

## CERTAIN ASPECTS OF SOCIAL ADAPTATION OF STUDENTS OF MILITARY EDUCATIONAL INSTITUTIONS

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### **Abstract:**

This article is devoted to the issues of social adjustment of military training cadets. The process of socio-pedagogical adaptation of cadets in the conditions of a military educational institution is a pedagogical system that plays an important role for effective functioning and development in certain conditions. Many scientists express social adaptation as a system aimed at mastering new social relations. It does not destroy the biological forms of adaptation, but transforms and mediates them, containing them as an internal element that regulates and transforms them.

**Keywords:** military education, social adjustment, adaptation, educational environment, pedagogical conditions

### **Аннотация:**

Данная статья посвящена вопросам социальной адаптации курсантов военной подготовки. Процесс социально-педагогической адаптации курсантов в условиях военного учебного заведения представляет собой педагогическую систему, играющую важную роль для эффективного функционирования и развития в определенных условиях. Многие ученые выражают социальную адаптацию как систему, направленную на освоение новых социальных отношений. Он не разрушает биологические формы приспособления, а преобразует и опосредует их, содержа их как внутренний элемент, регулирующий и преобразующий их.

**Ключевые слова:** военное образование, социальная адаптация, адаптация, образовательная среда, педагогические условия.

The concept of "social adjustment" has been widely used since the mid-60 s of the XX century. Adaptation of a person to the conditions of existence is more complex, deeper, he has great flexibility and intelligence. A person is distinguished by the ability to change his behavior when conditions change. In addition, with the help of consciousness, a person purposefully manages and regulates the process of adaptation to social reality. A person cannot rely on instinctive adaptation, but must consciously find his way in the world, experience it emotionally, create his own environment. In addition, each person has a specific type of nervous system, a specific life experience, and is characterized by individual adaptive mechanisms with a specific type of adaptation.

Many scientists express social adaptation as a system aimed at mastering new social relations. It does not destroy the biological forms of adaptation, but transforms and mediates them, containing them as an internal element that regulates and transforms them.

According to the definition of modern authors, social adjustment is the adjustment of individual and group behavior to the system of norms and values existing in a certain society, class, social group. It is

carried out in the process of socialization, as well as with the help of social control mechanisms, including public and state coercive measures.

V.V. Davidov interpreted social adaptation as a person's adaptation to the conditions of a new social environment, one of the socio-psychological mechanisms of a person's socialization, the process of assimilation of a certain system of knowledge, norms and values by a person.

Junior courses are important in the life of cadets, because adaptation to a new unusual environment, new study conditions, service discipline takes place here. The concept of "adaptation" is related to overcoming certain difficulties, striving to develop productive behavior of a person in new conditions. Based on this, as a change of the cadet's personality, his adaptation consists in the formation of new communication, cognitive and educational activities, service discipline that ensures the achievement of the goals of the pedagogical system at the level of professional education.

Adaptation is not only a biological, physiological, pedagogical, but also a psychological and social category. Such a basis is, firstly, purposeful, and secondly, the substantive nature of adaptation as a process controlled by other people or the individual himself. In addition, adaptation of a first-year student in an educational institution is to some extent the educational task of a particular teacher.

The process of socio-pedagogical adaptation of cadets in the conditions of a military educational institution is a pedagogical system that plays an important role for effective functioning and development in certain conditions. L.S. Vygotsky, M.S. Kogan, E.V. Kvyatkovsky, A.N. Leontiev, V.D. Semenov some aspects of the social adaptation of the individual were studied in the research of et al.

Determination of the social order of the Armed Forces society in order to determine the set of pedagogical conditions that help the socio-pedagogical adaptation of cadets in the military educational institution;

Determining the specific features of the educational process at the military academy; As a creative process of training a future officer, it is necessary to pay attention to the development of a complex of pedagogical conditions based on the essence of socio-pedagogical adaptation. It is necessary to pay attention to professional competence, taking into account the formation of military qualities in a rapidly changing environment in military educational institutions, taking into account the fact that the educational process is carried out under the military regime and strict regulations. Taking into account that military educational institutions are not only educational institutions, but also exemplary military units, the spiritual and moral, social education and discipline of cadets have a special place. Also, if we take into account that the educational process in military educational institutions takes place not only in classrooms, but also in field practice, the development of cadets' strength and will, training, and patience in practical exercises is considered a priority.

Social adaptation is an important pedagogical problem that occurs when people face changes in their social environment and have difficulty adapting to new conditions. This problem can arise in education and other areas of life where people have to enter new social groups or environments.

In pedagogy, social adjustment refers to pupils or students who start studying at a new school, college, university or other educational institution. They may face a number of difficulties when entering a new social environment, such as:

Unfamiliar with the new rules: Students may feel lost and insecure in a new environment, especially if they do not clearly understand the procedures of the new institution. This can cause stress and make it difficult to adjust.

