

BEZPIECZEŃSTWO / SECURITY STUDIES**REYHAN MANIEVA****EMOTIONAL STATES OBSERVED
IN THE TRAINING OF THE CADETS****Introduction**

Emotions play a powerful and central role in everyday life and, not surprisingly, an equally central role in military planning and training. Emotions shape how people perceive the world, they influence our decisions and in broader context guide how people adapt their behavior to the physical and social environment¹.

Like in every field of activity, the well-being of emotional state in military service is one of the main conditions for success. On the one hand emotional states are the reflection of human's subjective attitudes towards the surrounding objects and events, their immediate contentment and discontent, on the other hand the reaction of humans and animals to external and internal irritants expressing their satisfaction or dissatisfaction with regard to their biological needs. Human being evaluates the significance of the occurrences happening through the emotions as a system of signals. As Jess C. Scott stated: "When our emotional health is in a bad state, so is our level of self-esteem. We have to slow down and deal with what is troubling us, so that we can enjoy the simple joy of being happy and at peace with ourselves"².

The problem of emotional states is one the most topical issues of psychology. The science of emotion began with a golden age, with Darwin's (1859/1965) publication of *Expressions of the Emotions in Man and Animals*, where he wrote that emotions cause stereotypic bodily expressions. Darwin's book was followed by William James' 1884 critique, *What Is an Emotion?* in which James argued that bodily activity causes emotion, not the other way around. James, in turn, was criticized by Carl Cannon in his 1927 paper, in which he argued that the body cannot cause emotion because visceral changes are too slow and

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¹ *Human Behavior in Military Contexts*, ed. J. Blascovich and C. Hartel, Washington, DC: The National Academies Press, 2008, p. 55.

² J. Scott, *Clear: A Guide to Treating Acne Naturally*, Kindle Edition, April 2012, p. 80.

too difficult to feel³. There have been a plethora of studies ever since dedicated to this problem by a variety of psychologists and researchers, like W.B. Cannon (1927), S.L. Rubinshtein (1946), P.N. Anokhin (1949), P.M. Yakobson (1958), M.B. Arnold (1960), B.I. Dodonov (1975), A.N. Leontiev (1978), Y. Reykovskiy (1979), C.E. Izard (1980), A. Ortony and T.J. Turner (1990), R.S. Lazarus (1991), A. Damasio (1994), J. Panksepp (1998), D. Keltner and P. Ekman (2000), J. Musch and K.C. Klauer (2003), J.A. Russell (2003), L.F. Barrett (2006), K.A. Lindquist (2012), R. Adolphs and D.J. Anderson (2018), K. Cherry (2019, 2020) and etc. However, the effects of emotional states on military training, particularly on the training of cadets have not been broadly studied. There is a limited researchers, like E. Shafieva (2006), S.B. Algoe, B.L. Fredrickson (2011), K.A. Hudson (2016), C. Nakkas, H. Annen, S. Brand (2016) and M. Maddox (2018), who partially touched upon this problem. This fact underscores the topicality of the problem.

We will primarily focus on the training of the cadets in the Military Lyceum and endeavour to find out how emotional states affect their education and training process. It should be noted that, in most countries, Military Lyceum is an establishment, where cadets attend two or three year training before they matriculate at the Military Academy. Qualitative research method (Case study) has been used in the paper. We conducted a study with the cadets of the Military Lyceum named after Jamshid Nakhchivanski to determine if there was any link between emotional resilience and cadets' performance (training and discipline). Participants involved in the study were checked using the G*Power program, their participation limit in the program was specified, and 15% of the total cadets were randomly selected based on the criteria. Respondents were divided into main and control groups. After the initial testing, an intervention program was applied to the main group and a second test was performed to analyse the differences in the emotional state of the groups. Although some statistically significant differences were identified through comparative analysis within the main group, no statistically significant differences were found within the control group.

