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METHODOLOGICAL POSSIBILITIES OF STUDYING ADAPTATION AND EMOTIONAL STRESS IN CADETS

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Annotation

This article is devoted to the methodological possibilities and content of studying adaptation and emotional stress. The text of the article also covers in detail issues such as the study of the adaptation process and emotional stress, assessing the level of adaptation of a person to the environment, determining the ability to manage stress, and measures of psychological support.

Keywords: adaptation, emotional stress, cadet, emotional stress, stress, adaptation, physiological, behavior, reaction, activity, passivity, human, mood.

Introduction

The study of the adaptation process and emotional stress is important for assessing the level of adaptation of an individual to the environment, determining their ability to manage stress, and developing psychological support measures.

Main part. The methodological possibilities used in this regard are divided into the following main areas:

1. Psychodiagnostic methods

These methods are used to assess the emotional state, adaptive abilities and stress resistance of cadets:

- Questionnaires and questionnaires:
- "Visit method" (Holmes and Rahe Stress Scale): Assessment of the causes of stress.
- Beck's depression scale: Determination of the level of depression and emotional tension.
- Spielberger's anxiety scale: Assessment of the level of anxiety.



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- Project techniques:

- "Numbers and images tests" to study the emotional reaction of a person to stress and the adaptation process.
- "Test of incomprehensible situations": Analysis of cadets' attitudes towards stressful situations.

- Psychophysiological tests:

- Determination of the level of physiological stress using heart rate and skin electrical resistance measurements.

2. Observation

- Observation in natural conditions: The activities and emotional states of the cadets within the group are observed in real conditions.

- Structured observation: Studying their response to certain stressful situations.

3. Experimental methods

- Stress modeling methods: Assessing the response to stress in simulation exercises or training.

- o For example, observing during the performance of time-limited tasks.

- Adaptation training: The level of adaptation and resilience to difficulties are studied by performing various tasks in a new environment.

4. Interviews and focus groups

- Individual interviews: Learn about the personal opinions of the cadets about their own stress and adaptation processes.

- Focus groups: Allows you to identify problems and sources of stress within the team and propose solutions.

5. Mathematical and statistical analysis

- The overall level of adaptation and emotional stress is assessed by mathematical analysis of psychodiagnostic tests and observation results.

- Regression, correlation and variance analysis methods are used for analysis.

6. Psychological training and training evaluation

- Stress management training: Teaching cadets stress management techniques.

- Adaptation training: Adaptation exercises to facilitate adaptation to a new environment.

- Determining the effectiveness of methods by evaluating the results of training.



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7. Self-assessment techniques

- Cadets are provided with tools for self-assessment of adaptation and stress. For example, a diary or personal development cards.

By analyzing the above factors, it is possible to understand the need for an individual approach to military personnel, their seemingly strange actions, the need to know the characteristics and essence of the adaptation process of military personnel undergoing military service. V.V. Yusupov and A.V. Korzunin cite factors that complicate the adaptation processes in military personnel:

a) objective (external).

- difficulties of military service: a new rhythm of life, a strict daily routine, restriction of personal freedom, the need to obey, etc.;
- separation from home, family, familiar surroundings;
- failures in service, conflicts, especially with commanders;
- rude, disrespectful attitude;
- excessive seriousness, excessive demands, injustice;
- high-pitched indicators emphasizing superiority.

b) subjective (specific to the soldier):

- insufficient education;
- disrespect, disregard for those around them;
- being married or having children;
- having elderly or sick parents;
- being raised in dysfunctional families, without parents, in orphanages;
- moral corruption;
- physical weakness;
- insufficient health;
- neuropsychic instability, etc

Many methods have been developed for psychodiagnostic examination of professional adaptability of future military personnel, which serve to reveal various aspects of the military personnel's personality and draw scientific conclusions. In particular, the "Prognosis" questionnaire, developed by V.Yu. Rybnikov and intended for preliminary identification of individuals with signs of neuropsychic instability, is widely used in practice. This method allows you to



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identify individual signs of personality disorders, as well as assess the likelihood of their development and manifestation in human behavior and activity.

Researcher D. Martyushev notes that the study of professional adaptability of future military personnel at the level of psychological research is carried out in a number of stages. The researcher classifies them as follows:

1. Stage - scientific substantiation of the relevance of the problem under study;
2. Stage - collection of theoretical data on the topic and comparative analysis;
3. Determining the purpose and objectives of the research, determining the subject and object of the research;
4. Conducting research based on the goals and objectives of the stage;

Also, selecting appropriate methods for the research, conducting them on test subjects, calculating primary results based on statistical criteria, and obtaining final results.

K. Rodgers's questionnaire for the study of social adaptation

This questionnaire was published in 1954 by Carl Ransom Rogers, one of the founders and leaders of humanistic psychology, the founder of person-centered psychotherapy, and Rosalind E. Diamond in the article "Psychotherapy and Personality Change: Client-Oriented Studies". Within the framework of the research work carried out, the Rogers-Diamond methodology is mainly used to diagnose problems associated with the adaptation of young people to new conditions and rules of behavior.

