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FEATURES REFLECTED IN MOTIVATION AND COMMUNICATION DURING THE PERIOD OF PERSONALITY'S ADAPTATION TO CHANGING CONDITIONS

Abstract. Personality is constantly in close interaction with the processes occurring in society. Sometimes, it undergoes change beyond its own will, desires and interests, while at other times, it consciously recognizes the necessity of creating changes in its life and adapts accordingly. Therefore, preparing the personality for expected and unexpected changes is one of the main tasks of psychological science. This does not merely involve mechanically subordinating individuals to the conditions of a changing environment. The primary focus is on maintaining internal structure during the process of self-development while modifying certain elements, especially the social qualities of the personality. This is a process of preserving moral values while renewing and realizing the self in new circumstances. One of the main tasks of practical psychology is to shape a competitive personality capable of setting the goal of self-realization under any changing conditions and pursuing this goal courageously while successfully solving problematic situations. Such individuals must rely on their own strength and abilities without seeking external support in the face of challenges. They should enhance their self-defense capabilities by overcoming obstacles and strengthen their individuality by making independent decisions in problematic situations. They must be prepared and open to any conflicts encountered on life's path. Such personalities are vital for Azerbaijan today. These individuals are formed primarily based on high adaptive abilities, which defines the relevance of the article. The article notes that the primary cause of communication difficulties faced by cadets during the period of adaptation to changing conditions is encountering a new communication style incompatible with their previous life conditions. Life at the Police Academy differs significantly from both household life and traditional social life. Cadets can no longer afford indulgence and must direct their former desires, interests and inclinations solely toward the

educational environment of the Academy, physical training, and similar areas. They also join a new social group and face new interpersonal relationships within this group, which are significantly different from the connections in general secondary education. Consequently, it takes time to form more effective communication. During this period, various communication delays, conflicts, and the stress and depression caused by them in the psyche may occur. These psychological conditions, in turn, lead to new problems in communication. To address these challenges, improving the psychological preparation of cadets for adapting to changing conditions can significantly reduce the difficulties they face. In general psychology, the concept of adaptation is explained as one of the key phenomena that aids in studying an individual's socialization capabilities. Through biological, physiological and psychological capabilities, individuals continuously adapt to the conditions of a changing environment. This is facilitated by natural mechanisms within an individual's internal structure that ensure adaptation, as well as the conscious activities of the personality.

Keywords: personality; adaptation; changing conditions; motivation; communication; emotional sphere; behaviour; social role.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. In general psychology, the concept of “adaptation” is considered as a concept that characterizes a set of qualities, internal and external potential capabilities that actively participate in the adaptation of the human individual, which is the subject of favorable interaction with the environment, as well as the adaptation of his personality to the social environment. In all sciences related to man, this concept is considered from different sides. Each science approaches the problem of adaptation from the point of view of its subject. In their explanation, they refer to the methodology and methods of this science. Etymologically, the concept of "adaptation" comes from the Latin word "adaptation".

Adaptation is based on instinct, temperament, desire, inclination, intelligence, social and emotional intelligence, abilities and other structures. This process can be studied only in the context of the interaction of internal and external factors that ensure adaptation, in the adaptive interaction of a person with the environment and in the context of consistent activity of the individual. As can be seen, adaptation characterizes the totality of a person's abilities to adapt to the social environment. That is, people act as subjects in interaction with the environment. In order to realize their internal and external potential and connect with it, they subordinate a number of their personal inclinations and interests to

the conditions of the external environment. At this time, starting with instincts, the capabilities of the entire personality structure (the reflexive field of the body, emotions, temperament, character, abilities, intelligence, inclinations and interests, etc.) are united. Only in such adaptive interactions does adaptation occur, in conditions when the personality is oriented toward activity and communication.

Although there are many definitions of adaptation, there are several manifestations that demonstrate the natural nature of adaptation:

- firstly, adaptation acts as a natural property of the organism;
- secondly, in conditions when changes occur in the environment, it is possible to simultaneously create a balance between it and the organism;
- thirdly, adaptation occurs as a result of the interaction of man and the environment, living in the "man-environment" system;
- fourthly, adaptation is a goal that the organism itself strives to achieve, thanks to which a person becomes socialized [10].

