



PEDAGOGICAL-PSYCHOLOGICAL BASIS OF ADAPTATION OF STUDENTS TO THE SCHOOL TEAM IN SOCIAL PARTNERSHIP

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ABSTRACT

This article examines the pedagogical and psychological foundations of students' adaptation to the school team within the framework of social partnership. The process of adaptation is considered a critical phase in a student's academic and personal development, influenced by interactions between the school, family, peers, and the broader community. The study explores how collaborative efforts among teachers, psychologists, parents, and social institutions contribute to creating a supportive environment that facilitates students' social, emotional, and cognitive adjustment. The research highlights effective strategies for early diagnosis of adaptation difficulties, development of inclusive practices, and the creation of a positive school climate. Emphasis is placed on the importance of coordinated actions between stakeholders to ensure that every student feels a sense of belonging, safety, and motivation within the school team. This approach ultimately supports the holistic development of learners and strengthens the role of social partnership in education.

KEYWORDS: Student adaptation, school team, pedagogical support, psychological foundations, social partnership, inclusive education, emotional adjustment, educational collaboration, school climate, stakeholder cooperation.

INTRODUCTION

Now education in institutes social cooperation at the base students social to life preparation mechanism modernization to do new models in practice implementation The student is being social to life preparation , emotional , psycho-physical potential social cooperation based on activity to conduct at the base development adaptation of the participants mutual joint movements optimization to do according to complex affairs coordination Scientific search in institutes social cooperation pedagogy at the base students social to life preparation process innovative attitude based on design , students clear cognitive to asset preparation technologies development , cognitive to perfection achieve in the process pedagogical-psychological values implementation to grow according to scientific research take Global information currents and acceleration , science and technology progress as a result students cognitive potential development continuation , future educators innovative cognitive to asset training , pedagogical social cooperation models optimization to do , students social to life preparation pedagogical-psychological potentials expansion according to Scientific research is continuing .

BASIS PART

International education in institutions social partnership based on students social to life preparation system modernization to do innovative patterns in practice disposal is being done . The student social to marry preparation , emotional , psycho-physical potential social



partnership based on activity to conduct at the base development persistence , adaptability of the participants mutual joint activities optimization to do according to systematic affairs coordination is being done .

In the collective mutual interactions spontaneous in a way not , maybe education sciences curriculum composition , future expert about concepts , collective extracurricular proposed activity in formats to participate discussion to do , in general supreme education institution and specific to the life of the faculty (institute) integration based on is formed . In this mutual communication constructive support types , efficient inter-collective mutual attitude experience accumulation to do , adaptation in process difficulties elimination individual assistance in making , confrontations prevention pedagogical to the fundamental vectors of activity It turns . So so , high education institution and socio-cultural of the environment education resources consolidation to do partnership based on teaching main line of activity being , it is wide on the spectrum socio-psychological-pedagogical work methodologies and from formats complex for disposal opportunity gives .

In the collective mutual relationship arbitrarily not , maybe education sciences programs content , future frame about imagination , collective extracurricular Suggested work in formats participation to reach deliberation to do , in general supreme training country and specific faculty (institute) life incorporation at the base evolution In this process mutual communication positive types consolidation to do , to be effective inter-collective mutual attitude practice accumulation to do , adaptation in process Individual assistance in problem solving to give , disagreements elimination to do pedagogical activity central to vectors transformation will be . So , the higher education organization and socio-cultural of the environment education potentials coordination to do partnership based on education to give fundamental direction of activity being , it is wide in the circle socio-psychological-pedagogical activity methodologies and from formats complex disposal opportunity creation does .

Student's training in the collective adaptation to do pedagogical cooperation at the base teaching process one how many phase cover takes :

Phase 1 – preparatory and diagnostic phase . This phase pedagogical cooperation at the base of teaching all Participants : both teachers and students adaptation to the process preparation vision and initiation This phase duration 6-8 weeks . In this phase consecutively assets algorithm as follows : first course training collectives teachers and consultants preparation , collective consultants by one annual adaptation program elaboration , consultant by students personal information with familiarization , training in the collective students with acquaintance event coordination to do , every one collective member's adaptation potentials determination to do , students this training in the collective successful adaptation supportive factors identification to do

Phase 2 – in the collective constructive communication experience accumulation This is the fundamental phase of making . teachers and (consultant as participant) high course students in coordination collective inside relationship in the system himself expression to do various options experimentation to do to the possibility has was social testing ground . Phase 6 will continue . Continuous assets algorithm as follows : consultant by in the collective constructive communication training methods organization to be , in a collective commander shaping on systematic activity conduct , person various individual characteristics in the collective and his/her communicative competence manifestation demand to do mutual attitude situations



generation to do , collective inside mutual communication monitoring the results . Then algorithm rehearsal to be done possible : competence and of qualifications new to train their teams organization to be , in particular , a student this demonstrate competencies , activity and in the collective reflection of communication and reinterpretation to do possible real situations that creation to do

Phase 3 – student in the collective adaptation to assess the results phase . This phase independent and expert assessment, achieved achievements training activity results with correlation to do , extracurricular involvement in the activity determination to do , difficulties identification to do , student and training collective member's next individual vectors of development elaboration to do in mind The phase lasts for 4-6 weeks . Consecutively assets algorithm : self - reflection , micro reflection in collectives , collective reflection , and own to make activeness conscious , consultant with individual analytics meetings organization to do Students training in the collective adaptation to do pedagogical cooperation at the base education to give to the object achieve for main traditional information broadcast to do formats (social-psychological , pedagogical assistance , joint activity coordination to do), methodologies (educational situations , actualization , consolidation and enrichment , support and creativity design) and wide on the spectrum from instruments (individual and collective conversations , discussions , collective-creative affairs , situational games and others) disposal made . Pedagogical cooperation at the base education to give model implementation to do framework within interactive adaptive teaching from strategies use recommend is being done. Adaptation process effective realization to do for education in the process complexity to the level according to asset and interactive training from types disposal will be done : initial level - normative-logical and to communication based ; innovative initiatives ; vital situations modeling doer methods implementation to grow and implementation to do . Gaming strategies , complexity levels , roles gaming , business simulations , projective communication technology student's training in the collective socio-psychological status optimization to do , difficulties elimination to do , study active achievements and chosen specialty about concepts shaping and development to hold potentials expands .

CONCLUSION

Students training in the collective adaptation pedagogical partnership based on education to give to the intention maturity for main traditional information distributive to do formats (social-psychological , pedagogical assistance , joint activity organization to do), methodologies (educational contexts , activation , consolidation and enrichment , support to give and creativity strategic planning) and wide in the circle from tools (individual and collective dialogues , debates , collective-creative affairs , situational gaming and others) in use as Pedagogical partnership based on education to give pattern done increase border within interactive adaptive education methodologies disposal advice is given .

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