The scope of the questionnaire demonstrates high efficiency and ability to differentiate not only the state of flexibility and adaptation, but also the characteristics of self-image, their reconstruction in critical age periods of development and in critical situations that encourage the individual to express himself, and also serves to assess the individual himself and his capabilities.

The questionnaire consists of 101 statements, of which 37 express the adaptability of the individual, another 37 - maladaptation, and 26 - neutrality. Also, all statements in the questionnaire are not addressed to the first or second person, but are made in the third person. The main goal of this is to ensure that the test subject is not influenced by "direct identification" and to more objectively explain the test



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statements with the abilities, characteristics and psychological state of the examinee. The authors identified 6 integral indicators for analyzing the results of the questionnaire:

- Adaptability;
- Acceptance of others;
- Level of subjective control;
- Self-awareness;
- Emotional comfort;
- Striving for dominance, etc.

Each of the above indicators is calculated according to empirically derived formulas. The interpretation of the survey results is carried out according to standards that differ depending on the age of the person being tested.

Instructions to the test taker: The questionnaire contains statements about a person, his lifestyle-experiences, thoughts, habits and behavior. They are always considered to be related to our personal life. After reading the statements in the questionnaire, compare yourself with your habits, lifestyle and assess how much they apply to you. To do this, familiarize yourself with the seven-point system provided in the answer sheet and choose the one that best suits your opinion.

- “0” - this does not apply to me at all;
- “1” - this is often not typical of me;
- “2” - I doubt that this applies to me;
- “3” - I cannot decide whether it applies to me;
- “4” - this is similar to me, but I am not sure;
- “5” - this is similar to me;
- “6” - this is exactly me.

Methodology “Express diagnostics of stress factors in personal activity”
(I. D. Ladanov, V. A. Urazaeva modification)

Instructions: This test will help you determine how well you adapt to a particular environment and how you can act in a particular situation, by giving you examples of stressful situations.

In addition, the methodology is also considered a rapid psychodiagnostic method for identifying stress factors in educational activities. The text of the methodology



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consists of questions containing 12 statements. The content of the statement questions covers conflicts arising in personal activity, excessive tension at work, misunderstandings arising in relationships, and the individual's attitude to work.

The scales of the methodology consist of four blocks:

- Conflict sensitivity;
- Excessive stress;
- Conflict sensitivity associated with the team.
- Stress associated with professional activity. At the end of the study, calculate the number of points accumulated on the score sheet. The number of points can be from 3 to 15 for each individual block. The following confirmation numbers correspond to each block:
 - 1) Conflict - No. 1, 2, 3. (score above 12 points) - indicates increased conflicts in the activities of the boss).
 - 2) Excessive stress - No. 4, 5, 6. (score above 12 points) indicates the presence of psychological overstrain in the person).
 - 3) Stress within the framework of professional activities No. 7, 8, 9. (score above 12 points) - there are problems in management activities
 - 4) Stress in relations with the team - No. 10, 11, 12. - (score above 12 points) - indicates the presence of psychological tension in relations with the current superior management). The total score during the test can be from 12 to 60 points. A score of 36 and above indicates the presence of a large amount of tension and stress in your activities).

Methodology for studying the manifestation of self-control in emotional situations

This methodology is aimed at determining the individual's attitude to various life situations and the level of self-control in various situations. In turn, the methodology consists of 36 statements and 3 scales, which test a person's self-control in the following situations:

1. Self-control in emotional situations;
2. Self-control in activities;
3. Self-control in socialization.



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According to the instructions of the methodology, the test taker must carefully read the statements and choose the appropriate answer option.

Y. Strelau personality questionnaire

The Strelau questionnaire is known in many literatures as “Strelau's method of diagnosing temperament”. The founder of this methodology is the Polish psychologist Jan Strelau, who created this methodology based on his regulatory theory of temperament. According to Strelau's regulatory theory of temperament, the structure of temperament is characterized by reactivity (a person's sensitivity and his endurance or working capacity) and the volume of actions performed (purposeful actions).

This questionnaire is aimed at studying three main characteristics of human nervous activity:

the level of strength of excitation processes,
the level of strength of inhibition processes,
the level of mobility of nervous processes.

The questionnaire consists of three scales and a list of 134 questions. Instructions to the examinee: Read the following questions carefully and answer them “yes” or “no”, and in case of hesitation, “?” Answer with the symbol.

Conclusion

In conclusion, various methodologies - psychodiagnostics, observation, experimental methods and training - are used together to study adaptation and emotional stress. This approach allows for a deeper study of the stress and adaptation problems that cadets encounter during their educational activities and the development of effective strategies for their elimination.

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