Emotions and feelings: Cadets' experience

Military planners throughout history have incorporated an emotional element into training and operations. Training exercises are often designed to elicit the strong emotions soldiers feel on the battlefield and to create the shared emotions that lead to esprit de corps. Major General Chris Hughes, commander of the U.S. Army Cadet Command, underscores this element in the following way: "You can fly a helicopter, shoot a cannon or be whatever you want, these are simply technical skills, that can be taught to anyone. Cognitive skills, interpersonal

³ L. Barrett, *The Science of Emotion: What People Believe, What the Evidence Shows, and Where to Go From Here*, in: *Human Behavior in Military Contexts*, ed. J. Blascovich and C. Hartel, Washington, DC: The National Academies Press, 2008, pp. 189–216.

skills and the ability to work with people, is something I know we have failed to talk about in the Army”⁴. Although the military operates under different conditions in peace and war, military training in peacetime is nonetheless intended to provide preparation for combat situations⁵.

In the psychological development of the cadets, the formation of their emotional feelings requires a constant supervision, because emotions are inextricably linked to the brain. In this regard, Giovanna Colombetti and Eder Zavala distinguish two versions of “affective brainocentrism” tendency: 1) brain-sufficient; 2) brain-master. According to “brain-sufficient”, emotional states are entirely realized by brain processes. According to “brain-master”, emotional states are realized by both brain and bodily processes, but the latter are entirely driven by the brain: the brain is the master regulator of bodily processes. As it is stated, in both versions mutually regulating brain and bodily processes jointly realize a variety of emotional states⁶. At this point, we have to underscore three theories related with the realization of emotional states: physiological, neurological and cognitive. Physiological theories suggest that responses within the body are responsible for emotions. Neurological theories propose that activity within the brain leads to emotional responses. Cognitive theories argue that thoughts and other mental activities play an essential role in forming emotions⁷. Scientific-theoretical cognition of the emotions shows that, psychological and organic processes taking place in human organism are regulated through emotional states. However, according to William James and Carl Lange, emotions stem from the physiological processes take place in human body⁸. Thus, physiological processes are not the result of emotions, vice versa are their main sources. According to Cannon-Bard theory, people feel emotions and experience physiological reactions simultaneously⁹. Schachter-Singer theory suggests that the physiological arousal occurs first, and results in an emotion. According to the Lazarus theory, thinking must occur first before experiencing emotion¹⁰. The Facial-Feedback theory suggests that emotions are directly tied to changes in facial muscles. However, none of these theories exclude that, the brain masters the physiological reactions and emotions.

One of the main preconditions for the cadets to adapt to the circumstances after enrolling in the Military Lyceum is to evince emotional resilience, which

⁴ M. Maddox, *Cadets learn leadership, emotional intelligence from top brass*, <<https://bit.ly/3e8sK4W>> (Accessed 2018-02-21).

⁵ C. Nakkas, H. Annen, S. Brand, *Psychological distress and coping in military cadre candidates*, doi: 10.2147/NDT.S113220 (Accessed 2016-08-29).

⁶ G. Colombetti, E. Zavala, *Are emotional states based in the brain? A critique of affective brainocentrism from a physiological perspective*, “Biology & Philosophy”, <<https://bit.ly/3a60D2Z>> (Accessed 2019-08-21).

⁷ K. Cherry, *Overview of the 6 Major Theories of Emotion*, <<https://bit.ly/2RCufP8>> (Accessed 2019-09-09).

⁸ K. Cherry, *The James-Lange Theory of Emotion*, <<https://bit.ly/2V1cLhH>> (Accessed 2020-02-10).

⁹ K. Cherry, *Overview of the 6 Major Theories of Emotion*, op. cit.

¹⁰ Ibidem.

directly affects their training and education process, as well as stamina, persistence, resoluteness and moral-psychological preparedness against the stressogenic situations related with the environment. Depending on each and every cadet's individual resistance level, their organism may react differently to psycho-emotional tension. Cadets' individual resistance level is considered as the volitional, intellectual and emotional resilience, which characterizes their level of psycho-nervous endurance. Emotional resilience is a feature, which ensures human endurance against frustration and stress emerged in difficult situations. Emotional resilience, like physical resilience is to a degree, something innate. Some people, by nature, are less upset by changes and surprises – this can be observed in infancy and tends to be stable throughout one's lifetime. Emotional resilience is also related to some factors that are not under your control, such as age, gender, and exposure to trauma. However, Elizabeth Scott claims that, resilience can be developed with little effort. If you know what to do, you can become more resilient, even if you are naturally more sensitive to life's difficulties¹¹. The behaviour of the person, who has an emotional resilience, is conducted in the following way: mission statement – motives highlighting its topicality – the implementation of the activity, the perception of the difficulty preventing its realization – negative emotional reaction – searching for ways to overcome this difficulty – weakening the impact of negative emotions – increasing an efficiency of the activity.