However, a person is not just a living organism, but a carrier of an entire biosocial system. Therefore, when considering the problem of human adaptation, it is advisable to distinguish three functional levels: physiological, psychological and social. In this case, "the concept of adaptation refers to its physiological, psychological and social adaptation to the environment". Our goal is to study the psychological adaptation of the individual to changing social conditions. As in the process of individual development, various obstacles, difficulties and problems arise in the development of the individual.

This process combines many tasks:

- the individual develops new interests and inclinations;
- new situations require a higher degree of reflection;
- new strategies are chosen to realize one's desires in newly emerging circumstances;
- it is necessary to form new skills and abilities necessary to solve these strategies;
- new social motives arising in new conditions are directed to a new sphere of activity;
- it is necessary to overcome negative psycho-emotional states caused by new conditions.

Individuals who possess these capabilities form the basis for the dynamic development of society as a whole. But what is meant by "change in circumstances" and what is required of a person to adapt to such circumstances?

When we say "change in circumstances", our attention can be focused in two directions:

1) adaptation of the individual to new conditions against the backdrop of globalization in the world;

2) adaptation to new circumstances associated with changes in a person's own life.

In both cases, the phenomenon of adaptation is important. But we are more interested in the second event. Of course, globalization also influences changes in personal life, but this influence occurs indirectly. In the second case, the individual himself must adapt to the new conditions of life.

Changes in the biological, genetic and physical structure of a person directly affect the culture of the environment in which he lives. A. Alizade [10] and G. Alizade [9] primarily associate the innovations created by these changes in the human psyche with thinking. G. Gozman [12] and M. Guseltseva [13] argue that adaptation to changing conditions generates a conflict, first of all, in the sphere of the value-motivational sphere of the individual and collective (cultural, ethnic) identity. Because changes in lifestyle create a number of qualitative changes in the individual and social structure.

Against the background of changes in lifestyle, living conditions, daily routine, and habitual household rules, lifestyles change, as do social groups and collectives, which leads to a transition to new relationships.

On this basis, changes occur in the self-regulation and self-organization of the individual, including the value-semantic system, self-esteem, motivation, and interests.

Changes occur in traditional human life norms, everyday customs and habits, as well as social rules.

All this is perceived as a threat to the individual structure of the personality, resistance to social demands arises, and the conflict between the individual and the environment intensifies. In order to preserve his life impressions, feelings, thoughts and views, a person resists adaptation for some time and tries to return to his previous way of life.

However, since adaptation is inevitable, in order for it to occur, the individual gradually looks for ways to adapt to new circumstances. In this case, he has to find an answer to the question "What to do?" Of course, the answer can be sought in a variety of circumstances, in different problem situations, in crisis, difficult and conflict situations. Another factor that shows the relevance of the problem is related to this. It is important to study what changes or needs for changes in the natural and social structure of the personality occur under specific changing circumstances, as well as what difficulties they encounter in this process. It is much more important to show how people can independently overcome maladaptation and realize their life goals in new, changing circumstances.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. For the first time in psychology, this topic was examined in detail by J. Piaget [14]. He explained adaptation as a unity of the processes of accommodation and assimilation. The adaptation of the individual to the social environment, as well as to its changing conditions, has attracted the attention of researchers for decades and has become the subject of their study. Among foreign researchers, this topic was studied by J. Piaget [14], Z. Freud [15], K. Horney [16], in Azerbaijan – by A. Bayramov [2], A. Alizade [10], R. Jabbarov [3], L. Jabbarova [4], L. Amrakhli [11] and others.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The **purpose** of the study is to identify the psychological characteristics of an individual's adaptation to changing living conditions and to show favorable ways of adaptation.

