



## **Improving the Professional Readiness of Students to Form Social Adjustment in Children**

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**Abstract:** *A person's internal desire for continuous development and the constantly changing social environment are the source of constant adaptation. Socialization and social adaptation are closely related to each other and reflect the unity of the interaction of the individual and the community. "Social adaptation" is the basis of socialization mechanisms, adaptation of a person to a new social environment. The socio-psychological content of social adaptation provides that the goal of the community direction, experience, and the individual's acquisition of group culture, customs, and moral norms are expressed in accordance with it.*

*He emphasized that adaptation of a person to the surrounding environment takes place due to the presence of a highly organized material characteristic - psyche, therefore, a person must have a healthy environmental system in order for the organism to fully and adequately adapt to the surrounding reality.*

**Keywords:** *Social adjustment in children, team, psychology, adaptation, sensor, personality, didactic.*

Effective mechanisms of professional training of specialists are implemented in the educational process in the world education system. In the "Incheon declaration" adopted until 2030 at the International Education Forum held in South Korea, "improving the process and means of evaluating the quality of education, putting into practice the mechanisms that allow to determine the achieved results", to implement the trends related to improving the quality of science education special attention is given.

In the world, scientific researches are being carried out on the formation of social adaptation of students, the harmonization of educational content with scientific achievements, and international programs for assessing the level of mastery of students. Scientific research on improving the model of formation of social adaptation among learners, directing the activities of diagnosing the formation of ecological knowledge is of particular importance. The Concept of the development of the higher education system in our republic until 2030 was approved, five initiatives, including complex measures aimed at creating additional conditions for youth education, were put into practice, and the normative basis for participation in international studies on the assessment of the quality of education was created. . "Bringing the knowledge and skills of pedagogues to the international level" is defined as a priority task. This pedagogy is important in improving the pedagogical training of students of higher education institutions.

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"The Republic of Uzbekistan "On the Strategy of Actions for Further Development", Decree No. PF-5847 of October 8, 2019 "On Approval of the Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030", PQ of April 20, 2017 - No. 2909 "On measures to further develop the higher education system", No. PQ-3775 of June 5, 2018 "On improving the quality of education in higher education institutions and ensuring their active participation in comprehensive reforms implemented in the country decision on additional measures. Today's science emphasizes that the person and the environment are integral and inseparable. The integrity of a person with the environment that surrounds him comes from the essence of life, from the exchange of substances characteristic of all living beings. On the one hand, the organism, which is a part of nature, is a complex integrated system that coordinates with the external forces of the environment at every moment of time, on the other hand, only due to this coordination, constant contact with the environment, the organism exists as an integrated system. can't. In order to ensure its existence, the person must be accompanied by the environment, social life, especially for development.

The coordination of the "internal environment" of the organism with the external environment essentially determines the process of adaptation or adaptation of the organism to the environment. A. V. Petrovsky defines adaptation as adaptation to changed life conditions. According to A.A. Nalchadjyan, human adaptation is adaptation of a person or a group of persons to changes in external conditions. Adaptation is a specific form of reflection of internal and external environmental systems, and consists of a tendency to establish a dynamic balance with them.

Adaptation of a person to the surrounding environment takes place due to the presence of a characteristic characteristic of highly organized matter - psyche. Such highly organized matter is the brain, which is the main part of the nervous system that adapts the organism to the external environment. Therefore, it is necessary to emphasize that in order for the organism to fully and adequately adapt to the surrounding reality, it must have a healthy environmental system.

The meaning of the concept of "adaptation" should be some integrity. To understand this wholeness means to find its concrete-general basis. The complexity of the task of defining the concept of "adaptation" is that in the process of dividing the phenomenon of adaptation into parts and studying each of its aspects, it will be difficult to synthesize the concept and express the definition of the level that can bring about the whole variety of forms in it. Adaptation has been the object of study as a unity of opposites - phenomenon and essence. Only with the emergence of a population-centered approach, the task of researching the essence of adaptation itself - understanding it as the unity of opposites - was set before science. The concept of "adaptation" is widely used in natural, social and technical sciences.

The diversity of adaptation to a large number of factors of the environment has created the need for a detailed classification of adaptation processes. Currently, many types of classification based on different principles have been proposed, which systematize adaptive signs of different scales and describe adaptation processes in more or less detail.

