

DIDACTIC POSSIBILITIES OF FORMING SOCIAL ADAPTATION COMPETENCE OF STUDENTS OF GENERAL EDUCATION SCHOOLS

Rakhimov Bobir Bakhodirovich

National Institute of Education Pedagogy named
after Qori Niyazi independent researcher

Abstract: This scientific article studies the didactic possibilities of forming social adaptability competence in secondary school students as a socio-pedagogical problem. The study scientifically substantiates the need for students to adapt to the social environment, consciously accept social roles, and demonstrate constructive behavior in interpersonal relationships in the context of globalization processes and increasing information threats. The article reveals the didactic potential of reflective approaches, emotional-reflective methods, socially oriented activities, and communicative cooperation technologies in developing social adaptability competence in students. Also, the level of students' self-awareness as individuals, their attitude to their own worth, and the manifestation of adaptive behavior in various social situations are described as the main criteria for this competence. The results of the study allow for the improvement of educational activities in secondary schools and the enrichment of didactic support aimed at developing social adaptability competence.

Key words : social adaptation competence; secondary school students; didactic opportunities; socio-pedagogical approach; reflective approach; self-awareness competence; communicative cooperation technologies.

In today's globalization environment, the acceleration of social, cultural and information processes taking place in society requires a high level of social adaptability from the younger generation. In particular, the adaptation of secondary school students to the social environment, the demonstration of conscious and responsible behavior in various social situations, and the adoption of a constructive position in interpersonal relationships are among the important pedagogical tasks of modern education. In this regard, the issue of forming social adaptability competence in students is considered an urgent socio-pedagogical problem in pedagogical science.

Social adaptability represents a person's ability to adapt to various social conditions, consciously assimilate social norms and values accepted in society, as well as the ability to effectively fulfill social roles. The didactic possibilities of the educational process of a secondary school are of particular importance in the formation of these qualities. Therefore, this article scientifically and theoretically analyzes the didactic possibilities of forming the competence of social adaptability in secondary school students.

In pedagogical literature, the concept of social adaptability is explained by the fact that a person occupies a flexible, stable and active position in the process of interacting with the social environment. From the point of view of the competency approach, the competence of social adaptability is manifested as an integral unity of a person's knowledge, value attitudes and practical behavior.

Secondary school students, according to their age characteristics, are at the stage of accumulating social experience, understanding themselves as individuals, and forming social identity. It is during this period that the student's attitude to the social environment, communication with peers, cooperation with adults, and reaction to social situations directly

affect his future personal and social development. Therefore, the issue of forming the competence of social adaptation requires systematic and goal-oriented pedagogical activity in the process of school education.

The development of social adaptability competence in secondary schools is carried out through didactic opportunities. Didactic opportunities are understood as the potential of educational content, methods, forms and technologies to influence the social development of students. First of all, the integration of concepts related to social values, social roles, communication culture and civic responsibility in the educational content is important. Classes organized on the basis of an interdisciplinary approach allow students to understand social processes holistically. Interactive teaching methods are also an effective didactic tool for developing social adaptability. Through problem situations, role-playing games, discussions and group assignments, students acquire the skills of analyzing social situations, making decisions and working together. In this process, students' activity and independent thinking are supported. A reflective approach is an important pedagogical mechanism in the formation of social adaptability competence. Reflection activates the process of the student's analysis of his own behavior, assessment of his attitude to social situations, and self-awareness as a person. The use of reflective questions, analytical written work, and self-assessment tasks in the lesson serves to develop the social consciousness of students. Emotionally reflective methods, on the other hand, enhance the social adaptability of students by developing their emotional sphere. Such methods are aimed at developing empathy, understanding of others, and emotional stability in students. As a result, students acquire the ability to control their emotions and demonstrate adaptive behavior in various social situations. Socially oriented activities are of particular importance in developing students' social adaptability competencies. Community projects, social events, and activities organized in cooperation between the school and the neighborhood enrich students' real social experience. In the process of such activities, students develop the skills of feeling responsible, working in a team, and responding to social problems. Communicative collaboration technologies strengthen social adaptability by developing students' communication competence.

Students acquire the skills of expressing their opinions freely and civilly, listening to the opinions of others and reaching compromises. This serves to form a constructive position in interpersonal relationships. It is necessary to develop certain criteria and indicators to determine the level of formation of the competence of social adaptability. The following main criteria were identified within the framework of the study: the student's recognition of himself as a person, feeling his own worth, being able to respond flexibly to social situations and demonstrating constructive behavior. Based on these criteria, the level of social adaptability of students can be characterized as high, medium and low. This makes it possible to organize the educational process on the basis of a differentiated approach. In conclusion, the formation of the competence of social adaptability in students of general education schools requires targeted and systematic use of the didactic possibilities of the educational process. The integration of reflective approaches, emotional-reflective methods, socially oriented activities, and communicative cooperation technologies serves as an effective pedagogical tool for ensuring the social adaptation and personal development of students. The results of the study have practical significance in improving the educational process in secondary schools and enriching didactic provision aimed at developing social adaptation competence.

