

**THE EFFECTIVENESS OF PSYCHOLOGICAL SERVICES IN THE ADAPTATION OF
INTERNATIONAL STUDENTS TO HIGHER EDUCATION INSTITUTIONS IN
UZBEKISTAN**

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Annotation

This article analyzes the social and psychological aspects of the process of adaptation of foreign students to the educational system of Uzbekistan. The study highlights factors affecting the adaptation process, intercultural differences, language problems, and the importance of psychological support. Scientific conclusions and recommendations have also been made to ensure the successful integration of foreign students into the educational process.

Keywords

foreign students, social adaptation, psychological adaptation, educational environment, intercultural communication.

INTRODUCTION:

Globalization processes are also reflected in the field of Education, causing an increase in the number of foreign students in higher education institutions of Uzbekistan. This requires a scientific study of the problems associated with their adaptation to the new socio-cultural environment. For foreign students, the education system, teaching style, cultural values and social attitudes are important adaptation factors. Adaptation is the process of reorganizing the behavior, emotional state and social relationships of an individual in accordance with the requirements of a new environment. Socio-psychological adaptation is characterized by the fact that the individual finds his place in the team, acquires social roles and maintains psychological stability. The introduction of foreign students into the new educational environment is not a sudden process, but in successive stages. At the initial stage, students show a state of interest in innovation and high motivation. This period is assessed as a stage of “optimistic adaptation”. At the next stage, however, cultural, academic and social differences begin to be noticed, which can lead to internal conflict, decreased self-confidence and emotional instability. At the next stage, however, cultural, academic and social differences begin to be noticed, which can lead to internal conflict, decreased self-confidence and emotional instability. At the final stage, the individual receives a new setting and stabilizes his social and academic activities. The duration of these stages will directly depend on the student's personal characteristics, previous experience and openness of the receiving environment.

Individual psychological factors play an important role in the adaptation of foreign students. In particular, students with high levels of stress resistance, communicativeness, flexible thinking and emotional intelligence adapt faster to the new environment. Conversely, introversion, anxiety, and low social activity slow down the adaptation process. The issue of self-identification is also considered relevant. The student must find a place in the new social space while maintaining his national and cultural affiliation. When this balance is disturbed, internal psychological conflicts arise. The theoretical orientation of the teaching process in the Uzbek educational system, the requirements for independent education and the assessment criteria pose certain difficulties for foreign students. In particular, the demand for critical thinking, oral speeches and written work in a formal academic style increases psychological pressure in them.

In these cases, there is a low assessment of the student's own capabilities, fear of academic failure and a decrease in motivation. As a result, apathy or passivity towards educational activities can occur. The interaction of the student with groupmates is an important social factor in the adaptation process. In communities where there is a result, apathy or passivity towards educational activities can occur. The interaction of the student with groupmates is an important social factor in the adaptation process. In communities where there is a positive psychological climate, mutual respect and support, foreign students feel safe and accepted. Conversely, social deviance or stereotyped attitudes complicate adaptation. Of particular importance in this is the pedagogical and psychological competence of the teacher. The intercultural sensitivity and fair approach of the teacher form an atmosphere of trust among students.

The adaptation of foreign students to the educational environment of Uzbekistan is not limited to social or academic adaptation, but rather, as part of a broader process of acculturation. Acculturation is the changes that occur in the system of behavior, values and social relations as a result of the long-term interaction of an individual with another culture. The collectivism inherent in Uzbek society, respect for adults, formal communication and commitment to traditional values can be unusual for some foreign students. These cultural differences lead to misunderstandings in the early stages, but over time, students learn to adapt to them, realizing new cultural codes. When this process is successful, intercultural competence is formed in the individual.

In the adaptation of foreign students, the feeling of "alienation" is manifested as a special psychological state. This condition is characterized by the individual feeling isolated, misunderstood, or unacceptable from those around them. In particular, insufficient language proficiency or misinterpretation of cultural cues is a contributing factor to this emotion. According to social identity theory, an individual achieves psychological stability only when he realizes himself as a member of a particular group. Therefore, it is important for foreign students to form a sense of "social belonging" through Student Clubs, International Communities and cultural events. In the process of adaptation, a change in the emotional state of students is a natural process. While some students feel joy, curiosity and a desire to develop themselves, others experience anxiety, longing and mental fatigue. These emotional states, if prolonged, can lead to a violation of psychological adaptation. In this context, developing emotional regulation skills, teaching stress management strategies, and creating a positive psychological environment play an important role in supporting the mental health of international students.

OBJECT OF STUDY: this study is aimed at studying the features of socio-psychological adaptation of foreign students studying in higher educational institutions of Uzbekistan, a total of 120 foreign students took part in the study. The study selected 35 foreign students from Tashkent State Pedagogical University, 30 from Tashkent State University of Economics, 25 from Tashkent University of Information Technology, and 30 from Samarkand State University. The students who participated in the study were studying at the undergraduate and graduate levels, coming from different countries (Central Asia, South Asia, Middle East and African states). The students who participated in the study were studying at the undergraduate and graduate levels, coming from different countries (Central Asia, South Asia, Middle East and African states).

