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ORGANIZATIONAL AND METHODOLOGICAL FOUNDATIONS OF SOCIALIZATION OF STUDENTS IN THE PROCESS OF DISTANCE EDUCATION

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Abstract: This study examines the organizational and methodological foundations of student socialization in distance education and identifies criteria for assessing adaptation to university life.

Methods: The research combined systematic and structural analysis of scientific and methodological literature with pedagogical observation, student surveys, self-assessment tests, teacher interviews, and analysis of pedagogical documents. The empirical study involved 158 full-time first-year students at different stages and considered their participation in creative clubs and sports sections. **Results:** Four assessment criteria were systematized: value and motivation, operational functioning, emotional regulation, and cognitive and informational involvement. Survey and test responses supported a qualitative classification into high, middle, and low socialization levels, reflecting differences in adaptation, satisfaction with student life, group relationships, self-esteem, and emotional well-being. The article describes a positive relationship between active extracurricular participation and successful socialization. **Conclusions:** Distance education requires coordinated attention to student characteristics, teacher preparedness, interpersonal communication, and material and technical conditions. The proposed assessment framework and methodological recommendations emphasize socially meaningful activity, supportive communication, and exercises for managing emotional difficulties during forced isolation.

Keywords: distance education; student socialization; organizational and methodological foundations; first-year students; university adaptation; socialization criteria; extracurricular activities; interpersonal communication; self-assessment; emotional regulation.

MASOFAVIY TA'LIM JARAYONIDA TALABALAR IJTIMOYILASHUVINING TASHKILIY VA METODIK ASOSLARI

Annotatsiya: Maqolada masofaviy ta'lim jarayonida talabalar ijtimoiylashuvining tashkiliy va metodik asoslari hamda universitet hayotiga moslashishni baholash mezonlari o'rganilgan. **Metodlar:** Tadqiqotda ilmiy va metodik adabiyotlarni tizimli hamda strukturaviy tahlil qilish, pedagogik kuzatish, talabalar so'rovi, o'zini baholash testlari, o'qituvchilar bilan suhbat va pedagogik hujjatlarni tahlil qilish usullaridan foydalanilgan. Empirik tadqiqotning turli bosqichlarida kunduzgi ta'lim shaklida tahsil

olayotgan 158 nafar birinchi bosqich talabasi qatnashgan. Ularning ijodiy to'garaklar va sport seksiyalaridagi ishtiroki ham ko'rib chiqilgan. **Natijalar:** Ijtimoiylashuvni baholashning qadriyat va motivatsiya, operatsion faoliyat, emotsional boshqaruv hamda kognitiv va axborotga oid to'rtta mezonni tizimlashtirilgan. So'rov va test javoblari asosida talabalar yuqori, o'rta va past ijtimoiylashuv darajalariga sifat jihatidan ajratilgan. Ushbu darajalar moslashish, talabalik hayotidan qoniqish, guruhdagi munosabatlar, o'zini baholash va emotsional holatdagi farqlar orqali tavsiflangan. Maqolada darsdan tashqari faol ishtirok bilan muvaffaqiyatli ijtimoiylashuv o'rtasidagi ijobiy bog'liqlik bayon qilingan.

Xulosa: Masofaviy ta'limni tashkil etishda talaba xususiyatlari, o'qituvchi tayyorgarligi, shaxslararo muloqot va moddiy-texnik sharoitlar uyg'unligi muhim. Taklif etilgan mezonlar va metodik tavsiyalar ijtimoiy ahamiyatli faoliyat, qo'llab-quvvatlovchi muloqot hamda majburiy yakkalanish davridagi emotsional qiyinchiliklarni boshqarishga qaratilgan mashqlarni qamrab oladi.

Kalit so'zlar: masofaviy ta'lim; talabalar ijtimoiylashuvi; tashkiliy va metodik asoslar; birinchi bosqich talabalari; universitetga moslashish; ijtimoiylashuv mezonlari; darsdan tashqari faoliyat; shaxslararo muloqot; o'zini baholash; emotsional boshqaruv.

ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЕ ОСНОВЫ СОЦИАЛИЗАЦИИ СТУДЕНТОВ В ПРОЦЕССЕ ДИСТАНЦИОННОГО ОБРАЗОВАНИЯ

Аннотация: Рассмотреть организационные и методические основы социализации студентов в дистанционном образовании и определить критерии оценки адаптации к университетской жизни. **Методы:** Исследование сочетало системный и структурный анализ научной и методической литературы с педагогическим наблюдением, анкетированием студентов, тестами самооценки, беседами с преподавателями и анализом педагогических документов. На различных этапах эмпирического исследования участвовали 158 студентов первого курса очной формы обучения. Рассматривалось также их участие в творческих кружках и спортивных секциях. **Результаты:** Систематизированы четыре критерия оценки социализации: ценностно-мотивационный, операциональный, эмоционально-регулятивный и когнитивно-информационный. Ответы на вопросы анкет и тестов позволили качественно распределить студентов по высокому, среднему и низкому уровням социализации. Эти уровни характеризовались различиями в адаптации, удовлетворённости студенческой жизнью, взаимоотношениях в группе, самооценке и эмоциональном благополучии. В статье описана положительная связь активного участия во внеучебной деятельности с успешной социализацией. Выделены особенности частичной социализации и трудности студентов, испытывающих неудовлетворённость, одиночество или недостаточную интеграцию в группу. **Выводы:** Организация дистанционного образования требует согласованного учёта особенностей студентов, подготовленности преподавателей, межличностного общения и материально-технических условий. Предложенные критерии и методические рекомендации предусматривают социально значимую деятельность, поддерживающее общение и упражнения для преодоления эмоциональных трудностей в условиях вынужденной изоляции.

Ключевые слова: дистанционное образование; социализация студентов; организационно-методические основы; студенты первого курса; адаптация к университету; критерии социализации; внеучебная деятельность; межличностное общение; самооценка; эмоциональная регуляция.

INTRODUCTION

The rapid development of the information industry and its influence on science, culture and education lead to changes in the education system in response to the demands of the information society. The current stage of pedagogical theory and practice is characterized by constant change and dynamics. It requires creativity as a professional attribute and the ability to process large amounts of information effectively.

The revision of views on the nature and content of socialization is mainly determined by the informatization of education and the introduction of new information technologies. These technologies change the methods of presenting information and analysing problems. By influencing how problems are posed and investigated, they can also change decision-making. New information technologies therefore function as intellectual tools that affect the essence of education.

The wide spread of new information technologies in the world has created necessary conditions for the emergence and development of a new direction in higher education institutions - distance education based on telecommunication technologies.

Due to the pandemic, the transfer of university students to distance education has put a difficult task of organizing educational activities - online education - in front of higher education institutions. Therefore, the great responsibility and burden of proper reorganization of the educational process fell on the teachers, who were not ready for it and had to learn and teach others at the same time.

One of the main directions of modernization of pedagogical education is the development of a system of continuous training of teachers in the field of using virtual technologies in pedagogical activities. The rapid pace of development of virtual

technologies requires the search for new approaches to improve the teacher's awareness of virtual technologies.

The aim of this study is to substantiate the organizational and methodological foundations of student socialization in distance education and to identify criteria and indicators for assessing the success of this process.

LITERATURE REVIEW AND METHODS

Literature review

The independent work of the student is the basis of the educational process of distance education, scientists studied in N.V.Kazarynova, B.I.Shunevich, G. Yatsenko, S. Stepanenko, V.Yu.Strelnikov's study [1]. A.A.Abdugadirov, A.D.Askarov, U.B. Bakhodirova, U.Sh.Begimkulov, U.I.Inoyatov, D.N.Mamatov, M.U. Makhkamova, among the scientists in our country on the use of information and communication technologies in the educational process, distance learning technologies and electronic learning technologies. It can be observed in the works of S.A. Panjiyev, Sh.E. Qurbanov, and other researchers [2].

