



2023/6

**TA'LIM VA
INNOVATION
TADQIQOTLAR**

**ОБРАЗОВАНИЕ И
ИННОВАЦИОННЫЕ
ИССЛЕДОВАНИЯ**

**EDUCATION AND
INNOVATIVE
RESEARCH**

TA'LIM VA INNOVATSION TADQIQOTLAR
ОБРАЗОВАНИЕ И ИННОВАЦИОННЫЕ ИССЛЕДОВАНИЯ
EDUCATION AND INNOVATIVE RESEARCH



Muassis: Buxoro davlat universiteti Fan va ta'lim MChJ Bosh muharrir: Ma'murov Bahodir Baxshullayevich Jamoatchilik kengashi raisi: Xamidov Obidjon Xafizovich, Buxoro davlat universiteti rektori Tahririyat kengashi raisi: Maxmudov Mels Hasanovich Mas'ul kotib: Akramova Gulbahor Renatovna Texnik muxarrir: Davronov Ismoil Ergashevich Tahririyat manzili: Buxoro shahar, Q.Murtazoyev ko'chasi, 16-uy Telefon: +998(90)744-00-22 E-mail: eirjurnal2020@gmail.com Jurnalning elektron sayti: www.interscience.uz Jurnal OAK Rayosatining 2021 yil 30 sentyabrdagi 306/6-son Qarori bilan PEDAGOGIKA, PSIXOLOGIYA, FILOLOGIYA, TARIX FANLARI bo'yicha falsafa doktori (PhD) va fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiya ishlari yuzasidan asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ruyxatiga kiritilgan Bosishga ruxsat etildi: 28.02.2023 y. Qog'oz bichimi 60x84 1/8. b/t.12,5. Buyurtma raqami 1.23 «FAN VA TA'LIM» nashriyotida chop etildi. Buxoro shahar Jurnal 28.07.2021 yilda 9305 raqami bilan O'zbekiston Ommaviy axborot vositalari davlat ro'yxatidan o'tgan Jurnal 2020 yilda tashkil topdi va 2 oyda 1 marta chop etildi. 2021 yil noyabr oyidan boshlab har oyda 1 marta o'zbek, rus va ingliz tillarida chop etiladi «Ta'lim va innovatsion tadqiqotlar» xalqaro ilmiy-metodik jurnalidan ko'chirib bosish tahririyatining roziligi bilan amalga oshiriladi Maqolada keltirilgan faktlarning to'g'riligi uchun muallif mas'uldir	07.00.00 – TARIX FANLARI	
	Aymatova Z. G'. XIX asrda O'Rta Osiyo musulmonlarining haj ziyorati	7
	Baymatov A. K. O'zbekistonda uy-joy siyosatining milliy modelini yaratish omillari	10
	Boltayev B. B. Yong'in xavfsizligi tarixi (targ'ibot markazi muzeyi misolida)	13
	Khamdamova S. S. Philosophical-educational notions at the literature of central asia in 19-20 centuries (on the example of Mahmudhoja Behbudiy)	18
	Koshanov B. A. Qoraqalpog'iston davlat arbobi qallibek kamalov	22
	Norqo'chqarov X. E. Afg'oniston o'zbeklarida o'zbek tilining holati va hududiy-dealektik tafovutlar: tarixiy yondoshuv (XX asr – XXI asr boshlari)	26
	Ochilov I. Xorazm vohasi aholising turmush tarzidagi qadimiy diniy e'tiqodlar izlari	31
	Orziyev M. Z. XX asrning 70-80 yillarida O'zbekistonning Angola va Mozambik bilan munosabatlari xususida...	35
	Qudratov Sh.Yo. Buxoro amirligi tasarrufidagi bozorlar va savdo markazlari faoliyatiga doir ayrim mulohazalar	39
	Usmonov B. B. O'zbekiston va tojikiston o'rtasidagi iqtisodiy sohadagi hamkorlik aloqalarining rivojlanishi	42
	Назаров О. М. Усиление хлопковой монополии в сурхандарьинской области и его социально-экономические последствия	45
	10.00.00 – FILOLOGIYA FANLARI	
	Amonov U. S. Ustoz duosin olgan Ustoz	49
	Арипова Х. А. Особенности функционирования ключевых мотивов в романах дины рубиной «почерк леонардо» и «синдром петрушки»	51
	Болтаева М. Ш. Инновационные методы преподавания русского языка и литературы	54
	Israilova D. A. The role of Fairy tales in teaching English language and values to preschool children	58
	Rejapov I. O. Son komponentli frazeologik birliklarning milliy- madaniy o'ziga xosliklari	62
	Soberova M. O'Tkir Hoshimovning "Ikki eshik orasi" romanida o'qituvchi obraziga chizgilar va davr talqini	67