According to scientific literature, all types of adaptation are the result of the activity of the human psyche. It is necessary to take into account the mechanism of its full adaptation, distinguishing the various aspects of human life activity that prevail at some level; processes in the organism itself - physiological adaptation; processes of human social activity - social adaptation; labor activity processes - professional adaptation. We will consider these types of adaptation in detail.

Physiological adaptation describes the adaptation of the human body and its systems to the conditions of the external environment. It is necessary to mention that the work of the nervous system takes a leading place in ensuring the viability of the organism when the conditions in the living environment of a person change. Living environment includes surrounding air, water, food, microclimate, social environment. The listed factors are susceptible to various changes, mainly pollution, poisoning with various compounds, increased mental stress and other negative situations. It is here that the physiological adaptation processes that help to increase the "resistance" of the human body to negative impact factors come into play.

Sensory (sensory) adaptation is related to the work of anomalous nervous system and is controlled by consciousness, which describes the sensitivity of a person to the external environment in which he is. This allows a person to better adapt to the surrounding environment. It can be concluded that sensory adaptation is an adaptive change of human sensitivity in relation to the intensity of the influencing stimuli.

The physiological basis of social adaptation is as follows: biological memory, that is, stable changes in the structure that remain for a long time; dominant, i.e. method of systematic influence to ensure directed vital activity in the process of activity; adaptive syndrome, that is, the mobilization of reserves in the structure and power and directing them to redistribution in extreme conditions.

In research studies, the concepts of short-term adaptation and long-term adaptation are distinguished. Short-term adaptation includes such reactions that a person always has ready, formed methods for their implementation.

One of the types of adaptation is social adaptation. Man is a social being, it is impossible to develop and live outside society.

The social conditions under which a person lives have a determining role in his education, behavior, activities, and life. As a result of the development of socio-economic processes, during the transition to the market economy, a relevant social environment is formed and is being formed, in which the active participant is a person. He makes a valuable contribution to this process with his work. The formation of the environment and a person's adaptation to it are determined by his consciousness. Consciousness alone provides the basis for the set of thought-wills that determine the conscious life of an individual.

V.V. Falileyev defines social adaptation as follows: "Social adaptation is the adaptation of a person to a new social task or group."

Sometimes, authors try to connect the concept of "social adaptation" with the issue of reconstruction of "interpersonal" relations. In this definition, the characteristic of "social adjustment" is associated only with the social characteristic of the factors affecting a person. The specificity of social adaptation, which is a certain reconstruction of social relations, is not taken into account here.

