

There we put material from the Chapter "Polygons". If we watch from the left side to the right, we will find all topics from that chapter in order, so it can be used as a summarizing infographic. At the same time, it shows how we can use infographic for the 2nd case. It is very easy to change it based on students' opinions and expectations. For example, the first topic of the Chapter is "Polyline". At the end of the lesson, teacher can suggest students apply new terms on the infographic. In this case, students can choose, where it will be, what polyline, how many segments it will have, etc. Best variant is if every student has his/her own paper or file on a computer, so that they will be able to do it by themselves in real-time while teacher does it on the desk as an example. Additionally, in this case, education will not promote standard thinking (for instance, that only triangles or octagons can be similar), because every student will have an opportunity to put their own similar polygons on infographic.

**Conclusion.** Infographic is a modern way for learning a large amount of information. We devised 7 infographics for 9<sup>th</sup> grade students. Infographics had an expert assessment of teachers from the university. In the future, we are going to test our products during working at school and change them taking into account feedback from students and other teachers. After that, we will present our results in the next articles.

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## PSYCHOLOGICAL COMPONENT OF THE ADAPTATION PROCESS

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**Keywords:** psychological adaptation, adaptability, adaptation period, adaptation, social group.

In modern science the term "adaptation" is polysemantic, manifested at all levels of human life, structural-functional, spiritual-practical formation. It belongs to the category of interdisciplinary scientific concepts in the field of philosophy, biology, sociology, psychology and pedagogy.

The problem of adaptation in the period of training is relevant, since at this time the foundations of professionalism are laid, the need and readiness for continuous self-education are formed.

**Material and methods.** In the process of writing the article the following theoretical methods were used: analysis of the psychological literature, generalization and synthesis. The works of Belarusian and foreign psychologists, who studied the concepts of "adaptation" and revealed their essence in their publications, were used as a basis.

**Findings and their discussion.** In psychology, the concept of "adaptation" has been borrowed from physiology and refers to the desire of each organism to achieve equilibrium with the external environment. Provided that development is a strategy of life, adaptation is a tactic that allows a person to stay within certain evolutionary limits, while ensuring the possibility of progress. It should be noted that the decisive difference in the interpretation of the concept "adaptation" within psychology is related to the psychological interpretation of human activity, which does not accept the identification of human mental development with simple adaptation of the organism [1].

The process of adaptation is directly related to the study of a person's new activity, a new role, a change in the environment. Adaptation is described in A.V. Petrovsky's concept as a special moment of personality formation, which largely determines the nature of its further development [2].

According to E.P. Ermolaeva "human adaptation is a function of an arbitrary subject, therefore it cannot represent the adaptation of a personality to the environment only as a one-sided assimilation of its norms and values in principle. Conditionally, in this process there is a reflection of the needs of the surrounding world in the "I" of the subject, i.e., in the reflected "We". But at the same time, constructive adaptation is impossible without the presence of the necessary range of variability in the social environment itself, giving the individual an opportunity to find his own way of self-realization in the adaptation strategy, i.e., the reflected "We" must also be present in the "We", or rather, there must be a prototype of variants of adaptation strategies of the subject to its social norms and values". [3]. This position, in our opinion, reveals adaptation as a complex-organized phenomenon in relation to adaptation to new conditions, which includes the ability of a person to choose the direction of their development from many options that are embedded in the environment.

Recognizing the ability of a person to choose a strategy of adaptation to the environment, we recognize the presence of activity in this process.

E.V. Osipchukova singles out the following stages in the adaptation of the personality in the educational process:

1) the initial stage. In this period the individual or group becomes aware of how they should behave in the new conditions of life, but at the same time they have not yet formed a readiness to recognize and accept this system and each subject of adaptation tends to stick to their former values;

2) the stage of tolerance. At this stage the individual, the group and the new environment are mutually tolerant to the value systems and behavior patterns, values and norms of each other;

3) accommodation. At this stage the subject of adaptation begins to recognize and accept the basic elements of the value system of the new environment with simultaneous

recognition of some values of the individual, group by the new socio-cultural environment;

4) assimilation. In this period there is a full coincidence of value systems of the individual, group and environment [4].