Yo'ldiriyev Q. V. Abdulla Qodiriyning ba'zi kichik asarlarida janr muammosi	71
Yusupova H. U. Uzbek legends: study and translation of foreign researchers	74
Мўминова Н. М. Ўзбек халқ оменалистик айтимларининг когнитив ва композицион хусусиятлари	77
Ўринова М. Н. “Бойчечак” тўпламидаги айтим-олкишлар таҳлили	80
13.00.00 – PEDAGOGIKA FANLARI	
Abdulloyev A. N. Harbiy ta'lim muassasalarining ta'lim va tarbiya jarayonida klaster-modul ahamiyati	84
Abduvaliyeva X. A. Maktabgacha katta yoshdagi bolalarda musiqiy madaniyatni rivojlantirishning pedagogik shart-sharoitlari, uslubiy-didaktik ta'minoti	87
Atamuradova D. R. The use of modern teaching methods in the process of self-study	90
Atamuratova M. M. Oliy ta'lim talabalarining innovatsion texnologiyalar va interfaol metodlar foydalanib muloqot ko'nikmalarini oshirishning nazariy masalalari	94
Azimov S. S. Bo'lajak tasviriy san'at o'qituvchilarining kasbiy kompetensiyalarini rivojlantirishda qalamtasvir va rangtasvir o'quv xonasining o'ziga xos jihatlari	97
A'zamova M. N. Maktabgacha ta'lim tashkilotlarida talimiy va tarbiyaviy jarayonlarni rejalashtirishga innovatsion yondashuvlar	101
Абдикамалов Б. А. Использование компьютерного моделирования при изучении вопросов субъядерной физики в соответствии с принципами преемственности и последовательности в учебном процессе	105
Ахрарова Т. А. Домашнее задание как одна из форм самостоятельной работы по математике в начальных классах	108
Daminova N. K. Yoshlarni oilada kasb tanlashga yo'naltirishda temperament xususiyatlarini inobatga olish zarurati	112
Ergashev N. G'. Oliy ta'limda muhandis texnika ixtisosliklarini raqamli ta'lim muhitida iyerarxik o'qitishning amaldagi holati va muammolari	115
Ergasheva G. N. Uzluksiz ta'lim tizimida ingliz tiliga o'rgatishning me'yoriy asoslari	119
Farmonov O'. A. 12-14 yoshli basketbolchilar harakatida ssimetrik yo'nalishdagi mashqlardan foydalangan holda to'oni savatga otish metodologiyasini takomillashtirish	123
Ганчеренок И. И. Технологичность образования как фактор повышения его эффективности	128
Hamidov A. A. Yoshlarning harbiy faoliyatga hissiy va axloqiy tayyorligi xususiyatlari	132
Ibatova N. I. Pedagogika oliy o'quv yurtlari talabalarining badiiy va obrazli tafakkurini rivojlantirish muammosi	135
Ирисбоева Ё. У. Мулокот муаммолари ва уларнинг ечимини топа билиш хусусиятлари	140
Jo'rayev H. O. Ubaydulloyev A. N. Mathcad dasturida algebraik masalalarni yechish	143
Jumayeva Z. A. Fizikani kasbga yo'naltirib o'qitish jarayonida ilg'or pedagogik texnologiyalardan foydalanish metodikasi	146
Қасимова З.Х. Ёшларни ахборот хуружларига нисбатан рационал ёндашув кўникмаларини шакллантиришнинг психологик-педагогик масалалари	149
Каримова М. М. Педагогическое управление созданием комфортной среды в образовательном учреждении	153
Khakimova M. M. Mobile technologies in improving the design of students' independent learning activities	156