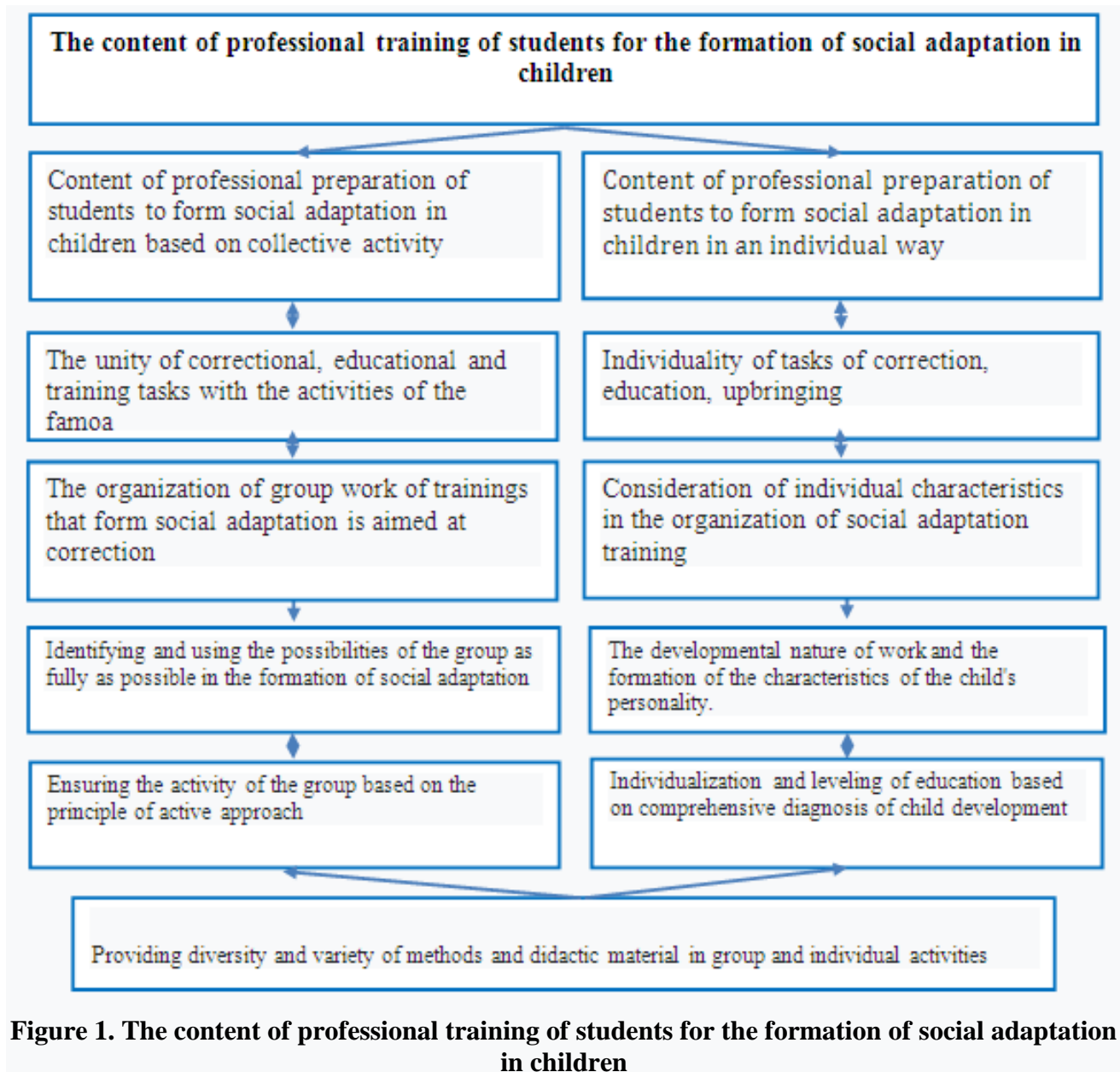
In most cases, "social adaptation" is considered in a generalized way only as an interaction between "social subject" (person, group) and "social object". It shows the following directions in which the study of "social adaptation" should be carried out: first, professional adaptation (adaptation to production-technical factors of the environment); secondly, in terms of a person's adaptation to the environment of individuals in the community; thirdly, in terms of human adaptation to the conditions of the external environment.

Currently, it is known that the basis of the successful social adaptation of a person is his adaptation in the social sphere.

Social adaptation is the integration of a person into the social environment by gaining a position in the structure of society, and it is a necessary condition for society to function as a social organism.

