

# PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS' ENVIRONMENT IN THE PROCESS OF SOCIALIZATION

Abdullaeva Sohobakhon Akhmadaliyevna

Psychologist, assistant of the department of Humanitarian sciences, Tashkent state Agrarian University

<https://doi.org/10.5281/zenodo.7900858>

**Abstract.** *This article is aimed at studying the psychological characteristics of the student environment in the process of socialization. The study was conducted through a literature review of previous studies and articles. The article provides an overview of factors that contribute to the socialization process in the student environment, including peer relationships, family influences, cultural background, and educational experiences. The results highlight the importance of creating a positive and supportive student environment for healthy socialization and academic success.*

**Keywords:** *psychological characteristics, student environment, socialization, peer relations, family influences, cultural background, educational experiences.*

## Introduction

Socialization is an important process that occurs during the life of a person, especially in the formative years in the student environment. The student environment provides a unique context for socialization where youth can develop their identity, values, and beliefs through interactions with peers, teachers, and family members. The purpose of this article is to study the psychological characteristics of the student environment in the process of socialization.

## Methods:

The study was conducted through a literature review of previous studies and articles on the psychological characteristics of student environments during socialization. The search included "psychological characteristics," "student environment," "socialization," "peer relations," "family influences," "cultural background," and "influence" in various databases such as PubMed, PsycINFO, and Google Scholar. No experiments were conducted using the keywords.

## Results:

The research results show that the student environment plays a decisive role in shaping the socialization process. Peer relationships are especially important because they provide the environment for young people to develop social skills, learn social norms and values, and define their identity. Family influences, cultural information, and educational experiences also play an important role in shaping the socialization process. A supportive and positive student environment can promote healthy socialization and academic success, while a negative or unsupportive environment can have the opposite effect.

We have set ourselves the following tasks: - to give social description to students of higher education institutions; - Determining the characteristics of students' socialization, their values, the most important types of activities, the characteristics of their relationships with other people, their cultural level, their attitude to social affairs, political parties, etc. In accordance with the research objectives, the questionnaire contains a number of sections that are logically related to each other: - social portrait of students; - value orientations in different spheres of activity, ranking according to importance for subjects of different types of activity; - students' socialization, relations with

others, level of cooperation with them; - public and civil activities: political ideals, participation in public works, activities of public organizations; - level of general culture. Socio-demographic characteristics. Unlike schoolchildren, students are more independent. Many live away from their parents, in dormitories or rented apartments, and already have their own routines and very little income.

The years of study at the university are the period of the highest activity and rapid development of a person's intellectual powers and capabilities. Young men and women must have the necessary will and determination to master the modern heights of science, technology, and culture. However, student life is not limited to preparation for future professional activities. This is an important step in the life of young people, when they are maturing, their outlook, ideals, and beliefs are being formed. If in early adolescence only psychological preparation is formed for self-determination - personal, professional, wider - life, then during the student period the real realization of plans, intentions and desires begins. The readiness to determine one's own destiny is the presence of stable, conscious ideas about one's duties and rights in relation to society, other people, moral principles and beliefs, an understanding of duty, responsibility, one's means the ability to analyze experience, observe events. Self-awareness plays a leading role in psychological readiness to determine one's own destiny . Therefore, among the indicators of readiness for self-determination, the character traits that people value most in themselves and in others are important. The processing of the questionnaires showed the following distribution of answers: - students put volunteerism in the first place - 92%, education in the second place - 89%, responsibility is indicated next - 84%; - self-confidence - 83%, self-control and tolerance - 82%; - independence - 81%, initiative took the last place - 12%.

In determining the social collective portrait of student youth, including, we were interested in how the appearance of students plays a role with it, as it depends on their social status, self-representation and partially personal claims to the near future. It was found that 57 percent of the participants attach great importance to their appearance. Differences in opinion on this issue, depending on gender and age, turned out to be very natural: appearance is more important for girls, and its importance increases with each subsequent course. Only 12% of boys and girls believe that appearance is far from the most important thing. A little more than 6% almost do not care, that is, it does not matter to them at all. Value orientations of students and their rating. A mandatory psychological condition for the emergence and development of a person's life prospects and self-determination factor is the presence of formed value orientations.

In the process of socialization - mastering and increasing social experience, students develop different value ideas about the importance of certain factors. Value orientations, which are one of the central formations, express a person's conscious attitude to the surrounding reality and determine the motivation of his actions, have a significant impact on all aspects of activity. In a survey of 1st-3rd year students, values appeared in the following order: financial support - 85%, their health - 75%, health of relatives - 66%, family happiness - 51%, love - 43%, personal safety - 40%, self-esteem - 39%, communication with friends, spiritually close people - 35%, hoping to become a highly qualified specialist - 32%, interesting work - 21%, public success - 8%. The survey among 4th-5th year students and graduate students showed the following level: - financial support - 89%, hope to become a highly qualified specialist - 82%, interesting work - 71%, their health - 67%, health of relatives - 63%, family happiness - 44%, love - 43%, personal security - 40%, self-esteem - 37%, communication with friends, spiritual close people - 27%, public success

- 7 %. As you can see, there are certain differences in the selection of values depending on the study period. Thus, if in the 1st-3rd year 85% of students put financial support first, then in the last years of university studies, 89% already follow this idea. Raising children, moral, spiritual self-improvement is valuable for senior students, at least for male students of 1-3 years. It helps all students - regardless of the field of study - self-esteem, health - themselves and loved ones, interesting work, successful career, family happiness, friends, people, social success, atmosphere of recognition, personal security, and communication with spiritual relatives unites the same attitude to values. In the student environment, the importance of such values as interesting work, successful professional activity increases (from 11% in the first year to 71% in the fifth year). Socialization of students, relationships with others, level of cooperation with them. The process of becoming a future specialist, mastering knowledge, values and norms recognized by society, in other words, socialization is carried out in three types of social formations: - students whose existence is related to the organization of the educational process in groups (study group, course, faculty); - in communities whose creation and operation are related to the educational process, as well as the activities of various (including youth and students) socio-political organizations and communities (youth clubs, interest associations, etc.); - And finally, in informal alliances that appear on the basis of personal sympathy, affection and other motives. The fact that students are friendly people and attach great importance to community life indicates a high reputation of forms of spending time together, and most of them quickly get close to people.

#### **Discussion:**

Research findings highlight the need to create a positive and supportive student environment that promotes healthy socialization and academic success. This can be achieved through a variety of activities, including fostering positive peer relationships, creating opportunities for cultural exchange and understanding, and creating a safe and inclusive learning environment. The role of parents and teachers in promoting healthy socialization cannot be overlooked as they can serve as positive role models and provide guidance and support to young people.

#### **Conclusions and suggestions:**

In short, the psychological characteristics of the student environment play a decisive role in the formation of the socialization process. Peer relationships, family influences, cultural background, and educational experiences contribute to the socialization process. Creating a positive and supportive student environment promotes healthy socialization and academic success, while a negative or unsupportive environment can have the opposite effect. Therefore, it is important to implement activities that promote a positive student environment to support healthy socialization. Suggestions for future research include examining the role of technology and media in shaping the socialization process in student environments, as well as the effects of socialization on mental health outcomes.

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