

## FORMATION OF SOCIO-PSYCHOLOGICAL IMAGE MODERN MILITARY

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### ABSTRACT

The article discusses the image of a serviceman from the standpoint of a person-centered approach, the basis of which is determined by the modern paradigm of activity and actions of a person (soldier), the psychological and pedagogical field of which is analyzed on the basis of the concepts of “individual”, “subject”, “personality”.

**Keywords:** Paradigm, approach, personality, personality-oriented approach, model of the psychological field of a person (military man), model of a set of actions.

### INTRODUCTION

*"Improving professional knowledge, intellectual and psychological preparation is an important component in the formation of a modern soldier."  
Shavkat Mirziyoyev, President of the Republic of Uzbekistan.*

Under the conditions of reforming the army, various changes have taken place related to the reorganization of the Armed Forces of the Republic of Uzbekistan, including the changes made to the content of the normative documents regulating the activities of military personnel. On the one hand, these transformations have affected the system of values of military personnel, and on the other hand, one of the urgent tasks facing the modern Armed Forces is the formation of a “new” serviceman.

Thus, we can say that in the modern army there is a process of personal recertification of servicemen, and in this connection, it is particularly important to study the personality of a person (modern serviceman), namely such a personal education as image.

After analyzing the various interpretations of the concept of “image” in the framework of humanitarian disciplines, it can be concluded that the content of the image is the idea of perfection and ought, the best model, the highest goal of human aspirations, as well as the presence of a valuable component in its structure..

Paradigm (from the Greek. Paradeigma - example, sample) - this concept in ancient and medieval philosophy characterized an idea, a pattern, according to which god created the world of existence [5].

In modern philosophy, a paradigm is “a system of theoretical, methodological, and axiological attitudes, adopted as a model for solving scientific problems and shared by all members of the scientific community” [2, p. 757]. The term “paradigm” was first introduced into philosophy by G.Bergman, however, T.Kuhn and E.Homich [9] carried out a deep analysis of its content and structure. In their opinion, this concept has two distinct aspects: epistemic and social.

The paradigm in the epistemic understanding reflects a set of fundamental knowledge, beliefs and values, techniques, which act as a model of scientific activity. The social aspect of this concept characterizes integrity, the boundaries of which are determined by the scientific society (E.Khomich). In the process of scientific revolutions, the scientific community is moving into a new worldview system (paradigm). The exaggeration of the significance of the sociological component of the paradigm prompted T. Coon to concretize the concept of “paradigm” using the “disciplinary matrix”. In the structure of this matrix it includes:

1) symbolic generalization (formal apparatus, language), characteristic of a scientific discipline; 2) metaphysical components (fundamental theoretical and methodological principles of understanding the surrounding world); 3) values (ideals and norms of the construction of scientific knowledge) [5].

It should be noted that in modern philosophy the concept of “paradigm” reflects certain reference theoretical and methodological foundations of scientific research. Summarizing the epistemic and social aspects in the understanding of the paradigm, A.Novikov and D.Novikov define the paradigm as one of the forms of organization of scientific knowledge, which “acts in two senses: as an example from history, including from the history of a science, taken for justifications, comparisons; and as a concept, theory or model of problem statement, taken as a model for solving research problems ” [7, p. 116].

We will use this definition of the paradigm, revealing the essence of the category “personality-oriented paradigm”, as an example of solving a research task (the task of forming the image of a serviceman).

Consider the essence of the concepts of "personality", "orientation", "personal orientation". A.Petrovsky considers the “personality” in three guises [8]:

- 1) Personality as “I am in my own eyes”;
- 2) Personality as a product of individual socialization - “I am in a relationship with other people”;
- 3) Personality as the attitude of other people towards an individual - “I am in the eyes of others”.

The hierarchy of the personality structure (according to A.Leontiev, K.Platonov) consists of character and ability and includes four spheres of personality (intellectual, volitional, emotional, motor). K.Platonov figuratively represents the structure of personality as a set of "floors":

- 1) the upper characterizes the orientation of the individual (worldview, value orientations, beliefs, aspirations, etc.);
- 2) the average is the person's experience (knowledge, skills, competencies, behavior habits, etc.);
- 3) the lower one reflects intellect (thinking, memory, attention), will, emotions, physical activity.