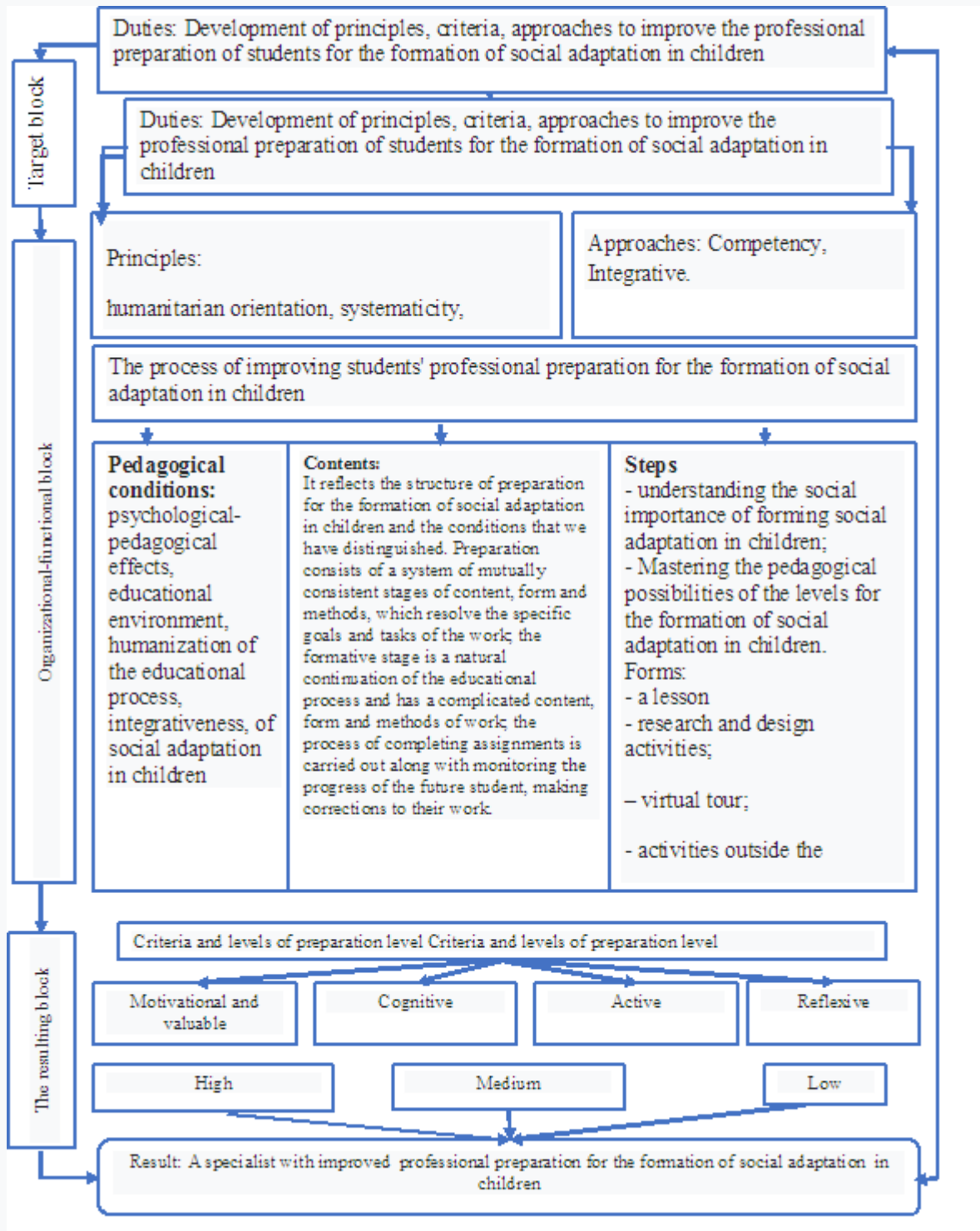
Adaptation criteria are divided into objective and subjective. Among the objective criteria, they include reputation as a reality that reflects the permanent recognition by members of a person's superiority in a certain type of activity. Subjective criteria of adaptation include satisfaction (consciously and unconsciously), various aspects and conditions of activity and communication, as well as self-relation.

The content of the professional preparation of students for the formation of social adaptation in children in a group and individual form is as follows:



**Figure 1. The content of professional training of students for the formation of social adaptation in children**

socio-cultural orientation, continuity of preparation for the formation



Picture 2. A model for improving the professional preparation of students for the formation of social adaptation in children.

The purpose of this model is to create conditions for improving the professional preparation of students for the formation of social adaptation in children.

Designing in education is always integrated around pedagogical activity, even if research is conducted by specialists in other fields. It is in the pedagogical process that planning is organized, developed and carried out as an activity to change and improve education and training in order to achieve a specific pedagogical result, individual, collective and social experience of achieving this result is obtained.



In addition to the above, the role of design skills in the student's professional training is based on:

First, design skills are formed on the basis of the didactic process and are the optimal means of its development.

Secondly, design skills increase the speed of cognitive activity in the process of professional training. Acquiring knowledge in the process of planning the student's future career makes thinking more relevant, thereby ensuring that the student will quickly understand the essence of his future professional activity, that is, to form concepts about it and to remember the acquired knowledge more firmly, as well as the opportunity to use this knowledge in practice. In addition, acquiring knowledge in the process of planning professional activity instills interest in it, forms an understanding of its importance, and arouses interest in further study of theoretical sciences. Thirdly, design skills make theoretical knowledge relevant. The planning process itself is a means of integrating theoretical knowledge from psychology, pedagogy and methodology.

Fourth, design skills are also shown as a means of improving other professional skills, for example, the ability to predict the expected result.

Fifth, the developed planning skill ensures the rigor of managing the educational process: compliance with time parameters, ensuring the necessary dynamics of children's development, their cognitive activity, which is the guarantee of achieving the lesson's goal.

Pedagogical (didactic and diagnostic) opportunities were improved based on the development of social consciousness and worldview of students' professional preparation for the formation of social adaptation in children.

Based on the definition of the set of pedagogical conditions that help children's successful social adaptation, the professional preparation of students for the formation of social adaptation in children was improved.

The model of improving the professional preparation of students for the formation of social adaptation in children was improved on the basis of the principles of humanitarian orientation, cultural and natural harmony, integrity, ethnicity, aesthetics, integrativeness.

Based on motivational-value, knowledge-related, operational, reflexive criteria, the effectiveness of professional preparation of students for the formation of social adaptation in children were evaluated.

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