METHODS: The "acculturation strategies" methodology developed by Berry is aimed at identifying strategies for an individual to adapt to another cultural environment. Methodology is important in intercultural psychology. Survey questions are compiled on the basis of the individual's attitude to their national culture, the degree of acceptance of a new culture. Methodology is important in intercultural psychology. Survey questions are compiled on the basis of the individual's attitude to their national culture, the degree of acceptance of a new culture. Strategies determined by methodology:

- ❖ Integration-acceptance of a new culture while maintaining its own culture;
- ❖ Assimilation-to give up their culture and adapt to a new culture;
- ❖ Separation-just clinging to their culture;

The methodology is carried out in the form of a questionnaire, the execution time is about 15-20 minutes. Integration strategy is evaluated as the most effective type of adaptation, while marginalization indicates the most complex case in adaptation.

The “reactive and personal anxiety scale” methodology developed by Ch. Spielberger is intended to assess an individual's state of stress and anxiety, allowing the identification of psycho emotional tension in the adaptation process.

RESULTS: integration strategy (43.3%) was ranked as the leader according to the results of the methodology of the impact of acculturation strategies on adaptation. This situation is assessed as a positive trend, as students who choose an integration strategy:

- ❖ maintains its own national identity;
- ❖ openly embraces the new culture;
- ❖ experiences relatively little stress in social adaptation.

While students with an assimilation (23.3%) strategy seem to adapt quickly, there is a possibility of experiencing a personal identity crisis in the long run. Because they move to a certain extent away from their cultural roots. The separation (20%) strategy is characterized by social withdrawal and a tendency to communicate in closed groups. These students often communicate only to their compatriots, which slows down academic and social integration. Marginalization (13.4%) is the most risky strategy, and students in this group are neither fully adapted to their culture nor to the new culture. They belong to the group of high psychological risk. In the methodology of the correlation between anxiety levels and adaptation, The results of reactive and personal anxiety have shown that about a quarter of students have high anxiety levels. This condition was especially more common among students with lower levels of adaptation.

High reactive anxiety: new academic requirements; evaluation system; found to be directly related to adaptation to the language environment.

While high personal anxiety:

- ❖ long-term stress;
- ❖ social insecurity;
- ❖ low self-esteem;
- ❖ shows stable psychological states such as.

This means that anxiety is one of the main inhibitory psychological factors in the adaptation process. Language is not only a means of communication, but also an important psychological factor in the development of self-expression and social interaction of the individual. Students who do not have sufficient proficiency in the language of instruction in the educational environment of Uzbekistan often feel dissatisfaction and internal pressure from not being able to fully express their opinion. This condition leads to a decrease in self-assessment and a restriction of social activity. Therefore, adaptation courses and practical classes aimed at learning the language are considered important not only in providing academic but also psychological stability. In the modern educational process, digital platforms occupy an important place. For foreign students, e-learning systems, online resources, and virtual communication tools can be mitigating factors for adaptation. However, differences in the level of technological infrastructure and digital literacy pose additional challenges in some cases. Students who successfully adapt in the digital environment develop independent learning, information selection, and time management skills more quickly, which has a positive effect on their overall academic alignment. The adaptation of foreign students to the educational system affects not

only their student period, but also their future professional and personal development. Successfully adapted students gain freedom, social flexibility and global thinking in intercultural communication. Conversely, in cases where the adaptation process is not adequately supported, academic failure, social withdrawal, and decreased motivation are observed. Therefore, the issue of adaptation should be considered as a pedagogical and psychological task of strategic importance. When working with foreign students, the systematic activities of psychological services in educational institutions are considered important. Stress conditions can be diagnosed early through Individual counseling, compatibility monitoring, and preventive training. Peer-based support mechanisms also provide effective results in the adaptation process. At the institutional level, however, the activities of information centers, cultural integration projects and academic consultants for international students increase the quality of adaptation. Foreign students who fall into a new environment often experience situations of stress, loneliness, cultural shock. These conditions can negatively affect their academic activity and mental state. For this reason, the presence of psychological services and adaptation programs is important.

For the successful adaptation of foreign students:

- ❖ organization of adaptation trainings and intercultural workshops;
- ❖ development of psychological counseling services;
- ❖ setting up a mentoring (tutoring) system;
- ❖ it is recommended to create a friendly and inclusive educational environment.

CONCLUSION: the adaptation of foreign students to the educational system of Uzbekistan is a complex socio-psychological process, which is determined by many factors. Effective organization of the adaptation process not only increases the academic success of students, but also strengthens the international

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