In modern pedagogical research, the competency approach is considered as a methodological basis aimed not at arming a person with a ready-made system of knowledge, but at forming him as a subject capable of acting independently in various social and

professional situations. Within the framework of this approach, the competence of social adaptation is characterized not only by the student's possession of social knowledge, but also by the ability to apply this knowledge in real-life situations, to effectively interact with the social environment, and to consciously control his behavior.

The methodological advantage of the competency-based approach is that it brings the student's personal experience to the center of the pedagogical process. This allows for the use of individual, differential and reflective approaches in the formation of social adaptation competence. As a result, the educational process is harmonized with the student's internal needs, interests and social experience. The concept of socialization is an important theoretical basis in analyzing the process of forming social adaptation competence. Socialization is interpreted as the process of an individual's entry into society, assimilation of social norms, values and roles. In the context of a comprehensive school, this process is carried out through educational activities, communication, collective activities and educational influences. Adaptation, in turn, represents the dynamic aspect of socialization. A student demonstrates social adaptation by being able to adapt his behavior in various social situations, make decisions in accordance with new conditions and find constructive solutions in problem situations. Therefore, in the pedagogical process, the processes of socialization and adaptation must be organized in an inextricably linked manner.

The competence of self-awareness is characterized by the student's perception of himself as a person, his awareness of his capabilities and limitations, as well as his understanding of his place in society. This competence is formed on the basis of the unity of cognitive (self-knowledge), emotional-value (attitude to oneself) and active (self-expression) components. The competence of social adaptation and the competence of self-awareness have a dialectical relationship. A student cannot effectively adapt to the social environment without self-awareness, on the contrary, the process of self-awareness deepens through social experience. Therefore, the parallel and integrative development of these two competencies in the educational process is an important pedagogical task.

The formation of personal identity in students is directly related to the conscious adoption of social roles. In the school environment, a student performs roles such as "classmate", "friend", "team member", "leader". In the process of performing these roles, he realizes his social significance and learns to adapt his behavior to the requirements of society.

Pedagogically properly organized educational and educational activities allow students to try out social roles, analyze them and consciously accept them. This serves to form the competence of social adaptation. In the development of the competence of social adaptation, it is important to combine traditional lesson forms with innovative pedagogical technologies. While students acquire the necessary knowledge and concepts through traditional lessons, they have the opportunity to apply this knowledge in social situations through innovative forms. Technologies such as project activities, problem-based learning, training sessions and modeling of social situations increase the social activity of students. In this process, the student is formed not as a passive listener, but as an active participant. In the modern digital educational environment, the social adaptation of students is acquiring a new meaning. In the conditions of online communication, virtual communities and information flows, the formation of students' social behavior and communication culture is becoming an urgent issue. Therefore, it is necessary to develop pedagogical strategies aimed at developing students' social adaptability when using digital didactic tools.

Table 1

A model for the formation of social adaptability competence in secondary school students

Pedagogical factors	Didactic opportunities	Expected result
Values-oriented education	Integrating social and moral values into the content of education, organizing lessons based on educational situations	Students develop a conscious attitude towards social norms and values
Person-centered approach	Individual and differentiated assignments, reflective exercises, self-assessment methods	Students' self-awareness and personal stability develop
Developing a communicative environment	Discussion, role-playing, communication training, group work techniques	Effective communication, listening, and feedback skills are developed
Collaborative pedagogy	Team projects, collaborative problem solving, social projects	Teamwork, responsibility, and social engagement are developed
Developing emotional intelligence	Emotionally reflective techniques, empathy-focused training	Students' emotional stability and adaptive behavior are strengthened
Orientation to social practice	School-community collaboration events, social activities	Develops skills to adapt to different social situations
Culture of using ICT	Training in collaboration, information security and digital ethics on digital platforms	Responsible and adaptive social behavior is formed in the digital environment

In this table, the process of forming social adaptability competence in students of general education schools is systematized on the basis of the logical chain “**pedagogical factors - didactic opportunities - expected results**”. This approach shows that the development of social adaptability competence in the educational process is not a random or episodic activity, but a purposeful, consistent and integrative pedagogical process. The pedagogical factors highlighted in the table represent the main educational and didactic conditions that affect the personal development of the student. In particular, values-oriented education and a person-oriented approach are interpreted as the main factors that activate the process of social norms, moral values and self-awareness in students. The development of a communicative environment and cooperative pedagogy serve to expand the social experience of students, form adaptive behavior through communication and collective activity.

The methods and tools indicated in the column of didactic opportunities reveal the mechanisms for implementing pedagogical factors in educational practice. Reflective exercises, modeling problem situations, project and training activities develop students' skills in analyzing social situations, making independent decisions, and consciously fulfilling social roles. Also, didactic opportunities for the use of information and communication technologies are aimed at ensuring students' social adaptability in the digital environment.

