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PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF THE FORMATION OF STRESS TOLERANCE AND TARGET ORIENTATION OF FUTURE OFFICERS

**БОЛОЧОК ОФИЦЕРЛЕРДИН СТРЕССКЕ ТУРУКТУУЛУГУН ЖАНА МАКСАТТУУ БАГЫТЫН
КАЛЫПТАНДЫРУУНУН ПСИХОЛОГИЯЛЫК-ПЕДАГОГИКАЛЫК АСПЕКТИЛЕРИ**

ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ФОРМИРОВАНИЯ СТРЕССОУСТОЙЧИВОСТИ И ЦЕЛЕВОЙ ОРИЕНТАЦИИ БУДУЩИХ ОФИЦЕРОВ

Abstract. This article presents the results of a study conducted among cadets at the Military Institute (Military Engineering Institute of radio Electronics and Communications), which assessed the development of two important professional qualities: stress resilience and determination. Their readiness for professional work was also assessed, as well as the impact of educational services at military educational institutions on the development of professionally important qualities.

Key words: cadets, viability, stress resistance, meaningful life goals, sustainability, professional activity.

Аннотация. Бул макалада Аскердики институттун (Аскердики инженердик радиоэлектроника жана байланыш институту) курсанттары арасында жүргүзүлгөн изилдөөнүн жыйынтыктары келтирилген, анда эки маанилүү кесиптик сапаттын: стресске туруктуулуктун жана максатка умтулуунун өнүгүшү бааланган. Ошондой эле алардын кесиптик ишмердүүлүккө даярдыгы, ошондой эле аскердик окуу жайлардагы билим берүү кызматтарынын кесиптик маанилүү сапаттарды өнүктүрүүгө тийгизген таасири бааланды.

Түйүндүү сөздөр: курсанттар, жандуулук, стресске туруктуулук, маанилүү жашоо максаттары, туруктуулук, кесиптик иш.

Аннотация. В данной статье представлены результаты исследования, проведенного среди курсантов Военного института (Военно-инженерный институт радиоэлектроники и связи), в ходе которого оценивалось развитие двух важных профессиональных качеств: стрессоустойчивости и целеустремленности. Также оценивалась их готовность к профессиональной деятельности, а также влияние образовательных услуг в военных учебных заведениях на развитие профессионально важных качеств.

Ключевые слова: курсанты, жизнеспособность, стрессоустойчивость, значимые жизненные цели, устойчивость, профессиональная деятельность.

Introduction. To determine the level of resilience and meaning in life among cadets at military educational institutions. Methods: To study cadets' self-assessment of personality traits, S. Maddi's Resilience Test and D. Crambaugh and L. Maholik's Meaning in Life Test were administered to a sample of 115 cadets. Results: Differences in resilience, risk-taking propensity, engagement in academic activities, and several aspects of meaning in life were identified and confirmed. A consistent pattern was established: the more active and productive a cadet is, the greater their resilience and sense of purpose in life, and vice versa.

Problem statement. The educational environment at military educational institutions positively influences the development of cadets' professionally important qualities. The data obtained allowed us to develop proposals for increasing resilience and developing meaningful life goals.

The main part. The concept of escapism arises when a cadet departs from their usual routine and enters a completely different environment, challenging their surroundings, habits, behavior, and so on. In such situations, a person

is exposed to seven psychogenic factors: altered spatial-temporal structure, loneliness, monotony, group isolation, limited access to personally important information leading to conversational fatigue, constant social influence, and life-threatening threats. All of this significantly reduces a person's psychophysiological capacity for adaptation [1]. Experiencing extreme life events impacts a person's health, altering the world around them and their place in it. The proposed approach to analyzing the psychological mechanisms of escapism is based on a subjective model of quality of life. This concept assumes a person's separation from their usual daily routine and a transition to a different environment. The model is based on criteria of emotional and rational satisfaction/dissatisfaction with life. Other aspects of well-being, such as meaning in life and purpose, are important protective factors against the negative consequences of change.

Rational criteria measure a person's assessment of well-being/pain, while emotional criteria measure subjective assessments of happiness/unhappiness. The working hypothesis of the study is that people resort to avoidance to increase their life satisfaction. An important

element of the objective analysis of attachment is the change in the component of subjective quality of life, such as a person's abilities, which determine how a subject evaluates their attachment to their social environment.

When analyzing the factors that motivate a cadet to make changes in their personal life, we consider their ability to cope both from the cadet's perspective and from the perspective of external parties directly or indirectly affected by these changes (such as family, neighbors, colleagues, and friends). Physical indicators measure the cadet's level of health or illness, while emotional indicators measure how they perceive the physical aspects of happiness or unhappiness.

It's worth noting that we distinguish between personal well-being and personal quality of life. Personal well-being is defined by rational life satisfaction, while personal quality of life includes both rational and emotional life satisfaction. Emotional life satisfaction is associated with the procedural component of life, while rational satisfaction is primarily determined by life circumstances.

