



SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF FORMATION OF SOCIALIZATION AND SCIENTIFIC WORLDWIDE IN STUDENTS

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Article history:	Abstract:
Received: 8 th November 2021 Accepted: 8 th December 2021 Published: 16 th January 2022	This article analyzes the process of socialization of young people and the development of their scientific outlook, pedagogical and psychological aspects of preparation for social life.
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In international scientific centers of the world, the desire of schoolchildren to have their own views, peculiarities, to solve problems that concern them, to resist the situations that prevent them from determining their level, and to form a system of general knowledge scientific research is being conducted on technologies, features of socialization and the formation of social personality traits, opportunities for growth of social activity. These developments expand innovative opportunities in the selection of research areas and tasks, the development of students' skills of non-standard thinking and optimal decision-making, continuous self-development, adaptation to the needs of society.

Reforms in the country to improve the education system, training and technical support, development of state educational standards and regulations for general secondary education, the introduction of advanced teaching approaches As a result, the necessary conditions have been created for the students to focus on the activities of creating human capital that is spiritually mature, physically strong, mentally deep, able to absorb changes and innovations in society in a timely manner. At the same time, there is a need to improve the psychological mechanisms to increase the effectiveness of the development of students' social competencies. The Action Strategy for the Further Development of the Republic of Uzbekistan states that " further improvement of the system of continuing education, radically improve the quality of general secondary education, to bring up young people who think independently, are loyal to the Motherland, and have a strong outlook on life " [1]. In this regard, the criteria for improving the effectiveness of the development of social integration of students on the basis of psychological laws of socialization of students, pedagogical-psychological optimal principles, improving the integrated methodological system play an important role in improving the quality and effectiveness of general secondary education.

In the era of globalization, the struggle for the human heart and mind is intensifying day by day, and the ideological landscape of the world is changing. The combination of geopolitical goals and ideological policies, the growing importance of ideological principles in the countries that have gained independence, the globalization of ideological processes, the education of a new generation of thinkers in line with these processes have become an urgent task. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev noted: We believe that impartial media will play an active role. "[2]

The socialization of the child, in particular the socialization of man, arises in the process of his objective need to possess everything. However, in harmony with this, the child also develops another objective need - a sense of identity. The child begins to look for different ways and means to bring it to light, and as a result, his individualization takes place. This phenomenon is manifested in the fact that the socially significant traits of a person are manifested in an individual, only in a way that belongs to that person, his social behavior has unique aspects. Thus, the social development of the child is carried out in two interrelated directions: socialization (social cultural experience, assimilation of culture) and individualization (independence, the acquisition of relative identity). Thus, the concept of socialization in modern science is the process of adaptation (unification) and the process of socialization associated with the processes of individualization, the adaptation of man (child) to the conditions of a particular society.

In turn, the issue of social adaptation is also interpreted in the scientific literature in different ways: to determine the nature of the phenomenon of social adaptation; interpreting different aspects of social adaptation.

The concept of adaptation (Latin adaptation-adaptation) was first applied to scientific circulation by the German physiologist H. Aubert in the second half of the XIX century (1865) to describe the adaptation of organs to changes in the external environment. Although adaptation remains a private scientific concept when widely used in physiology, it has also been used in other fields of biology. Only in the middle of the twentieth century was the term adaptation used in medicine, cybernetics, psychology, and other sciences, and now has a general scientific description. There are many descriptions of the adaptation phenomenon:

Adaptation - the process of adaptation of living systems in relation to the external environment - a certain result of adaptogenesis (Philosophy: encyclopedic dictionary) [3 ; 9-b.].

Adaptation is a specific process that takes place in the life of nature or society, in the spiritual world of man, and means adaptation to any environment or condition, innovation (Spirituality: an explanatory dictionary of basic concepts) [4; 15-b.].

Adaptation is the ability of an organism to respond successfully to existing conditions. There are biological, physiological and socio-psychological types of adaptation. Biological adaptation is the morphophysiological adaptation of animal and plant species to the clearly existing conditions of the external environment. Physiological adaptation is a set of physiological reactions based on the ability of an organism to adapt to changes in the environment. Socio-psychological adaptation is the ability of an individual to find his place in the social environment (Pedagogical encyclopedic dictionary) [5; 11-12-b.].