Maxmudova R. N. Boshlang'ich sinf texnologiya darslarida tabiiy materiallar bilan ishlash jarayonining afzalliklari	159
Mirzarahmonova Sh. M. Dual ta'lim tizimida pedagog va o'quvchilarning kompetentsiyalari	161
Muhammadedinov A. A. Tenglamalar tarkibida noma'lumning butun va kasr qismi birgalikda qatnashgan holatlar	164
Fayzullayev M. M. O'smir yoshdagi o'quvchilarning psixologik savodxonligini rivojlantirish	167
Murodov K. N. Development of a methodology for controlling the technical and speed-power training of rowers using intelligent sensor systems	171
Narzиеva D. B. Maktab o'quvchilarini iqtisodiy tarbiyalash pedagogik ijtimoiy muammo sifatida	175
Nasimov U. O. O'quvchilarni sport musobaqalariga tayyorlash jarayonida jismoniy tarbiya o'qituvchisining kasbiy kompetensiyasi	178
Нумонова Д. У., Назарова М. А., Хамдамова З. Х. К вопросу профессионального становления учащейся молодежи	181
Norbo'taev F. M. O'quvchi-yoshlarni ijtimoiy-madaniy kompetensiyalarini rivojlantirish ta'lim texnologiyalardan foydalanish	188
Omonboyeva M. I. Chet tillarini o'qitish jarayonida o'yinlardan foydalanishning afzalliklari va mezonlari	192
Ramazanov F. X. Talabalarda kasbga e'tiqodni rivojlantirishning pedagogik-psixologik xususiyatlari	195
Sabirov S. J. Boshlang'ich sinf o'quvchilarida modelashtirish ko'nikmalarini shakllantirish vositalari.	199
Саипназаров Ш. А. Геометрик тенгсизликлар ва экстремумга оид геометрик масалаларни ечиш методлари	202
Сатторова Х. Ж. Boshlang'ich ta'limda ona tili va o'qish savodxonligi darslarida axborot va ilg'or pedagogik texnologiyalardan foydalanish	211
Собирова Ш. У. Практическая реализация проектно-конструктивный деятельности студентов в ходе графической подготовке	214
Shaynazarov R. M., Israilova D. A. Talabalarga mutaxassislik fanlarini o'qitishda 3D grafik vizuallashtirish va elektron o'quv nashrlarini ishlab chiqish tamoyillari	216
Shermukhamedova N. A. Tasks forming communicative competences	220
Shomurotov B. H. Ekologik farsayt loyihalar tahlili va amalga oshirish metodikasi	225
Shukurov A. R. Kompyuter grafik dasturlaridan chizmachilik darslarida foydalanishning didaktik imkoniyatlari	229
Шойимова Ш. С. Сущность социально-психологической концепции «Я – врач-педагог»	233
Urazbaeva D. R. O'quvchilarda chet tilini o'rgatishda innovatsion metodlar	236
Rustamova M. M. Kimyo o'qituvchilari amaliyotiga tatbiq etilayotgan o'qitishning innovatsion texnologiyalari	239
Yuldasheva S. Tasniflash usullaridan foydalangan holda talabalarining o'quv natijalarini bashorat qilish	243
Мухтаров Э. К. Гармонический осциллятор в квантовой механике	247
Таирова М. Т. Здоровьесберегающие технологии физических упражнений для оздоровления населения	250
Умаров А. А. Информационная компетентность будущего педагога: сущность и структурные компоненты	253
Xamrayev N. Z. Axborot texnologiyalari fanini o'qitishda virtual ta'lim texnologiyalarini joriy etishga oid adabiyotlar tahlili va metodlari	258
Xashimova M. K., Yusupova X. I. Globallashtirish sharoitida axloqiy tarbiya	261