The article sets forth the following **tasks**:

1. An individual's adaptation to a changing environment depends, in addition to its individual characteristics, on the characteristics of the changing environment itself, its psychological impact on the individual and the demands it makes on the individual to implement changes. Taking this factor into account, in each changing situation it is necessary to use unique influences corresponding to the nature of individuality when adapting the individual to new conditions.

2. Factors influencing the adaptation of the individual to changing life circumstances may, on the one hand, facilitate adaptation, and on the other hand, create maladaptation to changing conditions. Therefore, for successful adaptation, it is necessary to identify the factors causing maladaptation and reduce their impact.

3. The dependence of human adaptation to changing conditions on individual characteristics is determined by the type of temperament, habits, skills and abilities, as well as personal interests. Currently, general psychology approaches these concepts more conceptually. In research, the development of social and emotional intelligence with the help of such conceptual approaches may be more effective in intensifying the adaptation process.

4. When adapting a person to new living conditions, it is important that the nature of the changes occurring in the personality structure correspond to the requirements of the changing environment. Only in this case can the problem of adapting a person to changing conditions be effectively solved.

5. Adaptation of a person to changing living conditions occurs through the activation of the components involved in this process. To do this, it is necessary first of all to identify the factors complicating adaptation, implement

psychological support programs, and develop the person's self-regulation capabilities.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

The theoretical backgrounds / theoretical basic study. From the moment of the beginning of academic training in psychology, the cadet lays the foundation for the emergence of new opportunities, skills and competencies, especially in cognitive activity and professional training. This is due to the fact that cadets are faced with activities that require new psychological skills, with different personalities, with situations that are difficult to resolve and with those that cannot be resolved. Along with the general development of cognitive processes, the student develops positive character traits (responsibility, patience, courage, fearlessness, discipline, endurance).

Psychologists have proven [4] that people who face changing circumstances are able to solve more complex situations than those whose environment is stable. In changing circumstances, many people increase their cognitive activity to overcome their shortcomings, better grasping and assimilating information. Their activity in performing physical exercises also increases. Most cadets look for ways to skillfully use their internal capabilities and try to overcome the obstacles they encounter.

The first year is the most difficult stage in the professional education of the cadets of the Police Academy. For many of them, admission to the Police Academy is accompanied by tension, anxiety and stress, both during the exam period and due to the physical and moral-psychological difficulties they face in new circumstances. Their usual stereotypical styles of behavior, communication and relationships change, and sometimes negative psycho-emotional situations in interpersonal relationships begin to appear due to the inability to get along with new people. Continuation of this situation can also weaken the cadets' desire to obtain professional qualifications. It is doubtful that he will master his profession perfectly and successfully cope with the work. Therefore, the training of our police officers who will graduate from the Police Academy and stand up for the protection of society, and how they will work in their profession, is also significantly influenced by the process of their adaptation to the changing conditions they encounter in their activities.

Some cadets adapt to new conditions faster, get used to the environment and make new friends. Many are in high spirits, enthusiastically perform tasks and correctly fulfill requirements. On the other hand, the adaptation process slows down and they resist changing conditions. It is necessary to take additional effective measures to ensure that the activities comply with internal

requirements. They are unable to master the internal rules related to training and education. They have difficulty communicating with the commander and teachers, as well as with classmates, and they look for excuses to avoid classes. Cases of acute manifestations of negative emotions and undisciplined behavior due to violation of rules have been recorded in individuals experiencing adaptation difficulties. In this regard, there is a need to clarify the features of adaptation of first-year cadets admitted to the Police Academy to changing conditions and the factors affecting adaptation [6].

A number of factors influence the adaptation of cadets to changing conditions upon entering the academy: changes in lifestyle and routine, increased physical activity, long training sessions and restrictions to which they are not accustomed, as well as the emergence of new and complex duties that they must perform. Under the influence of these factors, on the one hand, the emotional-cognitive sphere, the psyche as a whole, and on the other hand, the body must acquire new reflexive capabilities to adapt its internal capabilities and potential to changing conditions. It is necessary to strive to ensure successful adaptation by mobilizing internal and external resources.