The change in the life rhythm, separation from family members and friends, utterly different social structure, the regulation of the activities in accordance with daily routine, strict subordination, and an increased responsibility strongly affect the psycho-physical health of the cadets, during their education process in the Military Lyceum. Bharat Sharma suggests that, mental conditioning drills in the military are reinforced by positive thinking, controlled aggressive thoughts, relaxation and defusing of destructive emotions¹².

Depending on the ages of the cadets (the average age of the cadets in the Military Lyceum is 16–18), some certain changes take place in their emotional sphere. The turbulence of emotions and feelings in cadets makes their management difficult, undermines their self-reflection and self-control. It ends up with the changes in their psychological development. Thus, voluntary attention, logical memory, abstract thinking, and imagination develop. Both, anatomical-physiological and psychological-moral development gradually create noticeable changes in emotions and feelings too. These changes become apparent through several indications, like aggressiveness, anxiety, fear, excitement, pensiveness and etc. And it in turn affects their psychological character.

Most scientists believe that emotions involve things other than just feelings. They involve bodily reactions, as well as expressive movements, including facial

¹¹ E. Scott, *Why Emotional Resilience Is a Trait You Can Develop*, <<https://bit.ly/2UYJLqB>> (Accessed 2019-10-06).

¹² B. Sharma, *How to develop a military mindset to get closer to your goals*, <<https://bit.ly/2VbFCQ8>> (Accessed 2018-08-29).

expressions and sounds¹³. In psychology, emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior. Emotionality is associated with a range of psychological phenomena, including temperament, personality, mood, and motivation¹⁴. Although there are many different parts of an emotion, feelings are usually considered the most important part. Studies show that, emotions are measured through feelings, meaning what a person says about what he or she is feeling, is the most direct way to identify emotional feelings¹⁵.

Emotions and feelings enrich the inner world of human being, sharpen their perception, stimulate them to engage in activity and overcome difficulties. Emotions and feelings participate in the regulation of behaviour and process of adapting to situation. The reflection of the reality in emotions and feelings on the one hand depends on the situation and the factors affecting it and on the other hand military serviceman's way of thinking, experience, knowledge and objectives.

Every person's emotions and feelings are his personal attitude towards himself and surrounding environment. Depending on the life style, if irritants affect systematically and in a certain sequence, temporary signals emerge in the brain in accordance with the same sequence and strengthen themselves. These strengthened temporary signals lay the foundation for the constant attitude and approaching style of the human towards the objects and events. If any change happens in that system, different feelings, like happiness, sadness, desperation, gladness and etc. occur in the human being.

One of the most intriguing questions in modern psychology is that, "how many types of emotions are there?" Because emotions are subjective, people often disagree on how to categorize them. Some researchers claim that humans have six basic emotions (happiness, sadness, fear, disgust, anger, surprise)¹⁶. Others argue we have up to 34,000 unique types of feelings. Robert Plutchik suggests eight basic emotions in four categories:

1. Joy vs. Sadness;
2. Trust vs. Disgust;
3. Fear vs. Anger;
4. Surprise vs. Anticipation¹⁷.

According to Plutchik, many feelings are simply stronger or weaker versions of the eight basic emotions. For instance, rage is a more intense type of anger, while annoyance is a milder type. More complex emotions can be created by combining the eight basic emotions. For example, blending joy and trust together

¹³ A. Cowen, *How Many Different Kinds of Emotion are There?* <<https://bit.ly/3coPc8l>> (Accessed 2018-05-09).

¹⁴ K. Cherry, *Overview of the 6 Major Theories of Emotion*, op. cit.

¹⁵ A. Cowen, op. cit.

¹⁶ K. Cherry, *The 6 Types of Basic Emotions and Their Effect on Human Behavior*, <<https://bit.ly/2xyiz9f>> (Accessed 2020-01-13).

¹⁷ *Emotion. Good Therapy*, <<https://bit.ly/2K5RjSr>> (Accessed 2019-09-21).

can create love¹⁸. A more recent study suggests that there are at least 27 distinct emotions, all of which are highly interconnected¹⁹.