Thus, the subject has certain instincts and capabilities, which allows him to respond to external influences, focus on personal meanings.

The hierarchy of the structural components of personality does not mean that it is formed in accordance with the above-mentioned "floors" or its manifestations in parts. Note that the focus on the integrity of the individual, and the whole (in relation to the individual) is not generated by the sum of its elements, moreover, certain signs of the whole may be missing in its elements, and therefore the personality characteristics described above, their interaction in the process of changing one of the components will inevitably lead to change others constituting the integrity

of the system. Despite the fact that there is currently no unambiguous solution to the problem of identifying integrative personality traits in psychology and pedagogy, all researchers are convinced that personality traits are not only interrelated, but also “interact” with each other.

According to the teachers V.Slastenin, I.Isaev, E.Shiyanov [9], the social characteristics of the personality always dominate others, therefore they determine its outlook, orientation and orientation. Teachers include the needs, motives, interests, ideals, aspirations, moral and aesthetic qualities to them, therefore the orientation on these aspects of the personality is its core, spiritual basis.

The social activity essence of the personality is manifested in the activities and communication with other people and cultural products. It is generated by semantic attitudes that regulate actions in different problem-conflict situations, not only creating a certain image of a person, but also forming it.

It is the personal approach that forms the image, for example, of a serviceman, which focuses not only on personal meanings, the motives for which he acts, lives, protects the homeland, but also on life self-determination in accordance with the goals, intellectual and moral freedom, the right to respect, value orientation. It is the personal approach that determines the essence of the personality-oriented paradigm of the formation of the image of a serviceman. In order to understand more deeply the essence of this paradigm, let us analyze the concept of “approach”. The approach, as noted by specialists in various fields of knowledge (teachers, philosophers, psychologists), is classified as a complex category that includes three components: paradigmatic, syntagmatic, and pragmatic [2]. Personally oriented approach to a person as a unique person, a self-conscious subject of his own development seems to be a paradigm component, focused on the basic values of the individual.

The terms “individual”, “person”, “person”, “subject” require clarification and comparison in order to understand their differences and commonality.

The personal approach is focused on a specific person on the real level of intellectual, volitional, emotional, physical and other qualities. It requires studying the natural abilities of a person, his individual characteristics, and the social conditions in which a person lives and develops. B.Ananiev [1] investigated his basic values (common to all mankind). In his opinion, four categories in pedagogy, psychology, psychodidactics: the individual, the subject, the person, the person, in essence, are metapsychodidactic concepts: they are related to each other.

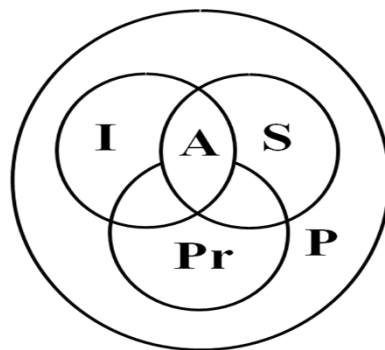
Logical and semantic relations between them allow not only to streamline them, but also to understand their status, if we analyze them on the basis of the concept of “activity”. According to E.Zeer, “the psychological field of a person is determined by the activity, while the person himself acts in three guises: as an individual, a subject of activity and a personality” [3, p. 43].

It should be noted that such concepts as personality, individual, subject, in psychology are sometimes identified. Meanwhile, A.Leontyev, B.Ananiev [1; 6] prove that these concepts should be distinguished, however, they can be combined in one psychological field of a person. A person as an individual is characterized by age-sex, individually-typical properties, which are reflected in psycho-physiological functions and organic needs [3]. The makings and temperament of a person reflect the properties of the individual. The ability to regulate and organize activities, the selective activity of a person as a subject, according to A.Leontiev, has

