

Psychological Features Of Socio-Psychological Adaptation Of International Students In A Medical University Of Uzbekistan

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Article History	Abstract
Received: 26 th March, 2026 Accepted: 24 th April, 2026	The article examines the problem of socio-psychological adaptation of international students from India studying at a medical university in Uzbekistan. The results of the study show that most second-year students generally adapt successfully to the social conditions of a foreign country, which is manifested in a satisfactory level of social inclusion, acceptance of others, the formation of interpersonal relationships, and a moderately positive emotional background.
Keywords: Socio-psychological adaptation, socialization, identification, self-esteem, acceptance of others, psychodiagnostics, questionnaire, methodological validity, diagnostic construct, age category.	

Introduction. Socio-psychological adaptation of international students is a key condition for their successful academic performance and дальнейшая professional development. Studying in another country is accompanied by the need to integrate into a new sociocultural environment, master the norms and values of the host society, and establish effective interaction within the educational space. An insufficient level of adaptation can hinder the learning process, reduce academic performance, and impede professional development.

This issue becomes particularly significant in the context of the growing number of international students in higher education institutions in Uzbekistan, especially in medical fields, where high demands are placed not only on knowledge but also on communication and personal qualities.

In this regard, it is relevant to study the features of socio-psychological adaptation of international students in order to identify factors that contribute to successful integration into the educational environment, as well as to determine possible difficulties requiring psychological and pedagogical support.

Methods and Organization of the Study: to study the level of social adaptation of personality, the method of diagnosing socio-psychological adaptation by C. Rogers and R. Diamond was used. This method allows assessing the degree of a person's adaptation to the social environment, features of self-perception, level of anxiety, dominance, self-acceptance, and acceptance of others.

The study involved respondents ($n \approx 30$ people) who completed the survey between March 19, 2026, and April 20, 2026. The questionnaire included 101 statements, to which participants responded on a scale from 0 to 6, where: 0 — complete disagreement, 6 — complete agreement.

The results were processed using quantitative analysis followed by distribution across the main scales of the method: adaptability, self-acceptance, acceptance of others, emotional comfort, dominance, and escapism (avoidance of problems).

Results of the study.

The results of the study are presented in the table.

Scales	Respondents' Results (%)
Adaptation	58%
Maladaptation	42%
Self-acceptance	61%
Self-rejection	39%
Acceptance of others	63%
Rejection of others	37%
Emotional comfort	55%
Emotional discomfort	45%
Escapism	48%

Analysis of the obtained data showed that the level of socio-psychological adaptation among international students is heterogeneous and varies from high to low.

It was found that 62% of respondents demonstrate a high and above-average level of adaptation, indicating their successful integration into a new sociocultural and educational environment. 24% of students are characterized by an average level of adaptation, experiencing certain difficulties that are not critical. At the same time, 14% of respondents show signs of maladaptation, manifested in pronounced psychological discomfort and difficulties in interacting with others.

Adapted students are characterized by: a relatively high level of self-acceptance, expressed in self-confidence and a positive attitude toward themselves, pronounced acceptance of others, facilitating interpersonal relationships and effective interaction in the educational environment, a relatively stable emotional state, optimism, and the ability to cope with stressful situations, a moderate level of escapism, indicating the development of constructive coping strategies.

Maladapted students are characterized by: a low level of self-acceptance, expressed in insecurity, self-criticism, and a tendency toward self-blame, reduced acceptance of others, manifested in suspicion, distrust, and difficulties in establishing contacts, an emotional state marked by increased anxiety, internal tension, and feelings of loneliness, a high level of escapism, reflected in avoidance of problems, withdrawal from responsibility, and poorly developed coping strategies.

Discussion of results: the obtained data confirm the положения of humanistic psychology by C. Rogers, according to which successful social adaptation is directly related to: the level of self-acceptance, openness to experience, harmony between the “real self” and the “ideal self.”

Participants with higher levels of adaptation are characterized by a positive self-attitude, empathy, and emotional stability. In contrast, a low level of adaptation is associated with internal tension, dependence on external evaluation, and difficulties in interpersonal interaction.

Recommendations for enhancing the mechanisms of social adaptation of international students: based on the obtained results, it is possible to develop and implement a set of measures aimed at improving the level of socio-psychological adaptation of international students.

First of all, an important direction is the organization of systematic psychological and pedagogical support, including adaptation programs for first-year students. Such programs should be focused on familiarizing students with the specifics of the educational environment, cultural norms, and social rules of the host country.

The development of communication skills and intercultural competence also plays a significant role. For this purpose, it is recommended to conduct training sessions aimed at developing effective communication skills, tolerance, and acceptance of others, which helps reduce social tension and foster positive interpersonal relationships.

In addition, it is advisable to create conditions for the social integration of international students by involving them in extracurricular activities such as student clubs, cultural events, and volunteer projects. This contributes to expanding social networks, reducing feelings of loneliness, and developing a sense of belonging to the student community.

Conclusion

The analysis of empirical data showed that most respondents demonstrate a medium level of socio-psychological adaptation, indicating the presence of basic interaction skills, the ability to follow social norms, and maintain interpersonal relationships. At the same time, a pronounced heterogeneity of results was revealed, indicating the presence of both more and less adapted individuals.

Self-acceptance and emotional comfort play a key role in the structure of adaptation. Students with higher levels of adaptation demonstrate: a positive self-attitude, confidence in their abilities, emotional stability, openness in communication and acceptance of others.

Conversely, a lower level of adaptation is accompanied by internal tension, anxiety, self-blame, dependence on external evaluation, and opinions of others.

The results also indicate that a significant proportion of respondents experience internal contradictions related to discrepancies between the real and ideal self-image, confirming the key principles of Rogers' humanistic theory.

Thus, socio-psychological adaptation is a multi-level and dynamic process depending on a combination of internal (personal) and external (social) factors. A key role in this process is played by self-perception, emotional state, and the nature of interpersonal relationships.

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