The expected results column represents the personal and social changes achieved through the mutual integration of these pedagogical factors and didactic opportunities. The results reflected in the table are characterized by the adaptation of students to the social environment, the manifestation of constructive behavior in interpersonal relationships, an increase in the level of self-awareness and personal stability. This is assessed as an important pedagogical result that serves to increase the effectiveness of the educational process in secondary schools. In general, the content of the table scientifically substantiates that the formation of social adaptability competence in secondary school students requires a **systematic approach**, and the combination of pedagogical factors and didactic opportunities ensures the sustainable development of this competence.

Social flexibility competence to form aimed at experiment - test works general education schools under the circumstances working issued didactic model efficiency to determine The main purpose of the experiment is to determine the level of formation of social adaptive competence in students and to substantiate the effectiveness of the proposed pedagogical conditions. The results of the experiment show that the reflective approach, socially oriented activities and the systematic use of communicative cooperation technologies significantly increase the social adaptive competence of students. Students develop adaptive attitudes to social situations, independent decision-making and constructive communication skills.

In foreign scientific literature, the issue of socialization and social adaptation of the individual is widely covered as a psychological and socio-pedagogical process. In particular, VSMukhina interprets the development of the individual as a continuous process that occurs in interaction with the social environment, justifying the fact that the assimilation of social experience in childhood and adolescence is of decisive importance in the formation of personal identity and adaptive behavior. According to the scientist, the level of social activity and self-awareness of the individual is formed precisely in the system of social relations.

American sociologist George Herbert Mead associates the process of socialization with social experience that occurs through communication between the individual and society. According to his concept of the "I", an individual, in the process of self-understanding and the adoption of social roles, internalizes the attitudes and expectations of society as an internal norm. This approach scientifically substantiates the formation of social adaptive competence in students in the process of communication, cooperation and social activity.

Abraham Maslow, who studied the needs of the individual and the issue of self-actualization, connects social adaptation with the basic psychological needs of a person. The scientist noted that the satisfaction of the needs for acceptance, respect and self-expression in a social environment ensures the stability of the individual's social behavior and adaptability. These views indicate that creating a favorable psychological and social environment for students in the educational process is an important condition for the development of social competencies.

Erik Erikson, the author of the theory of psychosocial development, links the socialization and adaptation of the individual with crises and developmental tasks specific to

age stages. According to his theory, the formation of personal identity, understanding of social roles and responsibilities during schooling are the main psychological factors of social adaptation. This approach argues that the development of students' self-awareness competence is an integral part of the process of social adaptation.

The issue of social competence and adaptation has also been systematically studied in Uzbek pedagogical science. In particular, A. Musurmonova, analyzing the educational potential of the educational environment, emphasizes the role of pedagogical relations and a value-based environment in the school in the formation of social competencies.

N. Muslimov scientifically substantiated that the educational process organized on the basis of cooperative pedagogy serves to develop social activity, communication culture and adaptive behavior in students. Also, in the research conducted by R. Mavlonova, the integrity of the educational system, student-teacher-team cooperation are interpreted as an important pedagogical condition for the formation of social competencies. These scientific views theoretically substantiate that the formation of social adaptive competencies in students of secondary schools is carried out based on social relations, communication, practical experience and didactic opportunities of the educational environment.

Thus, the implementation of didactic opportunities for the formation of social adaptability competence in secondary school students is one of the priority areas of the modern education system. This competence is characterized by students' adaptation to social life, ensuring effectiveness in communication processes, developing skills for working in a team, and strengthening personal stability. Pedagogical factors that serve to develop social adaptability, including values-oriented education, a person-centered approach, communicative and collaborative technologies, methods aimed at developing emotional intelligence, social practices, and the culture of using information and communication technologies, when used in a coordinated manner in the educational process, ensure high didactic effectiveness. The systematic integration of these didactic opportunities creates a solid pedagogical foundation for the personal and social development of the student and serves his conscious manifestation of adaptive behavior in various social situations.

References:

1. Musurmonova A. Theory and practice of spiritual and moral education. – Tashkent: TDPU, 2018.
2. Muslimov NA Technologies for developing the professional competence of a teacher. – Tashkent: TDPU, 2020.
3. Mavlonova RH Pedagogical foundations of personality socialization. – Tashkent: TDPU, 2019.
4. Mead GH The Philosophy of the Present. – La Salle, Illinois: Open Court, 1980.
5. Mukhina VS Vozrastnaya psychology: phenomenology razvitiya, detstvo, otrochestvo. - M.: Academy, 2010.
6. Erikson EH Identity: Youth and Crisis. – New York: WW Norton & Company, 1968.
7. Maslow AH Motivation and Personality. – New York: Harper & Row, 1954.