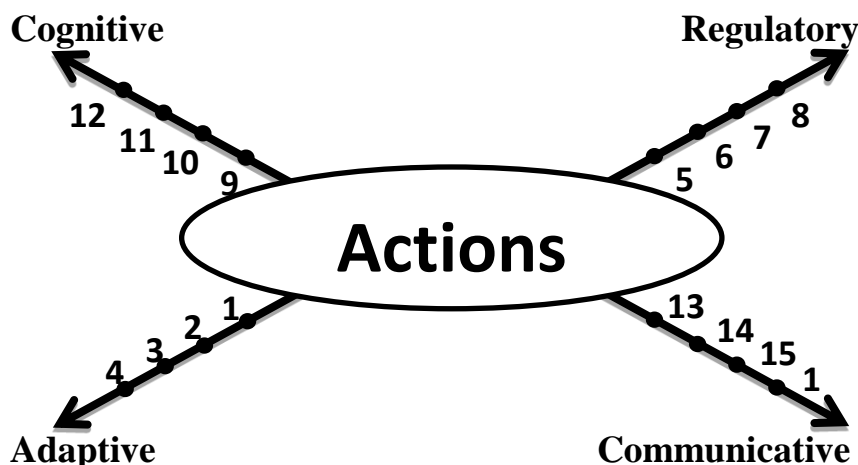
a social nature and is expressed in relationships implemented by a combination of different types of activities [6].

Activity (A) as a mechanism for the implementation of actions and operations depends on the needs, motives, target for the implementation of actions, tasks, implementation of operations. Activity (actions, operations) is performed by a person (individual, subject, person). The psychological field of a person (P), represented by E. Zeer, in the process of analyzing concepts (individual (I) subject (S), personality (Pr)), was built by him on the basis of his relationship to activity (Pic. 1). Actions as components of the activity include: cognitive, adaptive, regulatory, communicative components: indicators characterizing them can be correlated using the multidimensional toolkit by V. Steinberg [11].

The multidimensional model (Pic. 2) has a vector-coordinate structure. Vectors correspond to the types of actions of the subject, and the coordinates correspond to the indicators describing these actions. For example, adaptive actions (1–4) characterize life satisfaction; activity, dedication; understanding the importance and value of what is happening; positive experience associated with the life situation.



Pic. 1. Model of the psychological field of man (E.Zeer).



Pic. 2. Multidimensional model of a set of actions (V.Shteinberg).

Regulatory actions (5–8) include goal setting, planning, forecasting, monitoring and evaluation. Cognitive actions (9–12) imply: awareness of action algorithms, modeling of a life situation, application of information retrieval methods, problem solving, problems. Communicative actions (13–16) are responsible for planning; cooperation, willingness and ability to identify and resolve conflicts, control the behavior of a partner, the ability to express one's thoughts.

The logical-semantic model of a subject of activity (military man) includes a set of actions and characterizing them. All actions are interrelated, but not adjacent. The formation of cognitive, communicative and regulatory actions that determine the image of military personnel depends on how it is adapted to the activities, life circumstances, new statutory relations, conditions of service in the armed forces of the country.

Despite the specifics of actions related to the same military duties for all, the possibilities (physical, psychological and pedagogical) of their successful implementation are different. Therefore, a personality-oriented approach in the organization and implementation of various kinds of actions requires the study of such factors as life inclusiveness (LI), loss of direction (LD), loss of support (LS), and overall life satisfaction (OLS). Having studied all the above factors, you can make adjustments to work with the team unit, make it more productive. To identify the factors characterizing the processes of adaptation of military personnel to military service, they were offered a test questionnaire to identify personal preferences that help determine their satisfaction with life, allowing them to assess the life situation in general, a generalized sense of self and their actions. The test questionnaire included questions on the identification of the above-mentioned factors (LI, LD, LS, OLS).

Four subunits (75 people) took part in the experiment. Life satisfaction was tested using three indicators: the first (life inclusiveness) reflects a positive satisfaction factor; the second and third (loss of direction, loss of support) characterize factors of dissatisfaction with life. The overall indicator of satisfaction with life is an independent criterion, its indicators reflect, as noted above, the generalized self-perception of oneself.

All adaptive characteristics reflecting the image of a serviceman are personally oriented to the needs, motives, interests, values and meanings; attitudes, worries, anxieties; expressions of concern; the need to overcome difficulties. The identification of these personality traits of military personnel is an important factor in their successful adaptation to military service, a factor in the further successful implementation and mastering of cognitive, communicative, regulatory actions, and finally, a condition for the formation of a person with a positive image. Let's call these factors.

