

**PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF ADAPTATION OF
MILITARY SERVANTS TO PROFESSIONAL ACTIVITY**

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Annotation: This article deals with pedagogical and psychological aspects of adaptation of military personnel to their professional activities and increasing the efficiency of the process of professional adaptation.

Key words: Professional activity, military personnel, pedagogical-psychological, analysis, adaptation.

Professional adaptation plays an important role in the training of military personnel. Its purpose is to form the personality of a military man professionally adapted to the conditions of military service in peacetime and wartime, who meets modern requirements and is able to reliably protect the national interests of our motherland.

The possibility of professional adaptation of military personnel is provided by the consistency of the needs of military practice and pedagogical science, which required the development of the concept of their professional adaptation and its structural structure.

The concept of the process of professional adaptation of military personnel defines the following main components: general rules, theoretical and methodological foundations, basic, content and semantic content, organizational and pedagogical conditions of effective functioning, performance evaluation criteria.

The term "adaptation" can also be applied directly to professional activities, and on the other hand it is also legally related to the concept of adaptation. Legally, adaptation to professional activities is directly related to the concept of the formation of a legal culture. But, legally, adaptation to professional activities is part of the problem we are studying and does not apply to our object of study.

Today, military servicemen's adaptation to professional activity, like all social sciences, turns the problem of military servicemen's adaptation to professional activity into a topic of debate in the theory of pedagogy.

The analysis of pedagogical and psychological literature made it possible to identify several directions of research that reflect the peculiarities of understanding human adaptation as a subject of activity and the laws of occurrence. The first of the directions, which can be defined as homeostatic, is closely related to biological research (ES Bauer, I. Darwin, JB Lamarck, J. Liege, J. Saint-Hilaire, G. Spencer). Another direction is represented by studies investigating the reaction of individual mental processes to a certain load or changes in operating conditions (AD Glotokhin, LG Egorov, VN Kovalev, MP Korobeinikov, FI Minyushev, SS Mutsinov, KK Platonov, JG Senokosov, V. Yablonko). The third direction is related to clinical and psychological studies of stress, and its theme is intrapsychic adaptation (G. Selye). Through adaptation, these researchers understand the changes in the individual's need-motivation area and his self-concept.

The pedagogical technology of the process of adapting military personnel to the conditions of professional activity includes the following methods:

1. Lectures.
2. Psycho-gymnastics.
3. Business games (development of quick response skills, repetition of situations related to the performance of official duties, team building).
4. Discussions.
5. Analysis and assessment of the situation.
6. Tests.

The logic of the process of adapting military personnel to the conditions of professional activity includes:

- Multi-criteria assessment of adaptation according to the following parameters:

- 1) level of knowledge on the problem of adaptation;
- 2) taking into account the characteristics of the tender;
- 3) gender culture;
- 4) individual psychological and pedagogical characteristics.

- Distribution of military personnel according to the level of adaptation: low, medium, high;
identification of military personnel with signs of adaptation;

- Measures to correct the level of adaptation of military personnel with a low and medium level of adaptation:

- 1) determining the reasons for the initial level of adaptation;
- 2) planning activities aimed at optimizing the adaptation process;
- 3) predicting the next course of the process.

- Secondary diagnosis;

- The successful completion of the process of adapting military personnel to the conditions of professional activity and the presence of long-term positive dynamics of the process.

Thus, despite various studies on the problem of the process of adaptation of military personnel, there is no single concept of pedagogical technology aimed at the effectiveness of the process of adapting a military personnel to the conditions of professional activity.

Based on the above, the contradictions that arose in the problematic area of the process of adapting military personnel to the conditions of professional activity were identified:

- constantly changing requirements for the level of professional training of military personnel and lack of readiness of military personnel to perform professional activities in a quality manner;
- the need to adapt to the professional activities of contract servicemen from among the civilian population and the insufficient scientific and pedagogical foundations of the adaptation process and educational and methodological support;

- the need for the practice of professional training of military personnel in the application of the pedagogical technology of the process of adaptation to the conditions of professional activity and the lack of developed pedagogical technologies;

Professional training and adaptation of military personnel is a socio-pedagogical process determined by the needs of our country for highly qualified military specialists. The logic of the process of professional training of military personnel lies in the joint activity of the trainer and trainees. This is reflected in the fact that their interaction is determined by joint work, meets the requirements of the work being performed, and is recognized as a necessary link in the activity that leads students to acquire professionally important qualities.

The following functions are implemented in the pedagogical process of professional training of military personnel:

- education (mastery of certain powers necessary for carrying out the professional activities of military personnel);
- educational (formation of some personal characteristics of military personnel and military teams);
- development (development of intellectual and physical strength of military personnel);
- psychological training (formation of internal psychological readiness of military personnel to solve combat and service tasks).

In conclusion, it should be noted that the main idea in solving the problem is as follows: military personnel have a common goal, values, principles and tasks of professional activity, although they have a special structure of mutual relations, they are different to the service come with motives and levels. We believe that high-quality professional training and successful adaptation of military personnel can be achieved with the development and formation of the personality of military personnel through advanced pedagogical technology.

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