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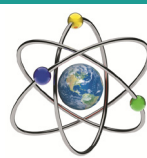
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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SOCIAL, PROFESSIONAL, AND PSYCHOLOGICAL ADAPTATION OF MILITARY SERVICEMEN

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Abstract: This article provides a systematic psychological and pedagogical analysis of the processes of social, professional, and psychological adaptation of military servicemen. It examines the essence of the concept of adaptation, its structural components-social, professional, and psychological adaptation-and their interrelation. The adaptation problems that arise upon entry into military service, during service, and upon return to civilian life after service, together with the internal and external factors influencing them, as well as manifestations of maladaptation (stress, emotional burnout, and elements of post-traumatic stress disorder), are considered. The article proposes psychological and pedagogical technologies and practical recommendations aimed at supporting the adaptation of military servicemen.

Key words: social adaptation, professional adaptation, psychological adaptation, military serviceman, maladaptation, stress, post-traumatic stress disorder, readaptation.

Annotatsiya: Ushbu maqolada harbiy xizmatchilarning ijtimoiy, kasbiy va psixologik moslashuv jarayonlari tizimli psixologik-pedagogik jihatdan tahlil qilinadi. Unda moslashuv tushunchasining mohiyati, uning tarkibiy qismlari - ijtimoiy, kasbiy va psixologik moslashuv hamda ularning o'zaro bog'liqligi yoritiladi. Harbiy xizmatga kirish, xizmatni o'tash davri va xizmatdan so'ng fuqarolik hayotiga qaytish jarayonida yuzaga keladigan moslashuv muammolari, ularga ta'sir etuvchi ichki va tashqi omillar, shuningdek, dezadaptatsiya ko'rinishlari (stress, emotsional kuyish va posttravmatik stress buzilishi elementlari) ko'rib chiqiladi. Maqolada harbiy xizmatchilarning moslashuvini qo'llab-quvvatlashga qaratilgan psixologik-pedagogik texnologiyalar va amaliy tavsiyalar taklif etiladi.

Kalit so'zlar: ijtimoiy moslashuv, kasbiy moslashuv, psixologik moslashuv, harbiy xizmatchi, dezadaptatsiya, stress, post-travmatik stress buzilishi, readaptatsiya.

Аннотация: В данной статье проводится системный психолого-педагогический анализ процессов социальной, профессиональной и психологической адаптации военнослужащих. Раскрывается сущность понятия адаптации, её структурные компоненты - социальная, профессиональная и психологическая адаптация - и их взаимосвязь. Рассматриваются проблемы адаптации, возникающие при поступлении на военную службу, в период службы и при возвращении к гражданской жизни после службы, влияющие на них внутренние и внешние факторы, а также проявления дезадаптации (стресс, эмоциональное выгорание, элементы посттравматического стрессового расстройства). В статье предлагаются психолого-педагогические технологии и практические рекомендации, направленные на поддержку адаптации военнослужащих.

Ключевые слова: социальная адаптация, профессиональная адаптация, психологическая адаптация, военнослужащий, дезадаптация, стресс, посттравматическое стрессовое расстройство, реадaptация.

INTRODUCTION

Military service is a type of activity that requires an individual to adapt socially, professionally, and psychologically to a highly regulated environment characterized by distinctive and demanding requirements. Unlike ordinary labor activity, military service involves a strict hierarchy, unconditional obedience to orders, a collective lifestyle, high physical and psychological workloads, and, in some cases, the necessity of operating under threat to life. Under such conditions, successful adaptation of an individual is important not only for psychological well-being but also for service effectiveness, stability of interpersonal relations within the unit, and, in a broader sense, the country's defense capability.

The problem of adaptation has a long history in psychology and has been interpreted within various theoretical approaches, including biological (H. Selye), socio-psychological (J. Piaget, T. Parsons), and activity-based (A. N. Leontiev, B. F. Lomov) approaches. Within military psychology, the problem of adaptation is particularly



relevant because military personnel undergo adaptation processes several times during their careers: upon entering service, during service-including combat operations or special assignments-and after service, when returning to civilian life. Each stage has its own psychological mechanisms and risk factors, and a deep understanding of these processes is essential for effectively organizing military psychological support.

The relevance of this article lies in the fact that the contemporary geopolitical situation, the intensification of military service, and the increasing complexity of combat tasks have made the preservation of military personnel's mental health and enhancement of their adaptive capacity increasingly important. At the same time, the readaptation of discharged military personnel to civilian life remains a socially significant issue in many countries.