Xudoyberdiyev B. R. Jismoniy-aqliy rivojlanishning mohiyati va o'ziga xos xususiyatlari	266
Юнусова Д. С. Средства для организации самостоятельных занятий	270
Quliyeva Sh. H. "Texnologik ta'lim" yo'nalishida kompetensiyaviy yondashuvning mazmuni	274
Сохибов А. Р. Ҳозирги давр олий таълим тизимини инновацион бошқаришда хорижий тажрибаларнинг роли	280
19.00.00 – PSIXOLOGIYA FANLARI	
Абдуллаева М. И. Саногенная рефлексивность - как ресурс профессиональной компетентности будущего учителя	285
Акрамова Ф.А. Модели психологической службы в разрешении проблем семей	290
Атахо'jayeva Sh. A. O'qituvchining ijtimoiy intellektini rivojlantirishning psixologiyistik xususiyatlari	295
Djalolova M. A. Maktabgacha yosh davri bolalarning ruhiy salomatligi masalalari	303
Дусмухамедова Ш. А. Педагог ijodiy faoliyatining o'ziga xos xususiyatlari talaba shaxsini rivojlantirish omili sifatida.	306
G'ayibova N. A. Turli sibling maqomidagi o'smirlarning nizoli vaziyatdagi xulq uslubini o'ziga xosligi	310
Haqiqatbekov Z. Sh. Sportchi shaxsi shakllanishida: faoliyat va karera	313
Жураев В. М. Шахсдаги даъвогарлик даражаси ва ўз-ўзини баҳолашнинг ижтимоий психологик томонлари	316
Kosimova S. B. The role of the manipulation mechanism in the socialization of the student's personality	319
Mavlyanova S. Past o'zlashtiruvchi o'quvchilarning toifalari va psixologik xususiyatlari	322
Nasimdjanova M. M. Ijtimoiylashish va inkulturatsiya: ta'rif va tafovutlar	327
Nazarov A. S. Boshqaruv faoliyatida qaror qabul qilish jarayonining gender va ijtimoiy-psixologik xususiyatlari	330
Rasulova N. T. Talaba shaxsidagi reproduktiv motivlarning diniy-psixologik xususiyatlari	333
Ravshanova X. A. Eshitishda nuqsoni bo'lgan o'spirinlarni ijtimoiy intellektini dinamikasi	337
Раджабова З. М. Шахсда касбий англашни шаклланиши	341
Собирова Д. А. Тиббиёт ходимлари фаолиятида шахслилик хусусиятлари ўртасидаги муносабатларнинг намоён этилиши	346
Saribayeva U. S. Gender tenglik muammolarini ilmiy o'rganish an'analari	350
Муротмусаев К. Б. Психологические аспекты лидерских черт у мальчиков и девочек в разных семейных условиях	354
Umarova Sh. A. Mehribonlik uyi tarbiyalanuvchilari bilan kasbga yo'naltirish ishlarining ijtimoiy-psixologik asoslari modern psixologa	358
Ulug'ova Sh. M. O'zgaruvchan ijtimoiy-psixologik muhitda tadbirkorlar moslashuviga ta'sir ko'rsatuvchi omillar	363
Нурымбетова Э. Ж. Профессионально-важные качества современного психолога	367
Tursunbaev S. B., Mirzaeva S. R. Boshlang'ich sinf o'quvchilarining maktabga moslashish muammosi	372
Элов З. С. Ўсмир шахсида деликвент ахлоқ – девиант хуқ-атворнинг шакли сифатида	376
Tojiboyev M. N. O'quvchilarning individual ta'lim trayektoriyalarini amalga oshirishning texnologik platformasi	379
IQTISODIYOT	
Ergashev Q. E. Raqamli iqtisodiyot sharoitida bojxona xizmatlarini rivojlantirish	385



THE ROLE OF THE MANIPULATION MECHANISM IN THE SOCIALIZATION OF THE STUDENT'S PERSONALITY

Kosimova Sarvinoz Bakhtiyorovna

Teacher of the Department of psychology and sociology Bukhara State University

Abstract: In this article, the monopolization mechanism affecting the socialization of the individual and its expression in the possible determinants of students' psychological views are classified from a social-psychological point of view. Higher education institutions use measures related to the incentive and evaluation process to encourage and direct the targeted actions of students. In the course of study, we will consider how to solve a number of problems that hinder students' education and communication in the context of research. We first study the direct relationship between students' perceptions of socialization mechanisms (that is, the level of perception of students' communication with their core values, the influence of coaches and peers on the student's mind) and secondly, consider how relationships work. In our opinion, relationships work because socialization mechanisms communicate with information, which reduces student uncertainty and thus increases their perception of career security, and in turn, students become more attached to an educational institution and better influenced by its goals.