Emotions and feelings are divided into two groups based on the factors influencing the human activity: stenic and asthenic.

If the person has stenic feelings, he handles the difficult situation much better through using his knowledge and ability in a proper way. Stenic or active feelings improve and strengthen human organism, motivate it to engage in activity. For instance, when someone is happy his veins widen and provide most of organs, especially the brain with sufficient blood. These people do not suffer from burnout, lead an active lifestyle, rejoice and laugh.

The human being with asthenic feelings has a difficulty to withstand the danger. Asthenic feelings undermine human organism, detract from people's enthusiasm. For instance, when a person is sad, his blood vessels narrow, his face pales, his brain lacks blood, his temperature drops, he coughs, he has bad breadth (as if he is stifled), and he suffers from mental and physical exhaustion.

In fact, it is not right to divide the feelings into two sharp groups (stenic and asthenic) and draw a line between them. Because the same feeling depending on the situation might be both stenic and asthenic. For instance, if fear confuses one person, another one is encouraged by fear and even might display valour²⁰.

Psychologists highlight other two groups of emotions and feelings: simple and complex. Simple or elementary emotions and feelings emerge with regard to organic needs. This type of feelings includes hunger, thirst and etc. Complex or supreme feeling manifests itself in the human attitude to the motherland, labour, other people, scientific and artistic wealth.

The cadet gains emotional experience while he studies in the Military Lyceum, masters different forms of communication and interaction, as well as norms of behaviour in military community. The relations of cadet-cadet, commander-cadet and instructor-cadet affect their status and attitude towards training. The status of the personality with regard to training is inextricably connected to emotional components. The achievements of the cadets in training and education are contingent upon their emotional assessment by the commanders and instructors. Negative emotional attitude and assessment lead to demotivation in cadets, detract from their interest in training and undercut their discipline. According to professor Abdul Alizadeh, in case any mental or emotional obstacle occurs between the instructor and learner, the training loses its significance²¹. Alexander Lazursky states that, attitude is noticeable in the emotional reaction of the human being to the objects of the life events²². Vladimir Myasishchev

¹⁸ Ibidem.

¹⁹ K. Cherry, *The 6 Types of Basic Emotions and Their Effect on Human Behavior*, op. cit.

²⁰ A. Bayramov, A. Alizadeh, *General Psychology*, Baku: "Chinar-Chap", 2002, p. 160.

²¹ A. Alizadeh, *Psychological problems of modern Azerbaijani schools*, Baku: Pedagogy, 2004, p. 251.

²² A. Lazursky, *Essay on the science of characters*, Moscow: Yurayt, 2019, p. 9.

highlighted the emotional attitude as the reflection of human activity²³. Edward Stones writes that, “teaching hinges on the emotional or affective state of the learner”. According to him, the emotional state of the learner affects him, either in the motivating or punitive way. He states that, “the success of the training and teaching first of all, depends on the reciprocal respect between the instructor and learner”²⁴. Having summarized Stones’ statements, we may conclude that, there are two important factors affecting the training process and the cognitive activity of the learner, who engage in it: 1. Emotional state of the learner and his feelings; 2. Emotional backdrop of the training environment or social-psychological climate. These two factors are inextricably linked to each other and of utmost importance in the consolidation of training motivation. According to Arthur H. Bell and Dayle M. Smith, there are five competencies for managing emotions: self-awareness, self-regulation, self-motivation, empathy, and effective relationships²⁵. All these competencies are relevant to the cadets, who study in the Military Lyceum and should be improved thereof. Professor Abdul Alizadeh states that, “there should be created favourable conditions in the training for arousing different intellectual emotions and feelings, like excitement, surprise, doubt and etc. in order to boost cognitive activity. In this regard, virtual excursion to the nature, tales, scientific-fantastic works, poems and various artistic reproductions should be used together with the comparison of contradictory facts, the revelation of the contradiction with auxiliary questions, creation of problematic situation”²⁶.

Since the cadets in the Military Lyceum are the teenagers, the active emotions and feelings broaden the borders of their cognitive activity and create an excellent condition for the adequate development of various psychological processes.