The purpose of the article is to theoretically systematize the processes of social, professional, and psychological adaptation of military servicemen, analyze the factors affecting these processes, and develop psychological and pedagogical recommendations aimed at supporting adaptation.

LITERATURE REVIEW

Theoretical Foundations of the Concept of Adaptation

The Concept of Adaptation and Its Types

Adaptation is the process through which an individual reorganizes their behavior, relationships, and internal state in accordance with changing environmental demands. Psychological literature generally distinguishes three interrelated but relatively independent types of adaptation:

1. Social adaptation-the process of adapting to a new social environment (group, norms, and value system), finding one's place within it, acquiring social roles, and establishing social relationships.
2. Professional adaptation-the process of adapting to the requirements, tasks, working regime, and responsibilities of professional activity, as well as acquiring the necessary knowledge, skills, and competencies.
3. Psychological adaptation-the individual's ability to maintain internal psychological balance, resist stress factors, ensure emotional stability, and resolve internal conflicts constructively.

These three types are closely interconnected. For example, difficulties in professional adaptation (such as being unable to perform an assigned task) often lead to psychological imbalance (self-doubt or depression), which in turn negatively affects social adaptation and relationships within the group. Therefore, work with military personnel requires a comprehensive approach that simultaneously encompasses all three aspects.

Theoretical Approaches

According to H. Selye's theory of stress, the organism responds to any strong stimulus through a three-stage reaction: alarm, resistance, and exhaustion^[1]. Because military service involves continuous exposure to high levels of stressors-physical exertion, unconditional obedience to orders, restrictions on personal freedom, and, in some cases, threats to life-a serviceman's organism may remain in the resistance stage for a prolonged period, which can eventually lead to exhaustion, that is, maladaptation.

In T. Parsons' structural-functional theory, social adaptation is understood as the individual's acquisition of the requirements of a system (group or institution) and performance of the corresponding social role^[2]. This approach is important for understanding the role of a serviceman within the strict normative structure of a military group.

From the perspective of A. N. Leontiev's activity theory, adaptation is the process by which an individual enters a new system of activity and undergoes restructuring in the motivational and needs sphere^[3]. Entry into military service involves a transition from the individual's previous civilian activity system to a military activity system, requiring profound changes in the hierarchy of motives, value system, and self-awareness.

RESEARCH METHODOLOGY

The study employed theoretical analysis, comparison, generalization, and systematization methods. Scientific literature on the social, professional, and psychological adaptation of military servicemen was analyzed. Theoretical approaches of H. Selye, T. Parsons, and A. N. Leontiev were used as the methodological basis for examining adaptation processes, influencing factors, and psychological support measures.



ANALYSIS AND RESULTS

Stages of Adaptation of Military Servicemen

Military personnel's adaptation process can conditionally be divided into several stages:

Stage 1: Initial adaptation upon entering service. At this stage, a new serviceman encounters an entirely unfamiliar environment characterized by strict discipline, obedience to orders, and communal living conditions. Emotional tension, homesickness (nostalgia), and self-doubt are often observed during this period. The first 3-6 months are considered the most difficult, and cases of maladaptation occur most frequently during this period.

Stage 2: Stable adaptation during service. At this stage, the serviceman acquires basic skills, finds their place within the group, and adapts to the service routine. However, psychological stability may still be tested under the influence of high stress factors, particularly during special assignments, exercises, or combat operations.

Stage 3: Adaptation under extreme conditions. Participation in combat operations, special operations, or emergencies requires specific psychological mechanisms. Prolonged high stress, threats to life, and witnessing losses constitute serious psychological challenges and may subsequently lead to consequences such as post-traumatic stress disorder (PTSD).

Stage 4: Readaptation to civilian life after service. For a military serviceman who has completed service, returning to civilian life represents a new and distinctive adaptation process. An individual accustomed to military discipline for a long period may experience difficulties adapting to the freer but less structured environment of civilian life, finding a new professional direction, and restoring family relationships.

Factors Affecting Adaptation

Factors affecting the adaptation of military servicemen can conditionally be divided into internal (personal) and external (environmental) factors.

Internal factors include temperament characteristics and the strength of the nervous system; the level of self-regulation and emotional stability; the level of motivation and the individual's internal attitude toward service (whether it is compulsory or a conscious choice); previous life experience and strategies for coping with stress (coping strategies); and the level of confidence in oneself and one's abilities.

