

THE ROLE OF SOCIAL EMOTIONAL SKILL OF THE FIRST YEAR HIGH SCHOOL STUDENTS IN THEIR ADAPTATION PROCESS

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ABSTRACT

Student life begins with the first year. And therefore successful, effective, optimal adaptation of first-year students to life and study at the university is the key to the further development of each student as a person, citizen, future specialist. This determines both research and practical interest in studying the diverse and contradictory problems of first-year students' adaptation. The aim of this research is to identify the difficulties and characteristics of first-year students' adaptation to studying at a university. The sample is represented by students studying in the field of "Psychology" at Baku State University, aged 17 to 19 years. The participants of the study were 50 first-year students. The survey material that consists of 38 items was used as the basis for diagnostics: a method for identifying typical difficulties (psychical, psychological, academic, family related and peer relationship problems) of first-year students. The total score was between 1-25; 12 ± 5.8 (skewness 0.3; kurtosis -0.26). It is necessary to set goals for students so that they have a clear idea of what is expected of them. At the beginning of the year, the university sets clear goals, responsibilities, students, rules for passing tests and exams. Goals are set high, but achievable. It is necessary to support and praise students' achievements, and when giving negative feedback, it is important to describe the erroneous actions, and not to evaluate the student's personality.

Keywords: Student personality, adaptation, the first year students, interpersonal relationship, peer relation, academic condition.