Keywords: determination, monopoly, stress, emotion, behavior, perseverance, independence, initiative, self-control, dominance, consciousness, motive

РОЛЬ МАНИПУЛЯТИВНОГО МЕХАНИЗМА В СОЦИАЛИЗАЦИИ ЛИЧНОСТИ ШКОЛЬНИКА

Косимова Сарвиноз Бахтиёровна

Преподаватель кафедры психологии и социологии Бухарский государственный университет

Аннотация: В данной статье механизм монополизации, влияющий на социализацию личности, и его выражение в возможных детерминантах психологических взглядов студентов классифицируются с социально-психологической точки зрения. Высшие учебные заведения используют меры, связанные с процессом стимулирования и оценки, для поощрения и направления целенаправленных действий студентов. В ходе обучения мы рассмотрим, как решить ряд проблем, которые препятствуют обучению и общению студентов в контексте научных исследований. Во-первых, мы изучаем прямую взаимосвязь между восприятием студентами механизмов социализации (то есть уровнем восприятия общения студентов с их основными ценностями, влиянием тренеров и сверстников на сознание студента), а во-вторых, рассматриваем, как работают взаимоотношения. По нашему мнению, отношения работают, потому что механизмы социализации взаимодействуют с информацией, что уменьшает неуверенность студентов и, таким образом, повышает их восприятие безопасности карьеры, и, в свою очередь, студенты становятся более привязанными к учебному заведению и лучше влияют на его цели.

Ключевые слова: определение, монополия, стресс, эмоция, поведение, настойчивость, самостоятельность, инициатива, самообладание, доминирование, сознание, мотив.

TALABA SHAXSINI IJTIMOIYLASHTIRISHDA MANIPULYATSIYA MEKANIZMINING ROLI

Qosimova Sarvinoz Baxtiyorovna

Buxoro davlat universiteti Psixologiya va sotsiologiya kafedrasi o'qituvchisi

Annotatsiya: Ushbu maqolada shaxsning sotsializatsiyasiga ta'sir qiluvchi monopolizatsiya mexanizmi va uning talabalarining psixologik qarashlarining mumkin bo'lgan determinantlarida ifodalanishi ijtimoiy-psixologik nuqtayi nazardan tasniflanadi. Oliy o'quv yurtlari talabalarining maqsadli harakatlarini rag'batlantirish va yo'naltirish uchun rag'batlantirish va baholash jarayoni bilan bog'liq chora-tadbirlardan foydalaniladi. Tadqiqot kontekstida o'qish jarayonida talabalarining ta'lim olishi va muloqotiga to'sqinlik qiladigan bir qator muammolarni qanday hal qilishni ko'rib chiqamiz. Biz, birinchi navbatda, talabalarining sotsializatsiya mexanizmlari haqidagi tasavvurlari (ya'ni talabalarining asosiy qadriyatlarini bilan aloqasini idrok etish darajasi, murabbiylar va tengdoshlarning talaba ongiga ta'siri) o'rtasidagi bevosita bog'liqlikni o'rganamiz, ikkinchidan, munosabatlar qanday ishlashini ko'rib chiqamiz. Bizning fikrimizcha, munosabatlar ishlaydi, chunki sotsializatsiya mexanizmlari axborot bilan aloqa qiladi, bu esa talabalarining noaniqligini kamaytiradi va shu bilan ularning martaba xavfsizligi haqidagi tasavvurlarini oshiradi va o'z navbatida talabalar ta'lim muassasasiga ko'proq bog'lanib, uning maqsadlariga yaxshiroq ta'sir qiladi.

Kalit so'zlar: qat'iyat, monopoliya, stress, hissiyot, xulq-atvor, qat'iylilik, mustaqillik, tashabbuskorlik, o'zini tuta bilish, hukmronlik, ong, motiv.