Quality of life studies have shown that emotional state and life satisfaction (happiness) play a significant role in assessing a cadet's overall well-being. People are often willing to tolerate lower levels of satisfaction than those with lower levels of life satisfaction if their emotional well-being is high.

For example, if a cadet is engaged in their studies (high emotional satisfaction), they are willing to stay and continue even if they are dissatisfied with other important aspects of their studies (low cognitive satisfaction). The training environment can be a source of numerous professional stressors for cadets, causing high levels of tension and, consequently, negatively impacting their physical and psychological health. Critical situations require cadets to tap into their inner resources and demonstrate resilience. A cadet's ability to cope with difficult life situations and minimize the negative effects of stress is an important indicator of their level of personal development, which, in turn, influences the study of the relationship between meaning in life and resilience.

Resilience is a tremendous advantage in challenging situations and stressful environments. A high level of resilience allows a person

to overcome any situation or difficulty. Californian psychologist S. Maddi, one of the founders of resilience theory, developed this concept based not only on the idea that all people are in the same boat but also on the principles of positive psychology. This idea arose from research into the psychological factors that contribute to overcoming problems and reducing (or preventing) the negative consequences of stressful situations.

The theoretical framework underlying the study of resilience emphasized that stressful situations are an integral part of life, and therefore resilience is essential if a person wants to grow and develop, rather than deny problems and avoid stressful events. In S. Maddi's research, resilience was understood as a set of personal attitudes and skills that provide motivation and courage, helping to transform stressful events from potential problems into opportunities for personal growth [2]. Specifically, the study identified three resilient attitudes: engagement (the belief that participation in events helps people find something valuable and interesting), control (the belief that hard work can influence the outcome, even if that influence is not guaranteed and success is not assured), and risk-taking (the belief that everything that happens to you, good or bad, leads to progress) [3]. Therefore, resilience is especially important in situations of internal stress, such as work.

Since 1979, numerous studies have shown that stress resilience can mitigate the negative health consequences of workplace stress across a variety of occupations. The resilience model posits that as stressful situations intensify, people develop stress responses. If these responses become severe, they can lead to decreased performance (e.g., physical illness or mental disorders). However, people with high stress resilience are able to cope constructively with crisis situations.

Several studies have shown that resilience develops during childhood and adolescence, but may also change in adulthood [4]. An analysis of international publications showed that higher levels of resilience among cadets were associated with higher academic achievement, competitiveness, confidence in completing all courses, life satisfaction, etc. Higher levels of resilience among cadets were associated with higher academic achievement [5].

It was decided to choose an effective and reliable method for assessing the cadets of the department's training agency, based on a version of the Resistance Questionnaire developed by psychologists Maddi and Matthews [6].

The cadets demonstrated the highest scores in the "Life Values" category. A large number of respondents focused on the future, specifically understanding the future, planning, creating life plans, and starting their own business. Overall, the average scores obtained on the "Basic Life Orientation Test" were within the normal range, indicating that the cadets are currently satisfied with their lives, their lives are productive and fulfilling, and their life goals, aspirations, and objectives are clear. It should be noted that meaning in life is a prerequisite for maturity.

Overall, average scores on the "Meaning in Life" scale were within the normal range, indicating that the cadets were satisfied with their current lives, living productively and fulfilling lives, and possessing clearly defined life goals, interests, and intentions. It should be noted that having a sense of meaning in life is essential for personal development. The majority of cadets participating in the study, 88%, scored moderate or high on the "General Meaning in Life" scale. Only 12% scored low.

Conclusion. Thus, the issue of resilience merits further study to help those pursuing it transform challenges into opportunities for personal development and self-reflection. After all, extreme professions are known to be characterized by high stakes for the lives of others and the need to make quick decisions in threatening situations. Based on the conducted research, it is possible to suggest a certain correlation between resilience and the meaning of life after the

Military Engineering Institute of radio Electronics and Communications.

Resilience in cadets is defined as a unique personal quality that enables them to adapt well and perform effectively in the challenging academic environment of their department's schools and in their subsequent careers. In addition to the challenges cadets face in balancing work and everyday life, they also have to overcome conflicts between work, personal life, and responsibilities, each of which can make completing tasks and activities time-consuming and challenging.

Recognizing that military resilience is a unique quality that allows us to adapt and operate effectively in challenging training environments at the unit level and throughout our careers, cadets also struggle with work-life balance and personal responsibilities, which negatively impacts their mission and the demands placed on them.

In the work environment, stressors can manifest themselves in a variety of ways, including physical (e.g., physical fatigue, lack of sleep, changes in diet, etc.) and psychological (e.g., lack of time, heavy workload, information overload).

The practical significance of this study lies in the fact that the information obtained can be used to develop comprehensive psychological support programs for future military personnel.

For example, training in stress resilience skills will benefit military cadets, as high levels of stress resilience in cadets improve academic performance and leadership skills, help them maintain health in stressful situations, and motivate them to make greater efforts to adapt to change, engage with social support resources, and engage in effective self-care, transforming stress into opportunity.

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