1. Factor of life inclusiveness (LI): intensive "living" of the current moment (feeling of "taste of life"); dynamic component (activity, dedication); feeling of saturation and fullness of life (the importance and value of what is happening); positive experience associated with the life situation (the experience of happiness, joy, pleasure).

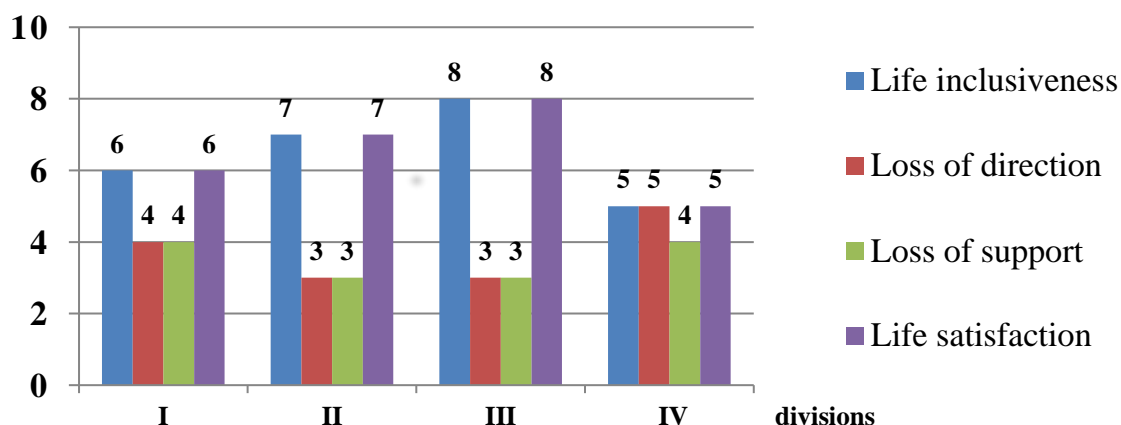
2. Factor of loss of direction (LD): the thought that something important is missing in life; a feeling of unproductive effort, lack of results; the attendant experiences of frustration, annoyance, resentment, injustice due to the discrepancy between the desired and the real; the subsequent perception of life as uninteresting, monotonous, tiring; feeling of weakness, fatigue, passivity, apathy.

3. Factor loss of support (LS): a sense of insecurity of the world, the expectation of the negative life events; a sense of instability of the environment and uncertainty about the future; concern about the difficulties of life and the feeling of inability to control the situation; associated experiences of anxiety, anxiety, concern.

4. Factor in overall life satisfaction (OLS): a generalized self-awareness of oneself in life.

The results of the study (Pic. 3) indicate that in subunit I, II, III, positive factors (1, 4) that characterize life satisfaction were 6–8 points out of 9 possible. Negative factors (2, 3) - loss of direction, loss of support in units I, II, III amounted to 3-4 (out of 9 points), i.e. these values

are below average. They indicate that the soldier feels protected, knows that he has a cover, rear, additional resources and forces that will allow him to cope with possible life obstacles.



Pic. 3. Data on the factors of successful adaptation of military personnel to military service.

Study of indicators characterizing life satisfaction (factors describing the positive component of satisfaction (1, 4) and factors describing dissatisfaction with life (2, 3), for the soldiers of the IV division showed that all indicators in it are below (above) the average. It should be noted that other components studied earlier in the servicemen of this unit, which characterize such personal qualities as emotionality, communication and cognitiveness, were also below average. The study convincingly shows that the psychological climate is favorable in the first three divisions ( $K = 0.62$ ), and in Division IV, this coefficient was 0.21. The results indicate inconsistency, uncertainty and instability of the behavior of the military personnel of this unit. However, this unit has military personnel (25% of the number of subjects) who have all the indicators characterizing life satisfaction are above average, so the commander can rely on this group of leaders, whose image is quite high in organizing educational work with all other military personnel.

The study convinces that self-perception when assessing various situations and indicators characterizing the adaptive orientation (emotional, behavioral and cognitive components) affects not only the general psychological climate of servicemen in a team, but also the image of an individual serviceman. Because the image of any person is an image (positive / negative), which is associated not only with the appearance of a person, but also with his actions, actions, manner of communication, personal qualities [4].

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