

## PSYCHOLOGICAL ASPECTS OF ADAPTATION TO THE MILITARY TRAINING PROCESS

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### Abstract

This article examines the issue of adaptation to military activity. The adaptation process of military personnel is analyzed. A comparative analysis of the scientific definitions of the term “adaptation” is conducted.

**Keywords:** Military activity, adaptation, cadet, adaptation process, comparative analysis.

### Introduction

The President of the Republic of Uzbekistan – Supreme Commander-in-Chief of the Armed Forces, Sh.M. Mirziyoyev, at the expanded session of the Security Council on January 13, 2022, stated: “...only peace and tranquility are the fundamental guarantees of our country's comprehensive development...” [1], and emphasized the necessity of broadly introducing the achievements of science and technology into defense practice. This, in turn, requires scientific research into the military training process and means of enhancing its effectiveness. Training officer cadre capable of conducting modern combat operations, thinking non-standardly, and making rapid and correct decisions based on situational awareness begins with their successful professional adaptation to military service. Young cadets entering military service must be socially and professionally adapted to the military environment within a short period of time. Ensuring that cadets rapidly adjust to the new military way of life requires high-quality organization of the adaptation process, and its didactic modeling is of paramount importance. The term “adaptation” – meaning adjustment or habituation (Latin) [2] – was first introduced as a scientific term in the second half of the 18th century by German physiologist H. Auberg. The scholar employed this concept to denote and describe the adaptive responses of the auditory and visual organs to sensitivity changes – specifically, the decrease or increase in sensory perception under the influence of specific stimuli [3]. Military professional adaptation of cadets encompasses: direct participation in the academic process under conditions of the Higher Military Educational Institution (HMEI); performance of service duties (compliance with chain of command, daily routine and military discipline requirements, carrying out guard duty and other types of military details, etc.); familiarization with the characteristics of incentives or disciplinary sanctions based on service performance outcomes; establishment of relations with commanding officers and non-commissioned officers; and integration into the military unit collective in accordance with one's sociometric status and position, including the manifestation of appropriate conduct during conflict situations.



Contemporary scholars recognize adaptation as the concept of the individual's progressive transformation during the process of interaction in the course of activities, while simultaneously achieving adjustment through active engagement. In any field of activity – scientific and artistic creation, fine arts, education, innovation – all of these define the scope of human adaptive behavior. Generally speaking, progress in the cultural domain, and thus in all spheres of human life, is associated with the readiness and inclination of individuals toward non-adaptive behavior. This, in turn, indicates that adaptation is becoming a normative characteristic of activity. Thus, an individual's adaptation to a given activity – particularly understood as the condition for recognition by the relevant social group – implies their incompatibility with that environment. Biologically, however, the human being is an exceptionally adaptive entity capable of functioning under unexpected and unprecedented conditions. Adaptation in the broad sense is characterized by the outcome of an individual's goal achievement.

Accordingly, in the process of adapting military personnel, their psychological characteristics and individual traits are restructured in accordance with the demands of the new activity – i.e., military service in the Armed Forces. In this regard, the motivational complex, the system of previously acquired skills, capabilities, and habits, all direct the individual toward transitioning their activity and behavior to a new operational framework.

For this reason, at the initial stage of military service during the military training process, fostering motivation, instilling simplified foundational skills, and reinforcing or shaping cadets' and soldiers' professional interests, aspirations, ideals, convictions, new perspectives, and life objectives yields positive results. Military personnel who conform to the behavioral standards of military collectives experience a smoother adaptation process, while those who do not meet such standards encounter greater difficulty in adjustment. Young students and cadets, by nature and personal characteristics, share mutual similarities and common outlooks. They possess unique attributes that define the features of their socio-psychological adaptation to military service, including: the exceptional significance of the objectives and tasks of military duty and the high responsibility and risk to life inherent in their execution; the strict and legally regulated nature of all aspects of military life and activity, the rigor of these relations, military discipline, and internal order; the relative isolation imposed by the distinctive nature of military unit activities; and factors relating to age, ethnic composition, and similar demographic variables. Military units differ from one another based on the form of organization of military affairs: the component structure of military service, the organization of military training, and the types of internal and collective communication. These collectively constitute qualitative characteristics developed through joint interaction, combined or individual, or jointly sequential in nature: moral maturity, cohesion, moral-psychological climate, and the achievements and outcomes of activities.

The subject of cadets' and young soldiers' adaptation to new conditions and the manifestation of their behavioral responses is becoming increasingly relevant, and its study is expanding and deepening. Psychological adaptation arising from the reorganization of behavior to a new environment is further facilitated for soldiers in service conditions through academic, formal, and social activities. This, in turn, testifies to the growing level of their adaptation within military collectives. Under such conditions, the primary psychological mechanisms required of them are: self-persuasion, self-suggestion, self-regulation, self-reinforcement, imitation, self-



compulsion, and self-affirmation, among others. Through these mechanisms, the individual consciously exercises self-management of their activity in accordance with new types and conditions of operation. All of these mechanisms are interrelated and mutually influencing, and they determine the psychological content of new operational conditions, the forms of activity, and the behavioral adaptation of the individual.

Such an approach to the essence of adaptation and the mechanisms of its implementation demonstrates that it constitutes an element of the individual's socialization. This is because “socialization is a complex, multi-stage process of forming the core personal qualities of an individual necessary for life in society” [4], as well as the mastery of a specific system of knowledge, norms, and values that enables one to function as a full-fledged member of society. The assimilation of new types of human activities and behavioral patterns within the social process signifies complete adaptation to them.

Accordingly, the course of the adaptation process in cadets and military personnel is dependent, first, on subjective capabilities, and second, on external influences – the efforts and motivational input of educators and commanding officers, as well as the prevailing conditions.

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