The impact of emotional states on military training and education

In order to fully comprehend the impact of emotional states on the cadets, a careful examination of the training and education process should be carried out in relation with emotions and feelings. Payne claims that, many of the problems in the world were caused by people suppressing their emotions. Emotions provide an important function in our lives. Thus, the people should endeavor to understand their emotions²⁷. The principles behind the military training might differ from that of a regular classroom or college education, since military personnel are

²³ V. Myasishchev, *Psychology of relations*, Moscow: Institute of Practical Psychology; Voronezh: NPO MODEK, 1995, p. 7.

²⁴ E. Stones, *Psychopedagogy: Psychological Theory and Practice of Teaching*, Moscow: Pedagogy, 1984, p. 64.

²⁵ A. Bell and D. Smith, *Developing Leadership Abilities*, Pearson Custom Publishing, 2002, p. 51.

²⁶ A. Alizadeh, *op. cit.*

²⁷ K. Hudson, *Emotional Intelligence and Self-Efficacy in Military Leaders*, doctorate thesis, Brandman University, Irvine, California, 2016, p. 24.

put under rigorous physical and mental training programs that pushes the limit of the human body and mind²⁸. As a result, the cadets will be able to overcome stress, pain, trauma, heat, cold and any other life threatening situation.

Feelings are divided into different types based on the strength, endurance and speed. These are called the emotional states of the human being. There should be given a special preference to the study of emotional states in military psychology too. The following fundamental emotions have been defined and discussed in the psychological studies: interest, joy, surprise, grief, anger, disgust, contempt, fear, shame and guilt.

It should be noted that, intensive emotions create energy flow in the human being. The analysis of previously conducted studies proves that, the emotion pushes the person into engaging in a concrete activity. It confirms that, emotion forms the basis of thinking and human activity. At the same time, emotional states affect our perception. Thus, if the person is in positive emotional state, he perceives everything in pink colour (pink is thought to be a calming color associated with love, and kindness), vice versa, the objects creating excitement and fear narrow his perception. The strong emotional states are the corollary to the impact of personality's subconscious on his consciousness. If the desire or order of subconscious is implemented, positive, if not, negative emotional states occur.

Emotional states, which occur in the human being and continue for days, even for weeks affect not only his productivity, but also psychological health. As we mentioned above, the person's emotional states are distinguished not only for content and direction, at the same time for strength and duration. However, as Sara B. Algoe and Barbara L. Fredrickson stated, situational features of military life heighten everyday emotions and their impact, necessitating the emotional resilience of the personnel from the beginning, to be maintained throughout their career²⁹. Military Lyceum is the first establishment for cadets, where they undergo amplified emotions. In this paragraph we will elaborate on the following forms of emotional states and their impact on the cadets: mood, affect, stress and frustration.

Mood is the longest emotional state and determines the general tone of human life. For instance, the person might be sad, happy, exhausted, cheerful and etc. However, they are not that much noticeable. Mood may last for weeks and months. Sometimes, the reason of the mood is not clear. Thus, the person is not able to perceive how some certain moods occur, because even weak irritants might change the mood. For instance, if the person is angry, even trivial things (someone bursts into laughter, or hits the table) may exacerbate his mood. Therefore, moods can be stenic and asthenic³⁰.

²⁸ B. Sharma, op. cit.

²⁹ S. Algoe, B. Fredrickson, *Emotional Fitness and the Movement of Affective Science From Lab to Field*, "Am Psychol", 66(2011), No 1, pp. 35–42.

³⁰ R. Aliyev, *Psychology*, Baku: "Nurlan", 2008, p. 15.

Mood has a diffuse character. It affects the cadet's psychological and training processes, as well as behaviour. Mood changes with regard to some certain factors and conditions. The factors affecting the mood are the followings:

- various physical processes and general condition of the organism;
- environmental characteristics. It entails discipline, security or uncertainty, sound irritants, and so on;
- features of interpersonal relationships between cadets. Being polite in a team has a positive impact on everybody's mood, vice versa, an insulting, rude attitude has a negative impact;
- successes or failures of the cadet in the training and education, in his military service and personal life.

Mood affects a person's imagination and thinking and his attitude towards the surroundings. A cadet, who is in a good mood makes a good impression on others and carries out the tasks with pleasure. On the contrary, when he is sad, he avoids communication, becomes sluggish, and everything seems dull and meaningless to him.