Adaptation is to ensure that the subject meets the environmental requirements (object of adaptation) optimally. In a stability disorder (the transfer of the subject to another environment, the change of the environment itself), there is a disruption of the interaction between the object and the subjects in the system. This leads to functional impairment, loss of integrity. The result is a situation of adaptation in which the system or some of its elements seek to restore the lost balance. Such a situation is typical of all types of human adaptation, which is assessed as an active, goal-oriented process of resolving conflicts that arise as a result of the interaction of the individual with a new natural or social environment [N.Yu. Pavlenko] [6; 19-21-b.].

Adaptation is a feature of the formation of adequate interactions of the organism with the external environment. Adaptation is also the ability of an organism to change its activity according to the needs of the external environment (NMEgamberdieva) [7; 232-b.].

Adaptation is a holistic, systematic process that characterizes the interaction of man with the natural and social environment (N. Ismatova)

Such a conclusion can be drawn from the content of the approaches to defining the concept of adaptation. Adaptation process:

- 1) the process of fully satisfying the needs of the individual on the one hand and the environment on the other. It is a state of mutual harmony between the individual and nature or social environment;
- 2) a process that serves as a vehicle for the emergence of mutual harmony between the individual and nature or the social environment.

Based on the above definitions and in relation to the object of our study, we consider it appropriate to define the concept of "adaptation" as follows:

"Adaptation is the successful adaptation of a person to new conditions in order to express himself in a changing educational environment, to acquire a status appropriate to the existing conditions."

Mechanisms of socialization. Human socialization takes place on the basis of various factors, agents, and a number of mechanisms. The research of French scientist Gabriel Tard, American Uri Bronfenbrenner, Russian scientists VSMukhina and AVPetrovsky leads to different approaches to the mechanisms of socialization. The generalization of the available data allows to distinguish the following mechanisms: According to the classification of IPPodlation:

The mechanism of suppression, the content of which is to remove from the mind certain ideas, thoughts, desires, wishes. There are external and internal types of this mechanism. The internal mechanism is also divided into voluntary and involuntary in its place. The mechanism of voluntary suppression, on the other hand, is carried out by willpower. The external suppression mechanism is a common method of education;

The mechanism of separation is related to the fact that as a mechanism of socialization, a person gives up bad impressions for himself. The separation mechanism is usually observed in dispute resolution.

The mechanism of self-restraint, this mechanism plays an important role in the process of socialization. If a pupil finds his or her achievements less important than those of his or her peers, his or her self-esteem declines, and he or she begins to read poorly. It is limiting one's self, being helpless in the face of adversity. In some cases, the use of a self-limiting mechanism may be justified. Because in this case adaptation can occur. However, long-term self-limitation leads to a decrease in self-esteem. As a result, without knowing his potential, the trainee abandons the work he started after the first failure, begins to swim in the current;

Considering one's own shortcomings as belonging to others is the essence of the *design mechanism*. With negative feelings towards oneself and others, a person maintains self-esteem. A suspicious person is suspicious of everyone, a selfish person considers everyone selfish;

- One of the main mechanisms of socialization is *identification*. In the process of identification, the foster child compares himself to his peers. The object of identification can be not only real people, but also imaginary people. There are complete, partial, conscious, unconscious types of identification. The identification mechanism is highly related to the *introjection mechanism*. In doing so, the qualities of others are assimilated without change. Although this mechanism is imaginary, its consequences are not difficult to understand ;

- The mechanism of *empathy*, ie empathy for the other person's emotional state. Helping an individual overcome a problem is important in the socialization of emotionally rich individuals;

in difficult cases the mechanism of *intellectualization* is activated. The adult educator begins to think abstractly and seems to be looking for a way out of the situation, not for himself, but for someone else. This mechanism is manifested when the pupil is facing vital problems (illness, transfer to another school, admission to the institute).