M.S. Yanitsky describes the period of education in an educational institution as a peculiar system, which includes a number of value and meaning relationships that change over time under the influence of learning and education, the purpose of which is to transmit new ideas, values and thoughts [5].

V.N. Druzhinin and V.I. Kovalev distinguish the following types of adaptation during training:

1. Pedagogical adaptation. It includes adaptation of students to the new system of training, which can differ significantly from the previous one.

2. Psychophysiological adaptation. It is understood as a fracture of old and formation of new patterns of learning as a consequence of changes in the environment, its internal values, ideas and thoughts. The success of this type of adaptation is largely determined by individual, psychological and physiological features of students.

3. Professional adaptation. It includes the subject's entry into a new professional environment, assimilation and acceptance of its norms and values [6].

The classification developed by A.A. Smirnov identifies three components of adaptation: social, didactic and professional.

Social adaptation includes assimilation and acceptance of norms, stereotypes, values, which are necessary for life activity. With their help, a person actively adjusts to the new conditions of life. During this period, the learner expects adaptation not only to the new learning environment, but also to the new team which consists of classmates and teachers.

Didactic adaptation lies at the basis of continuity between educational institutions, gradual transition from one environment to another and consists in mastering new forms and methods of learning by students, development of skills of independence in learning activities.

Professional adaptation is understood as a process of formation of students' psychological readiness to the conditions of professional activity choice.

In general, adaptation is understood as the adjustment of an individual's values, thoughts and norms to environmental conditions. Psychological adaptation is related to the activity of an individual or group and is an interaction of processes of assimilation of rules.

**Conclusion.** Adaptation is a phenomenon of a complex highly organized structure, an integral quality of character that is available to every person. It represents a characteristic of personal development created by environment, upbringing and self-education, the indicator of which is the acquisition by a person of a status satisfactory to him and accepted by society.

It should be noted that adaptation is a process of meeting a person's needs as a result of his/her active exposure to the requirements of the environment, new relationships, types of activity and the ability to develop further without compromising health. Thus, based on the fact that the person takes a positive position in the relationship with others, in the process of personal development adaptation is considered to correspond life goals and the motives behind them with social significance, ways of behavior and means are adequate in relation to the goals and objectives.

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## PSYCHOLOGICAL FEATURES OF CADETS' ADAPTATION IN EDUCATIONAL INSTITUTIONS OF THE MINISTRY OF INTERNAL AFFAIRS

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**Keywords:** adaptation, cadets, educational process, educational institution, Ministry of Internal Affairs.

Adaptation is the applying of the organism to the circumstances and conditions of the external world. In the case of the social environment, we need to talk about social adaptation, which is the process of active adaptation of an individual to the conditions of the social environment. This process is characterized by rather complex psychological features. For example, in the conditions of educational institutions of the Ministry of Internal Affairs, the problem of adaptation is most acute during the first month of training.

For cadets of educational institutions of the “closed” type, the issue of primary restructuring of life, entering a new stage of education is especially acute. Habitual way of life, social circle, established duties change. There is a need to enter into a new system of subordination, to follow unusual rules of internal and external communication.

**Material and methods.** We conducted a study of the psychological characteristics of the adaptation of cadets of educational institutions of the Ministry of Internal Affairs in the first month of training. Methods of participant observation, questioning and psychological modeling were used.

**Findings and their discussion.** Each adaptation basically goes through three stages:

- 1) awareness by the individual of the new environmental conditions (at the same time, the tendency to maintain their former system of values remains);
- 2) the manifestation of tolerance for different value systems, but with the priority of the familiar system;
- 3) restructuring of the mechanisms of mental activity for the successful assimilation of information.