

**SUPPORTING HIGHER EDUCATION STUDENTS: ADDRESSING  
ADAPTATION CHALLENGES FOR SUCCESSFUL LEARNING**

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*Abstract:*

The article discusses various approaches to addressing the issue of students' adaptation to the university's educational environment, analyzing the complex nature of this situation. It presents the findings of a study on the initial challenges that students face in adapting to university conditions during their first year. The article also examines the content of maladjustment among first-year students at the university. One effective method for reducing maladjustment among first-year students at a university is the adaptation kit technology, which is viewed as a valuable resource for student adaptation.

*Key words:* adaptation of students, university, difficulties, maladjustment, adaptation programs, collection

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Researchers in university education, particularly those studying the processes of students' transition into the university's educational environment, have identified several characteristics of the challenging situation that first-year students face in the initial months of their study and life at the university. These characteristics include:

1. Different training system: First-year students encounter a new training system at the university, which may involve a large amount of knowledge for self-development, irregular external control, and a lack of sufficient skills and abilities for the adaptation process.

2. Building new relationships: Students need to establish a new system of relationships, which may be completely different from their previous contacts. This can include navigating new socio-cultural attitudes in a big city for applicants from rural schools and either being accepted or rejected by these new communities.

3. Setting goals: First-year students are required to set goals for their upcoming years of education, which can be a challenging task as they adjust to the university environment.

4. Updating values: Entering new communities forces students to update their own system of values, rank them, and demonstrate their value positions within these new social settings.

5. Decrease in external control: With a decrease in external control, such as from parents, students must learn to practice self-control. This shift can lead to feelings of euphoria in the first months of university as students experience newfound freedom.

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These characteristics highlight the complex nature of the adaptation process for first-year students at the university and underscore the importance of providing support and resources to help them navigate these challenges successfully

The participation of first-year students in adaptation programs at universities plays a crucial role in facilitating a smooth transition into the educational environment. These programs help freshmen quickly and gently immerse themselves in the university's academic and social spaces, allowing them to familiarize themselves with the values and traditions of the institution. Additionally, participation in these programs helps students feel a sense of belonging and emotional safety within the university community, creating a supportive environment for their personal and academic growth. By providing guidance, resources, and opportunities for connection, adaptation programs contribute to the successful integration of first-year students into university life.

The issue of social maladjustment among youth is indeed prevalent in modern times, highlighting the need for various pedagogical resources, opportunities, and conditions to address and reduce this challenge. Social maladjustment encompasses a range of characteristics, referring to a person's inability to adapt effectively to their social environment, leading to significant disruptions in their communication with others. It is important to note that not all forms of non-conformism constitute social maladjustment; rather, it specifically refers to maladjustment that results in misconduct, mental health issues, or serious conflicts requiring intervention from social services and educators.

Understanding social maladjustment requires consideration of age and cultural relativism, as behaviors deemed acceptable in one context may be viewed as maladjustment in another. What may seem normal in one culture or subculture can appear abnormal in another, emphasizing the need for a nuanced approach when assessing social maladjustment. Sometimes, what initially appears as social maladjustment in a young person may actually be their adaptation to a specific subculture or group.

It is extremely important that as a result of maladjustment emerging social deprivation leads to deprivation of the basic needs of a young person – needs in full development and self-realization. “Analysis of the situation at the university shows that that the problems of maladjustment are most acutely manifested in students first courses because there are too many factors create the opportunity for the appearance of maladjustment. To such a factor can be attributed:

- new, unusual, not mastered (non-school) environment;
- lack of specific practical training skills at the university;
- a new (student) team and the need to master it;
- lack of interaction experience with university teachers;
- the need for self-affirmation and self-realization;
- personality traits of the student (temperament, character, etc.);
- involvement in the asocial informal youth environment;
- social and material reasons (materially low income of the family, large families, lack of time (knowledge, experience) for parents, families with one parent), etc.

