

# SOCIAL PSYCHOLOGICAL CONDITIONS FOR THE DEVELOPMENT OF PSYCHOLOGICAL STABILITY OF MILITARY UNIVERSITY CADETS

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## Abstract

The article reveals the term, psychological stability and the conditions for its development in conditions of strict discipline. Psychological resilience covers a wide range of psychological and emotional characteristics that enable military personnel to function effectively in their service environment and overcome the challenges they face. Research shows that military personnel with high psychological resilience are more likely to successfully complete assigned tasks, overcome challenges, and strive to achieve their goals.

**Keywords:** psychological stability (instability), self-control, emotional stability, adaptation, difficulties, endurance, professional training, poise, regulation.

## Introduction

Military service is a complex and responsible activity that requires high concentration, decision-making in stressful situations, endurance, self-control and the ability to cope with adaptation to changing conditions. Mental resilience helps service members maintain emotional stability, stay focused, and make effective decisions despite pressure and stress. Military personnel have better adaptive strategies, the ability to regulate their emotions effectively, and a higher level of confidence in their abilities.

The ongoing pedagogical and educational work in military institutions indicates that the social and legal level of training of cadets in a higher military educational institution depends to a greater extent on the coverage of the necessary regulatory legal acts and the current mechanism for their implementation. The activities of officers-teachers, who have a direct impact on the formation of cadets as worthy personnel in the field of their professional activities, are also monitored. Strengthening the psychological Pedagogical influence on cadets by personal example is the most effective method used to obtain a positive result in a higher military educational institution of Uzbekistan.

The main criterion for taking into account the progress of a serviceman is compliance with regulatory and legal norms. The complete code of laws on the conduct of military service of a citizen of the republic is considered here. This system of legal norms incorporates the established rights and obligations exercised during the period of military service. The main part of the laws testifies to the need to have sufficient preparedness to perform the social protection

function of a given profession. The actions of all participants in this process should be guided by humanity, justice and realism.

Having entered a higher military educational institution, cadets find themselves in constantly changing conditions that affect their physical, emotional, personal and cognitive-behavioral state. This stage of educational and professional training and service is an important period for the formation and development of psychological stability of cadets in the stable conditions of military society.

The military institution is characterized by strict discipline and barracks, which creates special demands and tension in interpersonal relations with fellow students. Cadets are faced with the need to follow strict rules and routines, obey authority, and follow orders. This can cause feelings of restriction of freedom and tension in relationships with other cadets.

Heavy physical and emotional stress is an integral part of educational and professional training in a military institution. Cadets experience physical and mental strain while performing a variety of trainings, training assignments, and challenges. This can lead to fatigue, stress, and even overload.

Resilience is confirmed in the case of endurance of psychotraumatic factors by a serviceman and in its timely manifestation. At the same time, stability is characterized not by rigidity and immutability, but by flexibility, which is expressed in the possibility of expanding the real psychological content of military professional activity in the course of professionalization.

For the first time, the problem of psychological stability in Russian psychology was mentioned in scientific works of the 1960s (L.I. Bozhovich, V.I. Kovalev, V.L. Marischuk). Since the 1970s, the psychological stability of the individual has taken a strong position in Russian science (L.M. Abolin, V.I. Varvarov, V.A. Gnusin, M.I. Dyachenko, K.K. Platonov, Y. Reikovskiy, A.M. Stolyarenko, K.I. Todorkov) [5].

It is worth considering the definition of "resilience" as a separate unit of psychological vocabulary. This definition is based on the approach of K.K. Platonov, who pointed out that stability has a personal determination according to the type of temperament, which develops and manifests itself regardless of the type of professional activity of an individual and is expressed in individual features of mental processes [1].

Eliseev A.P. and Korchemny P.A. The ability of mental stability is considered as a single and integral quality of a person, capable of optimally responding to the current reality in stressful situations, thus, according to the authors, psychological stability is an adequate perception and readiness of a serviceman for his immediate task in extreme and emergency situations [4].

V.V. Varvarov believed that "psychological stability" is "the ability to resist the negative influence of tension on the behavior and actions" of a person. The scientist used one of the simplest methods to calculate this state. A comparative analysis of the task performed in calm conditions and in conditions of stimulation of stimuli of the nervous system was carried out, where dynamic changes in the mental processes of the serviceman were observed. Thus, V.V. Varvarov established the degree of personality stability [2].

The studies of the above-mentioned authors show that a constructive idea of psychological stability influencing professional training in cadet groups can be revealed: from the standpoint of the effectiveness of psychological and pedagogical managerial influence, on the part of the

administration of a higher military educational institution, unit commanders and sergeants; from the standpoint of perception and response of the cadets themselves; from the point of view of taking into account their family and collective relationships and developing confidence in cadets for the safety of their lives and health.

At the same time, these difficulties and challenges also contribute to the formation and development of psychological resilience in cadets. Gradually, they learn to cope with high demands and stressful situations, develop their skills in decision-making, leadership, teamwork and adaptation to changing conditions. They learn to control their emotions, develop stamina, and find resources to overcome difficulties.

I.P. Pavlov considered the basic principle of the development of all living things on Earth to be the principle of the unity of the physical and mental state, which is conditioned by harmonization and equilibrium among the surrounding world. Since equilibrium is not able to remain in one state all the time, being disturbed by external and internal factors that affect it, the human organism always strives to return to the initial position caused by changes, i.e. to the lost equilibrium]. Based on this, according to the author, resilience is the ability of a person to be in harmony with the world.

Military society in its specificity finds a kind of militarized mechanism that ensures the activities of all military structures, has its own historically formed traditions, culture, organization, stratification, institutionality, and mentality. The social space, place and living conditions of all members of the community are determined by the peculiarities of military work and everyday life.

The military society is a stable historically formed community, where those who are well aware of the special nature of the social tasks performed serve. There is also a special military culture, attitude, behavior, and the observance of specific corporate moral and patriotic norms and values.

For a cadet, the military society for a long time remains an invariable community, where the formation of a military professionally perfect personality takes place. This society has especially important and significant social functions, interests, and requirements in the development of the cadet. The cadet undergoes a given pedagogical training, maintaining and developing a peculiar attitude and behavior in the selected socio-psychological conditions. In order to ensure the professional and personal growth of the cadet in this society, they are guided by strict discipline and the preservation of order, which fosters in cadets a sense of restraint, patriotism and professionalism.

Thus, in a higher military educational institution, cadets face a number of difficulties that can affect their psychological stability. However, thanks to the stable conditions of the military society, they have the opportunity to form and develop the necessary skills and qualities that will help them successfully cope with the challenges and requirements of military service.

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