In the mechanism of rationalization, the pupil draws a logical conclusion of his behavior. Young rationalizers usually use the discrediting of the goal, the mechanism of *cancellation of actions* is used to weaken the thoughts,

feelings, actions. When a foster child apologizes, he believes that his actions will be forgiven and that he will begin to act with a clear conscience. Many individuals achieve perfection in this way. According to IV Mudrik, the following can be included in the psychological and social psychological mechanisms: *imprinting* (remembering) - the ability to remember vital objects that affect a person. This mechanism is commonly used in infancy. But we can also observe imprinting in later life. *the mechanism of existential pressure* is language acquisition and acquisition without understanding the norms of social behavior that are necessary when interacting. *imitation* - to try to look like a pattern. This is one of the voluntary and mostly involuntary ways in which a person acquires social experience. *reflection mechanism* - inner conversation. In it, a person evaluates, considers or denies the characteristics of various institutions of society, the family, the community of peers, people of prestige. Reflection is an inner dialogue of real and imaginary personalities between different images of a person. Using this mechanism, human formation takes place [38].

In addition to socialization

1) The following may be included in the social psychological mechanisms: the *traditional mechanism of socialization involves the acquisition* by a person of the family, the environment, neighbors, peer-specific norms, stereotypes of attitudes. This assimilation takes place in an unconscious state with the help of impressions.

2) *the institutional mechanism* is observed in the process of human interaction with the institutions and various organizations of society. In the process, a person can accumulate a variety of knowledge and experiences.

Social factors include the age of the student, his or her social background, and the type of educational institution in which he or she is studying. Psychological factors include both individual-psychological and socio-psychological factors: intelligence, orientation, personal potential, classroom ownership. Pedagogical factors influencing social adaptation can include the level of pedagogical skills of professors and teachers of higher education institutions, the organization of a positive-emotional environment at the university and faculty, information and methodological support.

Successful social adaptation requires both the teacher and the student to adopt an optimal course of action, i.e., effective collaborative activities. The student must be able to find and choose for himself or herself ways to achieve this or that educational goal, and the teacher is required to act as a facilitator (supporter) in this case.

The results of the study show that the highest level of social adaptation of students is provided by strategies aimed at changing both the environment and self. As a normative result of social adaptation, the adaptation of the educational subject to the educational institution, which does not require internal changes in the individual, as well as one of the alternative models of behavior (leaving the environment or accepting new personal changes) occurs. A low level of social adaptation with a pronounced negative effect is manifested in the subject's refusal to interact with the external environment and immersion in their own inner world. In other words, the student's behavior manifests itself in the form of social maladaptation.

The general picture of the manifestation of social maladaptation in students is as follows (see Table 1.1):

Table 1.1
Manifestation of social maladaptation in students

A form of maladaptation	Reasons	Corrective measures
Failure to master the sciences in a timely manner	Significant increase in workload and difficulty in mastering the subjects	Provide additional individualized training, clear instructions on how to complete assignments, and additional materials
Inability to control one's own behavior	Lack of intensive implementation of complex effects in the family and in the educational institution	Giving individual assignments, helping to feel the status of a student, building self-confidence, learning and analyzing teachers' communication skills
Inability to accept the pace of learning (inability to express oneself freely, inability to fully express oneself, high level of fear)	Strict control of the student in the family and in the educational institution, failure to take into account individual characteristics	To study and take into account the individual characteristics of the student.
Behaving as a "stranger", not being able to join others, not being able to communicate freely	Difficulties in communicating with classmates and the lack of a new system of communication with teachers	Organizing psychological services for students, conducting trainings with them in groups and in teams

To date, a number of approaches to the socialization of the individual have been developed. In particular, the step-by-step system of the adaptation process developed by N. Shepilova includes the following components:

- 1) Equilibrium - the emergence of a balance between the individual and the environment in the form of mutual respect for the system of mutual values and norms of behavior;
 - 2) false adaptation - a unit of external adaptation to the situation and a negative attitude towards its norms;
 - 3) adaptation - recognition and acceptance of the values of the new environment;
- analogy - the mental reorientation of the individual, the transformation of previous views, orientation, attitudes

In conclusion, from a psychological point of view, any activity requires complex cooperation, such as people communicating with each other, conveying different information to each other, exchanging ideas. That is why the role of each person in society, the success of his work, his reputation are directly related to his ability to communicate.

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