Introduction : Manipulations are as diverse as life itself. Manipulations are positive, negative



and neutral, domestic and professional, intimate and not, and of different levels of awareness. However, negative manipulations are more common in everyday life, as a result of which the concept of «manipulation» in practice is defined as «negative manipulation» and is usually understood as a manifestation of bad intentions or bad inclinations. Such manipulations include pressure on emotions, cunning silence, hidden suggestions, and even gypsy hypnosis: all tools are aimed at getting something from a person for their own benefit, which cannot be obtained in an honest and open way.

Psychological manipulation is a type of social influence or socio-psychological phenomenon, which is an activity aimed at changing the perception or behavior of other people using covert, deceptive and violent tactics for the sake of interests. Manipulation bypasses conscious control and affects us from within, like our will or decision. This is an effect that the person does not notice or identify as an effect; This is the effect that a person begins to accept other people's intentions as his own. Simply put, manipulation is a hidden influence.

Methods: However, not all forms of human interaction can be attributed to one item or another. Therefore, E. L. Dotsenko distinguished five types of interaction.

Dominance. It is characterized by the following: 1) attitude towards a partner as a means to an end or something whose interest is not taken into account; 2) the desire to own, dispose, have an unlimited unilateral advantage; 3) simplified, one-sided perception of a partner, the presence of stereotypical ideas about him; 4) the presence of open imperative influence (from violence to coercion, to suggestion)

Manipulation. It is characterized by: 1) an attitude towards a partner as a "thing of a special kind" (there is a tendency to ignore his interests and intentions, but not in everything); 2) the desire to have a one-sided advantage, combined with an eye on the impression made; 3) the presence of hidden influence, not direct, but indirect pressure (provocation, lies, conspiracy).

Competition. It is characterized by the following: 1) attitude towards a partner as a dangerous and unpredictable object; 2) the desire to «fight» against one-sided superiority, to be above it; 3) the use of both hidden and open influence (certain types of «subtle» manipulation, tactical agreements)

Cooperation. It is characterized by the following: 1) equal attitude towards the partner; 2) the desire not to harm oneself without violating the interests of other people; 3) use methods of interaction, not influence (arrangements).

Commonwealth. It is characterized by the following: 1) attitude towards a partner as a valuable person; 2) the desire for unity, joint activities to achieve similar or compatible goals; 3) use of consent (consensus) as the main way of interaction.

So, according to the classification of E. L. Dotsenko, manipulation implies the presence of unequal relationships close to dominance, but characterized by less intensity and impact on the partner's psyche. A number of scientific studies are being carried out on the mechanisms for protecting students from hidden influences, in particular, various kinds of influences. [1].

They emphasize that the socio-psychological problems of their students are based on adaptation to new social conditions, and they can observe the process of monopolization. Many first-year students are faced with such phenomena as stress, anxiety, apathy, which is due to the fact that they enter into an independent adult life, look for their «I», look for new acquaintances and relationships, organize a new regimen, study and relax. Entering student life requires learning new norms and understanding the social status on which the adjustment process depends. Petrovsky emphasized that it depends on the nature of adaptation and further personal growth of the student.

Findings: Thus, for successful adaptation, it is necessary not only to be ready for changes, but also to take an active position in educational activities. The first academic weeks are the most difficult period of adaptation to new conditions, but the period of its completion is individual for each student. To diagnose adaptation, the interview method, individual conversations, student visits to the place of residence, conversations about educational and professional prospects are widely used.

At the same time, experts in the field of developmental psychology and physiology emphasize that at the age of 17-19, a person has not yet fully developed the ability to consciously regulate his behavior. Often this is an unreasonable risk, not foreseeing the consequences of their actions, which may not always be based on good reasons. So, V. T. Lisovsky said that 19-20 years is the age of self-sacrifice and full dedication, but often negative manifestations. Youth is a period of introspection and self-evaluation. Self-respect is achieved by comparing the ideal self with the real self. But the ideal «I» has not yet been tested and may be random, and the real «I» has not yet been fully evaluated by the individual himself. This objective contradiction in the development of a young person can cause internal self-doubt, and sometimes it is accompanied by external aggression, aggressiveness or a feeling of incomprehensibility.

