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

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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.

Already upon admission to the educational institutions of the Ministry of Internal Affairs, each applicant is faced with a number of tests: checking the state of health, the level of physical development, moral and psychological preparation. In recent years, enrollment in such educational institutions has been expanded for those who experience difficulties not only in the course of admission, but also in the process of adapting to the educational process. Cadets are faced with strict discipline, subordination, a specific mode of study and leisure.

Let's consider each of these problems. Using participant observation and questionnaire methods, we identified their main psychological consequences.

1. Adaptation to the daily routine. Most of the cadets faced this problem, because not everyone had got up at 6 AM and not everyone had had a minute-by-minute schedule all the time. 80% of our respondents paid attention to this problem.

2. Adaptation to submission. This problem, in our opinion, is associated with a large degree of freedom in modern society. Not every teenager complied with the requirements of their parents, while in an educational institution, failure to comply with the order of the head is punished. Difficulties in this direction are not of an objective nature, but are caused by the personal characteristics of the cadets (30% of the respondents paid attention to them).

3. Adaptation to the limited receipt of external information. In today's society, almost everyone starts their morning by watching the news feed. For a cadet of the Ministry of Internal Affairs, the morning begins with physical exercises, followed by scheduled classes and activities according to the daily routine. Thus, the flow of external information is dosed, as is the use of mobile phones.

4. Adaptation to forms of communication. This problem lies in the fact that the directive form of communication prevails in the educational institution of the Ministry of Internal Affairs, which is rare in civilian life. Speech adaptation outwardly occurs quite quickly (within 1-2 months), but its internal acceptance requires a longer time (up to 1 year). This allows us to speak about the manifestation of a special form of verbal deformation of employees of the internal affairs bodies, which begins already during the training period [1].

5. Changing the circle of communication. Upon admission to the educational institution of the Ministry of Internal Affairs, the usual connection with friends is lost. This is due to the lack of time for communication and the difference in interests. Also, in the first months, a slight communicative deformation takes place: cadets begin to notice violations of discipline and point this out to their friends, which can lead to disagreements.

The most difficult is the first year of study. Cadets find themselves in a completely different environment, where the main thing is independence, the desire to learn, the ability to properly allocate time and be responsible for their actions. New habits appear, the pattern structure of behavior changes, difficulties arise related to the amount of material being studied. It is worth noting significant differences in the system of education in civil and military institutions. The military ones are characterized by:

1) the specificity of knowledge, skills aimed at neutralizing various kinds of offenses and ensuring law and order;

2) consideration of training as an official duty, which is based on knowledge of the disciplinary and combat regulations, as well as the study of special disciplines included in operational combat training;

3) training of cadets with a practical orientation.

Conclusion. We believe that in the process of psychological adaptation of cadets to training in an educational institution of the education system, the main part is adaptation to the daily routine and life in a conventionally isolated community. The factor of successful adaptation is the presence of a target setting for successful learning, the acceptance of possible difficulties as a given. It is also important to have a hobby and the formation of a close social circle that can provide psychological support.

The duration of the adaptation process is individual and takes from two or three months to a year. In the first year of study, the formation of an independent personality takes place, life values and guidelines are determined. A major role in this development is played by the assimilation of training competencies in a power university: the psychological state of the cadet, his academic performance and future professional activity depend on how quickly this period passes. The primary task of commanders, course officers, teachers and psychologists are to help cadets successfully pass the mandatory period of adaptation.

Thus, in the educational institutions of the Ministry of Internal Affairs, the process of psychological adaptation is associated both with a general change in the nature of social activity and cognitive activity of cadets, and with the need for integration into a hierarchically constructed and strictly regulated system of internal affairs bodies. This process can be called successful in the case when, before the end of the first year of study, the cadet masters the skills of effective educational and service activities, learns the system of subordination, and perceives the choice of profession as a conscious act of will.

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PERFECTIONISM AND RELATED TO IT EATING DISORDERS

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Food addiction refers to those forms of behavior that do not seem to contradict legal, moral, and cultural norms in any way, but at the same time they disrupt the integrity of the person, inhibit formation, make it one-sided, and also seriously complicate interpersonal relationships. Having considered the psychological distinguishing features of a person with food addiction, we can come to the corresponding general conclusion: this is an individual who, in a situation of emotional tension, applies hyperalimentation in the property of the compensatory key of positive emotions [1].

Perfectionism has many meanings, and it is also used to denote various concepts. Today no definition of perfectionism is generally accepted, therefore the study of this quality has not yet been completed. Psychological studies of