In these research works, the content of preparing teachers for the use of information and communication technologies in their professional pedagogical activities, the formation of modern teachers, and the use of unique methods to increase its effectiveness are considered.

The rapid development of information and communication technologies and the growth of their importance in the educational process require a revision of the educational system from the point of view of the approach to the socialization of students.

According to P. V. Plotnikov, the basis of accelerating the socialization of young people is to analyze and study in detail the level, essence, content and criteria of their social activity [3]. The research conducted by him among young people confirmed the assumption that indicators of their social activity are value orientations of social and collectivist orientation.

In the study of P. V. Plotnikov, the system of interrelated criteria of the social activity of a young person is rightly emphasized:

The first criterion comprises ideological and moral concepts that characterize awareness of social activity and the formation of ideas about the need to participate in educational, labour, public and political, moral, spiritual and communicative activities.

The second criterion determines the extent to which a young person has acquired the knowledge, abilities and skills necessary for social activity. It describes the practical dimension of social activity. Its indicators include the formation of scientific knowledge and educational, cognitive, organizational, labour, production, technical, communicative, economic and household skills.

The third criterion is the level of development of the youth's motivation for social activity. This criterion, together with the development of ideological and moral concepts and ideas, describes the direction of social activity, the level of its compliance with the interests of the community and society.

The fourth criterion is self-activity, initiative and responsibility, an active position in the system of collective relations, the level of development of intolerance to any kind of antisocial behavior [3].

Research methods

Theoretical methods: systematic-structural analysis was used in order to systematize theoretical generalizations and experience of socialization of students in higher pedagogical institutes, comparative method was used in the analysis of scientific-methodical literature, periodicals and regulatory documents. The use of these methods was based on objectivity and alternative approaches to the processing of collected factual materials;

Empirical methods included pedagogical observation of students' educational activities, surveys, tests and interviews with teachers. Direct and indirect observation, expert evaluation, self-analysis and self-evaluation were also used. Diagnostic and

formative experiments were conducted to determine qualitative indicators of socialization and the effectiveness of distance education.

A total of 158 full-time first-year students participated in the empirical study at different stages. Responses to the Student Survey, together with additional self-assessment and group-integration tests, were used to classify participants into three groups according to the level of success of the socialization process.

Theoretically found approaches, principles and psychological-pedagogical conditions for successful socialization of students require empirical confirmation.

According to the general logic of the research, our empirical studies included:

- development of content, organization and methodology of empirical research;
- substantiation of criteria and indicators for evaluating the level of success of the socialization process of students;
- selection of diagnostic methods to assess the success of student socialization;
- conducting a survey among first-year students in order to determine the level of success of the socialization process at the university;
- to study the conditions created to involve students in extracurricular activities at a higher education institution;
- analysis and generalization of empirical research results.

RESULTS AND DISCUSSION

Distance education is a form of education characterized by specific methods, tools and organizational arrangements. An important condition for its use in the modern education system is that teachers thoroughly master information and virtual technologies.

Currently, in the theory of pedagogy, the educational process is considered as a complex system influenced by its structural elements, objective and subjective factors. The efficiency factors of any didactic system can be divided into four conditional groups:

1. Conditions determined by personal qualities of students;

2. Conditions determined by the teacher's personal qualities;
3. Conditions related to interaction and communication between teachers and students;
4. Material and technical conditions of organizing the pedagogical process [4].

In modern sociology, socialization is generally understood as the process of acquisition of behavioral patterns, psychological mechanisms, social norms and values necessary for successful functioning of a person in a given society. Socialization includes all processes of involvement in culture, communication and education, with the help of which a person acquires a social essence and the ability to participate in social life. Thus, socialization works as a process of interaction of the individual with the social environment.