This process is also significantly influenced by the new social conditions and psychological environment in which the cadets live, as well as their interaction with the subjects with whom they have to work together (leaders, commanders, teachers, etc.). These influences shape the cadet's internal attitude to changing circumstances. At this point, it becomes clear that neither the cadet's choice of a given specialty nor its acceptance means that he is fully aware of his professional position. As soon as the idea of entering a new educational environment is firmly entrenched in the cadet's consciousness, life in it, its complex system of relationships, will become his internal position [18].

The living conditions at the Police Academy pose a number of challenges to the cadet from the first day. It is necessary to regularly participate in physical training classes, fulfill requirements and tasks, successfully regulate educational activities, accept and learn the internal rules and regulations of the higher educational institution, communicate with the team, and get used to the new regime. The fulfillment of each of these tasks is directly related to the experience gained by the cadet over the years of general education. The impact of obvious changes that the cadet encounters when entering a new environment testifies to the effectiveness of his previous experience.

Observations have shown that cadets' self-regulation skills, volitional-emotional qualities, and experience of joint activities are among the factors that contribute to their adaptation. Such cadets communicate more easily with their classmates, receive moral support during training or provide it themselves, and try to be sincere with their classmates. As a rule, such cadets are respected by the

management, positive changes are observed in their adaptation, and in this regard, the level of development of their cognitive and emotional spheres meets the requirements. The number of cadets who failed to adapt to the new conditions mainly included people from single-parent families, or those who grew up alone in a family and were influenced by an authoritarian style of upbringing in the family. Another important reason for the difficulties of cadets' adaptation was related to their physical health. Despite passing a strict medical examination upon entering the police academy, some cadets, under the influence of physical and psychological factors of changing conditions, develop organic problems that make it difficult for them to adapt even in the first half of the school year.

The inability of the body's functional system to function is reflected in the moral and psychological sphere and manifests itself in clearly observable symptoms: due to the inability to follow the rules, cadets create the impression of undisciplined cadets in the eyes of commanders and teachers by their actions [11]. Functional problems were indicated by restless sleep (reflex movements during sleep, hallucinations, sweating, snoring, etc.), loss of appetite, blood pressure, pain in the head and lower extremities. The causes of these problems, not noticed at the time of entering the academy, apparently manifested themselves precisely because of the stress regime created for the body by the changed and different conditions. As a result, the body's resistance weakened, and the cadets developed unpleasant symptoms. All this, of course, followed from the lack of physical capabilities and the readiness of the nervous system for specialization, from the intolerance of changing conditions and, in general, from the weakness of the harmonious connection between the physical, mental and spiritual bodies [16].

The first 2 months, characterized by maladaptation, were especially difficult for the cadets, but in the following months the adaptation process gradually became more manageable for most of them. We conducted a psychological analysis, studying the factors that create adaptation difficulties. The goal is to regulate the adaptation process by eliminating the adaptation difficulties that have arisen in the individual, as well as to prevent the occurrence of maladaptation that the cadet may encounter in the future. It also became clear from observations that the teaching style, new requirements for cadets and the educational environment created in the academic sphere also have a significant impact on the adaptation of cadets to new conditions. Thus, in groups there are cadets whose comrades respect their personality, accept them as leaders and try to spend more time together. They follow his example, adapting to the laws and rules of the state in which they are. Cadets with a strong character try to overcome their failures and also help their comrades.

At the same time, from the conversations we had with the trainees about their previous social experiences, it became clear that the group of those who have difficulty adapting to the changing conditions includes those who are completely surrounded by parental care, are not sure that they will be able to cope with the responsible work that is imposed on them, and therefore they have to face various difficulties. Among them were cadets who were dependent on parental care. In the new circumstances that had changed for them, they tried to protect this family tradition and protect themselves from trouble in various ways, and also wanted to continue their pampering and capricious behavior here.

Among such cadets were those who were subjected to authoritarian treatment by their parents. They lacked self-confidence, determination and willpower, and they were unable to identify themselves as individuals, revealing their interests, needs and inclinations. Even stricter control over actions and behavior in the family at the Academy creates various tensions in the emotional sphere of cadets, awakens defense mechanisms, which ultimately leads to situational disorders in cadets [19].

