, and digital communication culture are developed in an integrated manner [6].

CONCLUSION AND RECOMMENDATIONS

The theoretical analysis conducted in this study demonstrates that social adaptation during adolescence is an important psychological indicator of personality development. Social adaptation is associated with adolescents' ability to accept new social expectations, communicate effectively with peers, evaluate themselves realistically, regulate their emotional states, and understand their position within a group.

The findings indicate that adolescents' social adaptation is strongly influenced by self-awareness, self-esteem, family environment, peer groups, the psychological climate at school, communicative competence, and emotional stability. Difficulties in any of these areas may negatively affect the adaptation process.

As a practical recommendation, schools should organize training sessions aimed at developing communication culture, conflict-resolution skills, emotional self-regulation, and understanding of social roles among adolescents. Class teachers and school psychologists should conduct regular group discussions and promote healthy interpersonal relationships among peers.

It is also advisable to organize seminars for parents aimed at improving their understanding of adolescents' desire for independence and their emotional needs. Teachers should avoid comparison, humiliation, and excessive psychological pressure in educational and assessment processes and should instead employ approaches that support students' individual personality development.

In conclusion, the formation of adolescents' social adaptation is not solely the responsibility of school psychologists. It is a continuous psychological and pedagogical process that develops through the coordinated interaction of the **family, school, peer group, and broader social environment**.

REFERENCES:

1. G'oziyev, E. *Ontogenez psixologiyasi*. Tashkent: O'zbekiston faylasuflari milliy jamiyati, 2014.
2. Bojovich, L. I. *Lichnost i ee formirovanie v detskom vozraste*. Moscow: Prosveshchenie, 2008.
3. Erikson, E. H. *Identity: Youth and Crisis*. New York: W. W. Norton, 1968.
4. Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press, 1978.
5. Elkonin, D. B. *Psixologiya razvitiya*. Moscow: Akademiya, 2001.
6. Bronfenbrenner, U. *The Ecology of Human Development*. Cambridge: Harvard University Press, 1979.
7. Bandura, A. *Social Learning Theory*. Englewood Cliffs: Prentice Hall, 1977.
8. Kon, I. S. *Psixologiya starsheklassnika*. Moscow: Prosveshchenie, 1982.