Socialization includes: social knowledge, acquisition of certain practical skills, internalization of certain norms, positions and roles, development of value orientations and relationships, as well as inclusion of a person in active creative activities. Socialization also includes education, because the purposeful effort to inculcate certain skills in a person is complemented by the practice of social activities, his participation in various informal groups, etc. In the process of socialization, great autonomy of the individual is also noted. After all, being a product of society, he is free to independently choose certain values and attitudes, based not only on the general regulatory principles of the environment, but also on his own inclinations.

The basis of the mechanism of socialization is the active and changing activity of a person, with the help of which he participates in the life and culture of society, in the formation of social relations, in mastering common methods of practical activity, consciousness and self-awareness, systems of social direction. occurs during development [5]. Therefore, socialization is a process of mutual and self-awareness during the active activity of an individual.

Based on the analysis of theoretical and empirical studies conducted by local scientists [6; 7] on the components that ensure the success of the socialization process, it was possible to generalize the criteria and indicators of socialization. The content of the criteria is revealed in the relevant indicators that we have chosen to evaluate the level of success in the socialization of students. The main elements of socialization assessment include four criteria: value-motivational, operational, emotional-regulatory and cognitive-informational. Each of them includes relevant subjective and objective, internal and external indicators. In a systematized form, they are presented in Table 1.

Table 1. Assessment criteria and indicators of socialization

№	Criterion name	Indicator content
1.	Value-motivational	attitude to education as a value; treating teachers as mentors; treatment of fellow students as partners in joint activities; attitude to the educational institution as a reference social environment.
2.	Operational	the formation of skills and abilities that ensure entry into the social space of the higher education institution; comfortable (on a subjective level) and productive (on an objective level) functioning as a student.
3.	Emotional-regulatory	internal regulators: adequacy of self-assessment of the individual, communication and results of educational activities, internal locus of control, self-control and volitional qualities, anxiety, adaptability; external regulators: the moral and psychological climate of the group, the education system, the institute of curators and tutors, inclusion in self-governing bodies, inclusion in the

		educational and educational process and in extracurricular cultural and recreational, sports activities.
4.	Cognitive-informational	knowledge about the rights, obligations, opportunities of students, awareness of the events of student life at the university; connectivity to official and informal social and informational networks of the course, faculty, university.

It should be emphasized that our research object is characterized by multifactoriality and diversity of socio-economic, moral and spiritual connections, age-specific behavior, which involves the use of a complex of diagnostic methods. During its development, we proceeded from the following principles:

- the complex should include methods aimed at diagnosing the structural components of the socialization of student youth;
- in order to obtain objective results, it was appropriate to study subjects in the context of their life interests;
- an integrative indicator of the success of the socialization process is the orientation of the motivation of recreational activities to satisfy the need for socially significant activities and socially valuable communication [5].

When developing a set of diagnostic methods, we relied on well-known methods of self-assessment studies, adaptation questionnaires and student surveys. Some techniques were adapted to suit our research objectives; including observation of students in organized sports competitions, creative performances, training and exercises; analysis of various pedagogical documents.

Based on M. I. Alekseeva-Volk's view that establishing social relations is one of the mechanisms of socialization, we planned and conducted an empirical study to test the hypothesis of a relationship between successful socialization of first-year students and

their extracurricular activities, including participation in creative clubs and sports sections [8].

If we consider the socialization of a person as the process of his integration into a certain social community, then certain levels of such integration can be distinguished, in particular:

- objective (socio-economic), as a result of which the individual takes the primary place;
- functional, which determines the performance of certain functions and roles by a person;
- normative, it determines the readiness of a person to act in a certain way to achieve his goals, corresponds to the goals of team activity;
- interpersonal relationship, which determines the assessment of the environment's attitude to a person, his interaction with him [8].