The results also showed that the groups of platoon commanders with extensive professional experience were dominated by cadets who easily adapted to changing conditions. Such commanders, who had experience in teamwork, took preventive measures to prevent tensions among cadets and indirectly contributed to their adaptation through their pedagogical communication style, skills and competencies as a team leader. In order to study the situation of cadets' adaptation to the Academy's internal regulations, we conducted a questionnaire survey of platoon commanders regarding individual cadets. The questionnaire was filled out by platoon commanders together with a psychologist separately for each cadet.

Thus, many first-year students have to go through difficult tests to adapt to changing conditions. From the first weeks, cadets experience emotional instability in their movements and discomfort in their facial expressions. Moreover, the professional training of cadets who do not have detailed information about their future professional specialty does not begin in senior classes; the requirements of new conditions are either difficult to perceive for some of them or are not perceived at all. As a result, this even leads to conflict situations between the administration and cadets. The reason is that the internal rules of the Police Academy, which seem strict to many, have a fundamentally negative effect on the personalities of the cadets who enter unprepared. They are faced with many new tasks. In carrying out these duties, they encounter complex actions, daily routines and tough relationships that are not typical of their previous life. Another aspect of the cadet's adaptation to such changing circumstances is related to parents.

Most parents have irrational expectations that their child will or should change in a short period of time. "You've already been accepted, this is your profession, and you'll have to adapt to it!" Such demands may not coincide with the student's internal expectations, volitional, emotional, physical, and moral-psychological capabilities. Such persistent, cruel demands are incompatible with his motives and goals. At the same time, constant disagreements between him and his superiors and parents weaken the cadet's self-esteem, reduce his self-confidence, and interest in self-organization. This situation is especially painful for cadets who are spoiled in their families and who grow up to be egoists. It is interesting that here they are also influenced by their parents' expectations. Observations show that setting an example for first-year cadets and placing them in the same relationships is not perceived well by them, which means that this is not the best method.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The methods chosen and applied corresponded to the purpose of the study:

- 1) theoretical analysis;
- 2) observation;
- 3) conversation;
- 4) questionnaires;
- 5) survey tests;
- 6) trainings;
- 7) mathematical and statistical methods.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

In fact, it is very simple. Cadets must be prepared in advance for rapidly changing conditions. We are not yet ready to answer the questions of when to start this process, how to organize it and at what level. Our goal is to answer these questions, which are not clear enough to us. At the moment, we have summarized the situational characteristics of the personality of newly admitted cadets of the Police Academy, their behavior and attitudes due to adaptation difficulties, as well as learning difficulties, and came to the following conclusions.

The training activities at the Police Academy are organized in groups. Therefore, upon entering the Academy, a cadet needs to communicate with other peers, especially with those with whom he can quickly find a common language. The communication style of group leaders, as well as teachers, has a significant impact on the formation of relationships in them. Their objective approach to students with common requirements, the absence of discrimination, their

example for students and their behavior as a model personality in terms of identification for students also have a positive impact on the process.

In this regard, the quality of educational work carried out at the Academy, the level of professionalism, the cognitive and emotional content of interaction with cadets, including taking into account the personal qualities of cadets, as well as easier adaptation to changing conditions are improved. The use of adaptation tools has an adequate effect on adaptation and accelerates the process.

Egoism, the desire to stand out among others, to be above others, embedded in family upbringing, do not allow cadets to effectively interact with their peers. The rules of cooperation are often violated, confrontations and conflicts arise. Observations have also shown that cadets who occupy a low position among their peers are those who are selfish, do not comply with the norms of communication and deliberately try to inflate their status in the group. Also, such cadets are characterized by high emotional indecisiveness, self-doubt, lack of courage and a low level of self-control.