Many students try to solve these problems on their own and reduce their own disadaptation. But, if conditions and opportunities are organized in a pedagogically competent manner to reduce maladaptive manifestations, the effectiveness of maladjustment reduction is significant increases.

The participation of first-year students in the adaptation programs of universities allows quickly and "gently" immerse freshmen in the educational space of the university, master the values and traditions of the given institutions, to feel the presence of an emotionally safe environment in which to be "[2, p. 192].

The fundamental point is active involvement of senior students in the organization of life and classes in the framework of adaptation programs courses (starting from the second year in the role organizers), which contributes to an effective demonstration to freshmen execution of requested social roles, adherence to norms, and also convinces in the possibility of a consistent dialogue between professional-pedagogical and pre-professional (youth, student) subcultures. Involvement in pedagogical work within the framework of adaptation programs, it can be conditionally considered as another form of assistance in the social-role adaptation of older students. Particular attention is paid in this regard students in the second - third years, since it is at this stage that a decline in interest in the learning process is registered at the university, a critical rethinking of professional choice is activated, the awareness of the approaching the end of the training period, etc.

Thus, as evidenced by observations, participation in adaptation programs makes it easier for the student to adapt to the situation study at the university, completion of training and the transition to an independent professional activity. In addition, certain technologies for working with student youth are capable of performing a means of overcoming the key difficulty of the first year of students' education at the university, namely - maladjustment, including the number of its decline. To such technologies include, in particular, adaptation camp for freshmen organized during extracurricular work, which can act as a significant resource for overcoming the difficulties of adaptation of students of the first course, if included in systemic activities. Ideas of systemic educational activities to improve adaptation students at the university rely on the following theoretical and methodological base. The methodology of pedagogical interpretation of the systemic approach presented in the works V. P. Bespalko [1], Yu. A. Konarzhevsky [3], L. I. Novikov [5], N. L. Selivanov [7], M.V Shakurov [8] and others. Ideas of socialization, adaptive approach, requires references to the works of A. V. Mudrik [4] and others.

In general, the exit adaptive fee has the following conditions that contribute to the reduction of disadaptation of students:

- a developing, adaptive environment (an emotionally comfortable environment that does not block personality development, since when comfortably you do not need to defend yourself, you can direct forces towards development, not protection), an environment that allows the student's personality to remove a number of initial "fears" (new team, activities, norms, uncertainty, competition), which creates everyday development prospects, facilitating environment – facilitating steps of a student's personal growth;
- purposeful implementation of activities to overcome fears and students' fears (special workshops in various areas of activity, helping to overcome these fears);
- expanding the range of positive social roles, increasing opportunities the choice of roles (the variety of situations of social communication at the assembly allows you to master new interpersonal roles (friend, team member, assistant to the elder

etc.), leadership roles (responsible, organizer, leader, leader, commander), playing roles (teacher, undergraduate, historical figure, dean etc.);

- effective personal relationships (successful relationships created both in the "teacher-student" system, and in the "student-student" system, allow you to relive the experience of finding in the desired positive relationship and lay the need for personality in anticipation and production of these relationships in further life);

- a favorable psychological climate (purposeful activity is already the established team of teachers and senior students on the formation of a prosperous psychological climate in student groups of freshmen and in the staff of the faculty as a whole creates a predominantly positive, major background of the mood of all participants field camp, characterized by pronounced empathy, emotional security, stability of positive interpersonal interaction);

- opportunities for formation a new personal strategy of interaction with the outside world as a mechanism for creating a new personal social image more successful than previous;

- expanded range of activities (variety of activities for student - creative, educational, sports, leisure with established the conditions of its rapid development allows for an activity choice and implement it promptly).

Professional education youth environment contributes to the distance of first-year students from a similar environment;

- immersion in a creative, emotionally positive atmosphere, living in a camp allows you to time to disconnect even from stress material problems.

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