The period of study at the university corresponds to the second period of adolescence or the first period of maturity, which is characterized by the complexity of the formation of personal characteristics - this process B. G. Ananiev, A. V. Dmitriev, I. S. Kon, V. T. Lisovsky and others already says about the complexity and uncertainty of the psychological characteristics of this period of life. Modern students are mostly young people aged 18-25. [2]

A characteristic feature of moral development at this age is the strengthening of conscious motives for behavior. The qualities that were completely absent in the senior classes, such as purposefulness,



perseverance, determination, independence, initiative, self-control, have significantly increased. There is a growing interest in moral issues such as life goals, lifestyle, duty, love, loyalty, etc.

The study of the socio-psychological problems of students living in a dormitory is a hot topic, and students moving from their parental home to a dormitory or a rented apartment have to deal with self-service and accommodation, study, classmates, they face communication problems with their teachers. It is twice as difficult for them to move to another place of residence and enter a university than those who live in the same conditions as their parents. This group of students is more susceptible to negative external influences. Abrupt changes in living conditions have a negative impact on a person characterized by irritability, isolation, depression. Several studies have been devoted to the study of socio-psychological adaptation in the hostel, for example, G.Yu. Myagchenko considers the main characteristic of student housing to be «variable stability», that is, the presence of normative and informal rules of behavior, pre-established by students. The dynamism of life in the bedroom explains how any deformation of the internal structure can affect the entire lifestyle system. An important place in the psychological comfort of the hostel is occupied by the microclimate in the room, which affects both the psychological state and the educational activity of the student. The results show that the older the students, the less conflicts between them, which indicates the successful completion of psychological adaptation.

Conclusions: The process of monopolization in the life of students is associated with the following situations.

1. Bypass or conscious control of the student's vision, feelings, situations.
2. In the first year of the student's personality, the process of adaptation to new social conditions causes excessive tension and stress at the psychological and physiological level, as a result, activity decreases.
3. Not only is the student unable to develop new ways of behaving and learning, but he also has difficulty performing his usual duties. Manipulation is often used as a problem-solving technique to help avoid conflict and reduce stress.

The problem of manipulating the personality of a student is always relevant, since it occurs in the sphere of interpersonal relations. For a successful career, you need to win.

References:

- Dotsenko. - M. : CheRo - MSU Publishing House, 1997. - 344 p.
- Pogodina E.N. Experience of psychological analysis of conflicts in a student hostel//Cultural-historical psychology, 2010. No. 3.
- Lisovsky V. T., Dmitriev A, V. Personality of a student. - L., 1994.
- Qosimova, S. S. (2022). Analysis Of Inflectional Terms In The Study Of Hamiduddin Dariri. *Journal of Positive School Psychology*, 6(3), 2200-2203.
- Qosimova, S. (2021). MESMERIZING PERCEPTION OF NATURE (REFLECTING CHARMING NATURE). *Интернаука*, (20-6), 45-46.
- Изатовна Т.С. (2021). ПСИХОЛОГИЧЕСКИЕ ПОДХОДЫ РОДИТЕЛЕЙ В ВОСПИТАНИИ БЛИЗНЕЦОВ В УЗБЕКСКИХ СЕМЬЯХ. *ResearchJet Journal of Analysis and Inventions*, 2 (05), 82-87.
- Косимова, С. Б. (2022). Профессиональная компетентность руководителя дошкольной образовательной организации как психологическая проблема. *Science and Education*, 3(2), 1169-1174.
- Baxtiyorovna, Q. S. (2020). Heads Of Competence In Psychologically School Education. *International journal of scientific & technology research*, 9(02).
- Тойирова, Ш. И. (2021). ВЛИЯНИЕ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИХ ФАКТОРОВ НА РАЗВИТИЕ БЛИЗНЕЦОВ. In *Научный форум: тенденции развития науки и общества* (pp. 18-20).
- Тойирова, Л. И., & Тойирова, Ш. И. (2017). Факторы, влияющие на формирование этнопсихологических особенностей. In *НАУКА И ИННОВАЦИИ В XXI ВЕКЕ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ТЕНДЕНЦИИ РАЗВИТИЯ* (pp. 164-166).