As a result, they experience problems with adaptation to the group, group relations and, ultimately, to new circumstances. On the contrary, modest, sincere and striving for justice cadets have a high sociometric status among their peers. Their adaptation is more successful. Therefore, in order to improve the adaptation process, it is necessary to stimulate trainees to acquire new skills and abilities to replace those inadequate characteristics that they themselves acquired in the family environment.

During the observations, it became clear once again that the cadets who have difficulties in regulating relationships and who maintain inadequate habits also have a disrupted intellectual dynamics. Academic grades gradually worsen. When the level of intelligence is low, adaptation will inevitably be difficult. In addition, if the student has opportunities in terms of physical training, he can compensate for these shortcomings due to his professional qualities. The greatest difficulties were experienced by those cadets who, in addition to intellectual deficiencies, had limited motivation and demands. Signs of changes in behavior and relationships are observed. Their friendships quickly collapse, and they begin to feel lonely. This is also an effective way to teach such cadets, along with other means of influence, to reveal and actualize their internal resources in their chosen specialties.

The motives that motivate the cadet to fulfill the internal requirements of the Academy ensure his adaptation to new conditions. Weakening or underdevelopment of the needs for self-development and self-actualization prevents effective mastery of the means of solving new situations. The development of personal abilities is achieved by choosing targeted paths that allow avoiding deviation from the set task, as well as by constant, systematic willpower and emotional stability.

With a sufficiently high level of development of emotional-volitional qualities, the student can gradually free himself from stress. This, in turn, regulates activity and ensures compliance with existing requirements.

In order to adapt cadets to changing conditions, it is necessary to conduct educational work among personnel, regulating their activities on such issues as personality types, age characteristics, the formation of role behavior, encouraging cadets to work together with their peers, developing mutual support, developing experience of cooperation, etc. The use of corrective measures can lead to significant changes in them.

CONCLUSIONS / ВИСНОВКИ

Thus, analyzing the adaptation of cadets studying at the Police Academy to changing conditions in various areas, we can note a number of conclusions.

We can conclude that cadets accepted to the Police Academy face difficulties in adapting to changing conditions that they face in a number of areas. We studied them in different areas: motivation, communication, emotional sphere, role behavior. Difficulties in motivation are associated with an incorrect definition of the individual's life goals, unpreparedness of students for the chosen profession, and their lack of motivation for this profession. On the other hand, inexperience in using internal resources, indecisiveness and weak willpower can also weaken motivation.

The main reason for the communication difficulties encountered by cadets during the adaptation period to changing conditions is that they are faced with a new communication style that is incompatible with their previous life circumstances. Thus, life at the Police Academy differs significantly from both everyday life and traditional social life. Here, cadets can no longer be indulged, they can only direct their previous desires and aspirations, interests and inclinations in one direction – the educational environment of the Academy, physical training, etc. At the same time, they join a new social group and encounter new human relationships within this group. Their communication style differs significantly from the relationships in the conditions of face-to-face training. As a result, it takes time to develop more effective communication. During this period, various types of communication delays, conflicts and, as a result, stress and depression in the psyche may occur. Such psychological disorders in themselves lead to new communication problems.

Another area where difficulties arise during the period of cadets' adaptation to changing conditions is the emotional sphere. During diagnostic work it was established that their emotional sphere is characterized by tension, excitement, anxiety, neurotic states, stress, depression, hatred, anger, lack of self-confidence,

weakness of will, etc. We have grouped the causes of such situations into three groups:

a) the peculiarities of the emotional sphere of the subjects themselves, character flaws, willpower and emotional tone, caused by the type of temperament;

b) the specific features of the circumstances that are currently changing their lives, their incompatibility with their previous way of life, as well as the emotional and physical confusion caused by the demands placed on them;

c) the skills and abilities formed in the process of family upbringing in the subjects are insufficient for the new conditions.