In order to achieve successful results in interpersonal relationships in the team during his studies in the Military Lyceum, the cadet must always remember that he should not be a slave to the mood, but always fight against the negative mood. The human mood is contagious. For example, the cheerfulness, sadness, or sluggishness of a commander is often easily passed on to his subordinates. Therefore, in spite of many unpleasant occasions, a military man should not be a hostage to his mood. In order to control his mood, one must know the reasons behind it. There are many reasons behind the mood. Changes in the human organism (for example, when a person is sick, he is in a bad mood, vice versa, when he is healthy and sleeps well, he is in a cheerful mood), living conditions, personal circumstances, affordable housing, achievements, as well as the interaction between people has a serious impact on the mood. Therefore, it is necessary for everyone to abide by the ethics of mutual relations, and perform a *high culture*.

A good mood during the training helps the cadets to quickly acquire knowledge and skills. Disbelief, on the other hand, kills the esprit de corps. Therefore, one of the most important tasks for commanders is to instill a high morale in their subordinates.

Affects (from Latin, affectus – mental turmoil, excitement) are short-lived but strong feelings that grow at a rapid pace and have a sharp outward expression. Anger, horror, extreme joy, sorrow, fury, etc. can be an example of affect. Affect is an event, which has a sudden and unexpected impact on a person, and is caused by the person's inability to adapt to it at that moment. APA Dictionary of Psychology defines "affect" in the following way: "Any experience of feeling or emotion, ranging from suffering to elation, from the simplest to the most complex sensations of feeling, and from the most normal to the most pathological emotional reactions"³¹. Sometimes, affects debilitate human functioning, and

³¹ APA Dictionary of Psychology, <https://dictionary.apa.org/affect> [b.r.w.].

weaken their conscious control over their actions. Unstable and weak-kneed people are more susceptible to affect. At the moment of affect, some people shout, make sharp movements, lose clear speech, and in some cases cannot string words together. These conditions are related to the neuro-processes that take place in the brain. At this time, a sharp arousal occurs in the brain and has a slowing effect on the surrounding awakened areas. Since arousal in other areas is delayed by the effects of negative induction, a person does not clearly understand what is happening around him. He does not seem to think about the consequences of his actions.

Stress is one of the psychological states. It is the emotional state that a person experiences when unexpectedly faces stressful situations. People do not even perceive their surroundings properly under stress, their memory wanders, they are unable to focus on another object, and they react inappropriately to unexpected irritants, sometimes they are completely confused. Or, vice versa, the stressful situation seems to increase their strength and energy, the mind becomes clearer, and they deal with a difficult problem quickly and easily.

The National Institute of Mental Health of USA (NIMH) notes some of the more common stressors for college students which can be applied for the cadets of the Military Lyceum:

- being on your own in a new environment;
- changes in family relations;
- financial responsibilities;
- changes in your social life;
- exposure to new people, ideas, and temptations;
- awareness of your sexual identity and orientation³².

In addition to these stressors, the cadets in the Military Lyceum are preoccupied with their future education in the Military Academy, which usually takes another four years.

The long-term effects of stress are considered dangerous. Thus, having enrolled in the Military Lyceum, the cadet's organism wears out while experiencing stress due to the problem of adaptation for a long time. Short-term stress has the ability to stimulate the cadets. Thus, stress should not be feared or avoided. Cadets frequently encounter stressful situations. In this way they brace themselves for future. In their future military service, when they face challenges, they do not startle due to gained experience. In order to manage stress, its useful functions should be utilized. Jahangir Alam & Marzia Dulal state that, no one can escape stress, but they can learn how to cope with it. Military personnel are very stressed because they are highly target-oriented and highly pressured on the consequences. Military education and training is a process, which intends to establish and improve the capabilities of military personnel in their respective

³² J. Alam, M. Dulal, *Coping Strategies of Stress Tolerance in Relation to Military Training*, "Global Journal of Human Social Science", 2018, Vol. XVIII Issue III Version, <https://bit.ly/2xmndah> [b.r.w.].

roles. Military profession by virtue of its inherent nature is full of stress where anxiety, insecurity and uncertainty always prevail³³.

Cadets must cope with stressors during their training if they are to accomplish their missions successfully and stay mentally stable³⁴. In this regard, they should be able to realize the situation. They need to know the causes of stress, the emotional and behavioral reactions that are characteristic of them in different stressful situations. This is one of the main issues of psychological training of the military men³⁵. The first and best way to deal with destructive situations is to “pause” without making any hasty decisions realizing that you are under stress.

