

SOCIAL-PSYCHOLOGICAL FEATURES OF ADAPTATION OF STUDENTS WITH DISABILITIES IN HIGHER EDUCATIONAL INSTITUTIONS

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ANNOTATION

The article discusses the problems of higher education for persons with limited health conditions. And how they face the institution of higher education.

The problem of obtaining higher education for persons with disabilities at the moment is relevant. According to the data of the World Health Organization say that the number of people with disabilities who study in higher education institutions in the world is increasing, if in 2020 they were only 3% of all people with disabilities, then this figure has increased by 5% and is 8% of all people with disabilities [38].

Therefore, it is necessary to create all conditions for students with disabilities in higher education institutions so that they are well adapted in the educational environment of higher education institutions. The Government of the Republic of Uzbekistan is doing everything possible to ensure that persons with disabilities receive higher education. In the Law of the Republic of Uzbekistan from 15.10.2020 N ZRU-641 "On the rights of persons with disabilities" (Adopted by the Legislative Chamber on 22.07.2020, approved by the Senate on 11.09.2020) [13] in Article 11. "The main directions of state policy in the field of ensuring the rights of persons with disabilities" refers to the provision of persons with disabilities with the opportunity to receive inclusive education (...higher education) [13]. Article 38. "The right of persons with disabilities to education" states that persons with disabilities have the right to education in educational organizations and throughout life for the fullest development of their abilities and participation in life.

According to the legislation of the Republic of Uzbekistan (the Law of the Republic of Uzbekistan "On Education" from September 23, 2020 № ZRU-637 (as amended on 12.10.2021)) provides the principle of equal rights to education in higher educational institutions for persons with disabilities [14]. Article 20. "Inclusive education" stipulates that persons with disabilities can receive inclusive education, which is aimed at ensuring equal access to education in educational organizations, for all students taking into account the diversity of special educational needs and individual capabilities. Therefore, for persons with physical, mental, sensory (sensory) or mental disorders in educational organizations is organized inclusive education. The procedure for organizing inclusive education is determined by the Cabinet of Ministers. Obtaining education in higher educational institutions by persons in this category is one of the main and indispensable conditions for their successful socialization, ensuring their full participation in the life of society and effective self-realization in various types of professional and social activity. At the same time, accessibility of higher education for persons with disabilities with different nosologies should be fully ensured [13].

Entry to higher education institutions by persons with disabilities is accompanied by transition to a new educational system, a new social environment, the emergence of a number of problems related to academic performance, self-organization. In the process of adaptation, students with disabilities face difficulties, in particular of a socio-psychological nature, which reflect the

characteristics of personality that contribute to adaptation, as well as the level of satisfaction or dissatisfaction with the relationship with teachers and classmates, the perception of relations in a new group. The peculiarities of socio-psychological adaptation of students with disabilities to the conditions of higher education institutions are determined by the specificity of this group of students, due to their special needs, which must be met in order to provide them with equal learning opportunities with healthy people. Consequently, students with disabilities need to apply all their socio-psychological features to adapt to the new social environment of higher education institutions. Therefore, many researchers L.A. Alexandrova, A.V. Benchil, O.V. Bobkova, E.V. Voevodina, E.V. Gurova, V.A. Dikhov, A.T. Faizrakhmanova, E.B. Shchetinina and others try to show the significance and relevance of adaptation of students with disabilities in higher education institutions.

Socio-psychological peculiarities of adaptation of students with disabilities in higher education institutions are devoted to the studies of O.V. Bobkova, E.V. Voevodina, E.V. Gurova, N.A. Lyz, N.N. Mescheryakova, E.B. Shchetinina and others.

The analysis of socio-psychological peculiarities of adaptation of students with disabilities in higher educational institutions makes it possible to state that, despite a sufficient number of scientific works of theoretical, technological and methodological nature on the problem of research, many specialists in the social sphere have difficulties in the process of empirical research of socio-psychological peculiarities of adaptation of students with disabilities in higher educational institutions.

A questionnaire survey was conducted among healthy and students with disabilities.

In the course of the study the following results were obtained:

- students with disabilities are satisfied with studying in higher education;
- the level of socio-psychological adaptation in students with disabilities is low, and in normal students it is high;
- the level of psychological adaptability in students with disabilities is low, while in normal students it is high;
- the level of situational anxiety and personality anxiety in students with disabilities is high, while in students with norms it is average.

Based on these data we can conclude that students with disabilities to study well, it is necessary to adapt to the conditions of higher educational institutions, therefore, it is necessary to know the level of their socio-psychological adaptation, the level of self-assessment of psychological adaptability and anxiety level. Knowing all the previously mentioned socio-psychological characteristics of students with disabilities, it is possible to effectively adapt students of this group to study in higher education institutions.

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