Another difficulty that the cadets encountered during the adaptation period manifested itself in their role behavior. The change in the daily routine of the cadets requires them to develop dexterity, accuracy, endurance, resourcefulness, etc. However, our results show that some students have poorly developed these qualities. On the other hand, as is known, human social-role behavior is regulated by a number of physiological acts, psychological constructs and behavioral models. Interrelated systems of the body are involved in this process. To form new role models in these systems, training and acquisition of new habits and skills are necessary. This is possible over a certain period of time. Some students need more time to master new role models. During the adaptation period, various unpleasant situations, including suicidal behavior patterns, may arise precisely because of problems in role behavior.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. It is possible to carry out work in various directions to eliminate the difficulties identified in cadets. Carrying them out in two stages allows to significantly reduce the difficulties that trainees encounter during the adaptation period: psychological preparation of the individual to adapt to changing conditions and solving the difficulties that arise.

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ОСОБЛИВОСТІ, ЩО ВІДОБРАЖАЮТЬ В МОТИВАЦІЇ ТА СПІЛКУВАННІ У ПЕРІОД АДАПТАЦІЇ ОСОБИСТОСТІ ДО ЗМІННИХ УМОВ

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Анотація. Особистість постійно знаходиться в тісній взаємодії з процесами, що відбуваються в суспільстві. Іноді вона зазнає змін, що виходять за рамки її власної волі, бажань та інтересів, тоді як в інший час вона свідомо визнає необхідність внесення змін у своє життя і відповідно адаптується. Тому підготовка особистості до очікуваних і несподіваних змін є одним із головних завдань психологічної науки. Це не просто механічне підпорядкування індивідів умовам середовища, що змінюється. Основна увага зосереджена на збереженні внутрішньої структури в процесі саморозвитку при модифікації певних елементів, насамперед соціальних якостей особистості. Це процес збереження моральних цінностей при оновленні та самореалізації у нових обставинах. Одним із головних завдань практичної психології є формування конкурентоспроможної особистості, здатної за будь-яких мінливих умов поставити мету самореалізації та сміливо йти до цієї мети, успішно вирішуючи проблемні ситуації. Такі особи мають покладатися на власні сили та здібності, не шукаючи зовнішньої підтримки перед обличчям

викликів. Вони повинні підвищувати свої можливості самозахисту, долаючи перешкоди, і зміцнювати свою індивідуальність, приймаючи самостійні рішення в проблемних ситуаціях. Вони мають бути готові і відкриті до будь-яких конфліктів, що зустрічаються на життєвому шляху. Такі особистості сьогодні життєво необхідні Азербайджану. Вони формуються насамперед на основі високих адаптивних здібностей, що й визначає актуальність статті. У статті зазначається, що основною причиною комунікативних труднощів, з якими стикаються курсанти у період адаптації до мінливих умов, є зустріч з новим стилем спілкування, несумісним з попередніми умовами життя. Життя в Академії міліції суттєво відрізняється як від побутового життя, так і від традиційного громадського життя. Курсанти більше не можуть дозволити собі поблажливості і повинні спрямовувати свої колишні бажання, інтереси та нахили виключно на освітнє середовище Академії, фізичну підготовку тощо. Вони також приєднуються до нової соціальної групи і стикаються з новими міжособистісними відносинами всередині цієї групи, які суттєво відрізняються від зв'язків у загальній середній освіті. Отже, потрібен час, щоб сформувати ефективну комунікацію. У цей період можуть виникати різні затримки спілкування, конфлікти, викликані ними стреси і депресії у психіці. Ці психологічні стани, насамперед, призводять до нових проблем у спілкуванні. Для вирішення цих завдань вдосконалення психологічної підготовки курсантів до адаптації до мінливих умов може значно зменшити труднощі, з якими вони стикаються. У загальній психології поняття «адаптації» пояснюється як одне з ключових явищ, що допомагає досліджувати соціалізаційні можливості особистості. Завдяки біологічним, фізіологічним і психологічним можливостям індивіди постійно пристосовуються до умов мінливого середовища. Цьому сприяють природні механізми внутрішньої структури індивіда, що забезпечують адаптацію, а також свідома діяльність особистості.

Ключові слова: особистість; адаптація; зміна умов; мотивація; спілкування; емоційна сфера; поведінка; соціальна роль.

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