**Social interaction problems:** Students may have difficulty connecting with classmates or other students. They may feel isolated or excluded from social groups, which can negatively affect their self-esteem and overall mood.

**Cultural differences:** Students from different cultural or social backgrounds may have difficulty adapting to new cultures or behaviors that may exist in the educational environment. Differences in values, customs and communication styles can create barriers to social integration

**Establish induction programs:** Institutions may provide induction programs to help new students familiarize themselves with the rules, expectations, and resources available at the institution. This may include various events, presentations and information materials.

**Create a supportive environment:** It is important to create a supportive and inclusive environment where new students feel accepted and supported. Educational institutions can organize events, clubs, support groups, or fellowship programs to help new students connect and interact with each other.

**Cultural Competence:** Teachers must be aware of cultural differences and be prepared to adapt instruction and support to meet the needs of diverse student groups. Incorporating elements of intercultural education into the curriculum also promotes understanding and respect for differences.

**Individual approach:** Faculty and staff at the educational institution can provide individual support and guidance to new students. This may include one-on-one conversations, counseling or counseling to help with adjustment issues.

In general, solving the problem of social adaptation in pedagogical conditions requires joint efforts of educational institutions, teachers, employees and students. Creating a supportive environment, providing information and taking into account individual needs will help new students to successfully adapt and achieve academic success.

Analyzing socio-pedagogical literature, summarizing the experience of training officers, taking into account the uniqueness and content of the military educational institution, pedagogical conditions of the effectiveness of social-pedagogical adaptation of cadets in the educational process are among the main issues.

**The process at the higher military educational institution:**

creating a positive motivation of the cadet for military service;

use of a comprehensive set of educational and cognitive tasks;

contributes to formation of necessary qualities of a military specialist among cadets, adaptation to professional activity.

These established pedagogical conditions are based on higher education opportunities, which help to form personal qualities that predetermine the formation of professional training.

Creating a positive motivation of a cadet for military service is a very important condition. The problems of motivation are highlighted in the works of foreign researchers such as V. Wundt, J. Yutten, H. Heckhausen, etc., who reveal the motivation of human behavior.

It is important not only to adapt cadets to the educational organization, but also to maximally develop their personal characteristics, to create conditions that provide effective skills and methods of cognitive activity, and to work independently.

Successful adaptation to educational activities and social environment stimulates cognitive activity, general vitality and work ability of cadets, prevents cadet contingent dropout that occurs in junior courses, helps to understand the future profession more fully.

Adaptation can be considered as the process of adaptation of the cadet to the conditions of the physical and social educational environment without feeling internal discomfort and without conflicting relations with it. Adaptation can be described as an intensive and dynamic, multifaceted and complex process of life activity, during which a person develops stable skills that meet the demands placed on him based on appropriate adaptive reactions.

Many scientists study a person not only as a person, but also in the relationship and interaction of a person with the surrounding society, so they consider the psychological aspect of social adaptation in their research.

One of the important pedagogical problems associated with the educational process in educational institutions such as military or police academies is the social adaptation of cadets. This problem arises from the need to integrate new students into a certain social environment, which may be significantly different from their previous experience.

- First, social adaptation of cadets includes adaptation to new social norms, values and rules that can be established in the educational institution. This may include military discipline, hierarchy, strict behavior and professional ethics. Cadets must learn to abide by these rules and accept them as part of their new role and identity.

- Secondly, social adaptation is also related to the development of communication skills and the ability to interact with colleagues, leaders and other members of the educational institution. Trainees must learn to communicate effectively, work in a team, resolve conflicts, and develop beneficial relationships with other people.

- The third important direction of social adaptation is the development of self-determination and self-awareness of cadets. They must understand their new role and position in the educational institution, recognize their belonging to this organization, and demonstrate professional dedication and responsibility.

Pedagogical institutes can use different approaches to solve the problem of social adaptation of students.

- Creation of special social adaptation programs covering the main aspects of the social environment of the educational institution. These programs may include an introduction to norms and values, communication training, conflict resolution, and stress management.

- Organization of mentor support, where experienced cadets or teachers help newcomers adapt to a new environment. Mentors can provide advice, support and problem solving.

- Regular evaluation and support of social adaptation of cadets. Educational institutions can conduct open dialogues, questionnaires and individual interviews with cadets in order to identify problems and provide necessary assistance.

- Community building and fostering a sense of belonging. The creation of opportunities for joint activities, sports competitions, cultural events and other events helps to strengthen the mutual ties of cadets, to form a sense of belonging to the educational institution.

Social adaptation of cadets requires the attention of educational institutions and systematic efforts to integrate newcomers into a new social environment. The development and implementation and support of appropriate programs will help improve the adjustment process and increase the educational success of the cadets.

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