According to S.S. Koroleva's research, the socialization of first-year students should be considered in the unity of informational, motivational, activity and activity aspects. It revealed the main criteria of socialization of first-year students as an integrative quality:

- informational, related to the processes of information transmission and reception;
- motivational and activation related to the development of positive motivation of students for various types of extracurricular activities;
- activities that include the formation of skills in setting and implementing specific goals, planning, organizing and conducting extracurricular activities in various directions, evaluating the results of these activities [9].

Three levels of socialization were distinguished:

- high level - successful socialization;
- middle level - partial (incomplete) socialization;

- low level - unsuccessful socialization.

These three levels can be characterized by objective and subjective indicators of socialization in accordance with the criteria established according to the results of surveys and tests. We describe three selected levels of socialization that have been the focus of research.

High level of socialization

Students at the high level demonstrate successful socialization. They adapt easily to student life, experience a smooth and largely imperceptible adaptation process, and report overall satisfaction with university life. They do not identify aspects of university life with which they are dissatisfied and describe relationships within the student group as friendly. They are satisfied with examination results and have relatively high self-esteem. In the Tree test, their general well-being is characterized by confidence in their abilities, a comfortable emotional state, normal adaptation and a relatively high position in the group.

Middle level of socialization

Students at the middle level demonstrate partial or incomplete socialization. They give positive answers to some questions and negative answers to others. Their attitudes towards study, the university and the group, as well as their self-assessment, are unstable; they cannot be classified consistently at either the high or low level.

Low level of socialization

Students assigned to "Unsuccessful socialization" indicate in the questionnaire that it was difficult to get used to student life, that the adaptation process was difficult and long, and that the overall level of satisfaction with student life is low;

noting several aspects of university life that do not satisfy them, evaluating relations in the student group as indifferent and conflicting, not feeling integrated with the group;

are dissatisfied with the results of the examination session, have relatively low self-esteem and self-esteem, and their general well-being is diagnosed as experiencing loneliness, fatigue, inactivity or passivity according to the "Tree" test.

Thus, the empirical research conducted by us made it possible to obtain information about the difficulties experienced by first-year students in the process of initial socialization at the stage of adaptation. We confirmed the hypothesis of a positive relationship between students' active participation in extracurricular activities and successful socialization.

It is also necessary to know the role of socio-psychological factors in forming the motivation of student representatives for education and professional activity. This is, first of all, the social environment within the educational institution: communication with students, interaction with the administration and teachers. Therefore, such an aspect of the educational process as the formation of educational motivation should be on the agenda of university management bodies.

The proposed set of exercises and methodological recommendations is based on the belief that the main way to overcome difficult situations (the feeling of loneliness in quarantine) is the process of becoming aware of the situation itself. A person understands the problem, analyzes it, begins to think more effectively, and as a result - due to a decrease in social activity, he does not feel such a psycho-physiological balance. We proposed an educational form of work on optimizing the emotional state in a difficult life situation - forced isolation. In its framework, exercises have been developed to help in difficult life situations.

CONCLUSION

The theoretical analysis and synthesis of scientific knowledge support consideration of socialization as a process of personality formation in particular social conditions. In this process, individuals assimilate social experience and integrate the

norms and behavioural patterns of a group and society into their values and behaviour, undergoing personal change.

The analysis of scientific works on this problem showed that research on socialization in distance education is at the edge of scientific research. It became known that it is possible to form a new type of specialist who knows how to work with information, which is the main value of the information society.

Distance education is more cost-effective than traditional didactic systems because it can reach more students. Individualization in a modular didactic system is achieved through the specific characteristics of teaching and the rationalization of the pedagogical process, rather than through an increase in teaching work or a reduction in group size.

In modern conditions, the modular distance didactic system is considered the most effective form of distance education. Its person-oriented approach optimizes the educational process and maintains its integrity in achieving educational goals. It connects the cognitive and personal spheres of students and combines structured management of learning activities with ample opportunities for independent work.

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