External factors include the psychological climate and quality of interpersonal relations within the group; leadership style (authoritarian or supportive); service conditions (physical workload, rest schedule, and material provision); the extent to which contact with family members and close relatives is maintained; and the availability and quality of social-psychological services and psychological support systems.

Research indicates that social support-particularly from commanders and peers-is one of the strongest protective factors in the adaptation process. Conversely, social isolation and a sense of exclusion from the group significantly increase the risk of maladaptation.

Manifestations of Maladaptation and Warning Signs

When adaptation is unsuccessful, various manifestations of maladaptation may occur in military personnel:

1. Stress and anxiety-persistent worry, sleep disturbances, and difficulty concentrating.
2. Emotional exhaustion (burnout syndrome)-apathy, reduced motivation, and loss of interest in activities.
3. Elements of post-traumatic stress disorder (PTSD)-recurrent memories of a traumatic event, attempts to avoid reminders of it, and a state of heightened alertness; such symptoms may occur particularly among personnel who have participated in combat operations.
4. Social isolation-withdrawing from the group and limiting interpersonal relationships.
5. Behavioral disturbances-failure to comply with discipline, increased aggression, or, conversely, excessive passivity.

Early identification of these signs and timely psychological assistance are crucial for preventing the deepening of maladaptation. Therefore, the availability of a regular psychological monitoring system within military units is an important condition.



Psychological and Pedagogical Technologies Aimed at Supporting Adaptation

Initial Adaptation Programs (Adaptation Training)

Specially developed adaptation training for newly recruited personnel-including introductory group sessions, exercises teaching stress-management skills, and a mentoring or "senior buddy" system-helps reduce emotional tension during the initial stage. Such programs are generally built around two directions: providing information (rules and discipline) and emotional support (group discussions and exchange of experiences).

Training Stress-Resistance Skills

Breathing techniques, muscle relaxation exercises, and attention-management techniques (including elements of mindfulness) help servicemen maintain emotional balance under high-stress conditions. Teaching these skills in advance-before exposure to an extreme situation ("stress inoculation")-increases their effectiveness because the individual has a prepared strategy to use during a crisis.

Group Psychological Support and Strengthening Unit Cohesion

Creating an atmosphere of trust and mutual assistance among group members is one of the strongest protective factors for adaptation. Group sessions, joint completion of collective tasks, and experience-sharing sessions strengthen the sense of group cohesion and help ensure that each serviceman feels that they are "not alone."

Psychological Rehabilitation after Extreme Situations

After combat operations or other highly stressful situations, special rehabilitation work with servicemen is necessary: debriefing sessions (discussing the event in a safe environment), individual psychological counseling, and, when necessary, referral to a specialist (clinical psychologist or psychiatrist). Beginning such work without delay and as soon as possible after the event is important for preventing long-term psychological consequences.

Readaptation Programs after Service

For military personnel who have completed service, programs that facilitate the transition to civilian life-career guidance and retraining courses, psychological counseling services, and opportunities to maintain social connections through veterans' organizations-are important. Such programs help individuals find new social and professional roles and restore family relationships.

Issues of Adaptation Assessment and Diagnosis

Various psychodiagnostic methods are used in practice to assess the level of adaptation among military personnel: questionnaires measuring anxiety levels, methods for assessing stress-coping strategies, sociometric methods for studying the socio-psychological climate within a group, as well as regular interviews and observation. It is important that diagnostic results be used primarily to identify individuals at risk at an early stage and provide timely psychological assistance, rather than becoming a means of "evaluating" or "labeling" the individual. This constitutes an important methodological and ethical requirement.

CONCLUSION

Social, professional, and psychological adaptation of military servicemen is a complex psychological process characterized by close interrelationships among its components and requiring a comprehensive approach. At all stages, from entry into service to return to civilian life after service, individuals encounter various risk factors. This necessitates systems of regular psychological monitoring, preventive programs, and, when required, timely rehabilitation assistance. The comprehensive application of technologies such as initial adaptation training, stress-resistance skills training, strengthening group cohesion, post-extreme-event rehabilitation, and readaptation programs is important for maintaining the psychological well-being of military servicemen and ensuring service effectiveness.

In the future, empirical research in this area, including comparative studies of adaptation levels among personnel serving in different types of military units (border, internal, and special forces), as well as evaluation of the effectiveness of adaptation programs tailored to national conditions, represents an important scientific and practical task.



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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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