Frustration (from Latin *frustratio* – deception, vain expectation) is a mental state in which a person is prevented from achieving his or her goal, when he or she encounters real or imagined obstacles. Frustration occurs when a person’s level of dissatisfaction or satisfaction is higher than his or her level of endurance.

The frustration experienced by cadets arises as a result of the following basic life situations:

- constant stress situation that he does not notice (difficult adaptation to the new environment);
- insufficient financial resources (social status of the family) – this fact sometimes hinders the achievement of the desired goal;
- inadequate assessment by instructors, commanders and fellow cadets. As a result, they often feel inferior and disappointed in the team;
- health problems – when a person feels unwell, he often falls victim to frustration;
- personal problems – there are some life situations that they cannot handle. In these situations, the realities of life destroy their dreams of love and friendship.

If the cause of frustration is carefully examined, it is possible to alleviate the situation and save the person from depression. Negative evaluations by commanders and instructors, and a disparaging approach to the cadets’ feelings and emotions are accompanied by a state of frustration, which manifests itself in the form of anger, resentment, and insecurity. For this reason, the commanders should instill confidence into their subordinates. Every cadet studying at the Military Lyceum has different feelings and emotions. However, emotional endurance should be one of their most important qualities.

Unlike the civilian students, the cadets usually have strong emotional states in a variety of situations. For this reason, it is necessary to pay serious attention to the psychological training of cadets during education in order to prevent negative emotions or feelings that disrupt their activities³⁶. The inability of a military man to regulate his emotional state has a negative impact on his

³³ Ibidem.

³⁴ C. Nakkas, H. Annen, and S. Brand, op. cit.

³⁵ E. Shafieva, *Application of socio-psychological methods in officer training*, Baku: “Elm”, 2006, p. 63.

³⁶ *Military Psychology*, ed. A. Maklakov, St. Petersburg: Peter, 2004, p. 355.

service and impedes the implementation of the assigned task and orders given by the commanders. Therefore, commanders must constantly monitor and analyze the source of this situation, reduce the tension, in order to keep their position stable during the training.

Conclusions

Training and discipline are two main factors, which determine the success of the cadets. As an outcome of military discipline, the cadets are infused with various positive qualities, like loyalty, honesty, perseverance, endurance and so on. One of the main goals of military education and training is to instil knowledge, skills and habits in the cadets – potential future officers, that will help them to overcome difficult, complex life and combat situations painlessly and easily. As it was delineated in the paper, both – military training and discipline are affected by the emotional states. Even though, each cadet handles the situation a little differently, most of them experience almost the same emotions. The research proves that, there is an increase in the success rates of cadets whose emotional state is improved by implementing an intervention program.

Depending on the difficulties faced by the cadets during their education, there are some deficient symptoms in their mental health, which are accompanied by various emotional states. The frequent occurrence of negative emotional states has a harmful impact on their mental health and personal development. However, it is possible to achieve the formation of a mentally healthy cadet by studying the causes of such cases, their symptoms and ways of prevention. In this regard, an exhaustive study of emotional states observed in the training process of the cadets plays an important role in improving their level of success. In case, the results of these studies are applied, cadets will display less psychological distress during their training, as well as their future military service and it will contribute to their overall emotional resilience.

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EMOTIONAL STATES OBSERVED IN THE TRAINING OF THE CADETS

SUMMARY

The effects of emotions on the military personnel are as important as the techniques used in the tactical field. Therefore, psychological features should also be considered in military training and education process to enable the cadets – future officers to manage stressful situations. The aim of the paper is to analyze the effects of emotional states on the training of the cadets in the Military Lyceum. The significance of the psychological health of the cadets in their training has been discussed. The types of emotional states observed in the cadets, like mood, affect, stress and frustration have been scrutinized. At the same time, positive and negative impacts of various emotional states on the training of the cadets have been studied. The ways for preventing the negative emotional states have been examined. The paper is concluded with the recommendations on the stated problem in order to further increase the efficiency of the training in the Military Lyceum.

KEY WORDS: cadet, training, psychological health, feeling, emotional state, mood, stress, frustration, affect

