

## PEDAGOGICAL PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF SANOGENIC THINKING IN STUDENTS

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**ABSTRACT:** - This article analyzes the relevance and theoretical foundations of the problem of sanogenic thinking and highlights the content of the structural components of healthy thinking and sanogenic behavior on the basis of prioritization of cognitive, preparatory, final phases of the development of sanogenic thinking in future teachers. The article also presents preliminary control results of experimental work, as well as information about the features of sanogenic thinking.

**KEY WORDS:** - Common sense, sanogenic thinking, pathogenic thinking, sanogenic reflection, sanogenic behavior, future teacher.

### INTRODUCTION

In the development of world socio-economic relations, it is becoming increasingly obvious that human intellect and spirituality are the main coordinating, developing factor and tool. This, in turn, makes even more urgent the problem of training high-level specialists and teaching staff capable of working together in a competitive and innovative educational environment in the labor market. In New Uzbekistan, which has chosen the path of development from national revival to national upsurge, modernization of the country, improving the quality of training of highly qualified personnel for socio-economically sustainable development, development of human capital taking into account the needs of the labor market, introduction of digital technologies and modern methods in the educational process are achieved on the basis International standards define the main strategic objectives as training highly qualified, creative and systematic thinkers capable of making independent decisions, creating the necessary conditions for the manifestation of their intellectual abilities and formation as a spiritually mature personality. In this regard, an urgent problem is the improvement of mechanisms that serve to improve the quality of training of qualified specialists in higher educational institutions.

Thinking (from Arabic - thinking, intellectual cognition) is a rational stage of cognition that determines the general, important characteristics of objects and events, reflecting internal, necessary connections, as well as natural connections between them.” Although a number of studies of thinking and its manifestations (creative, logical, artistic-aesthetic, moral, environmental, independent, historical) have been carried out by scientists in our country, there is a healthy problem among general education schoolchildren - the development of thinking has not been studied separately. Perhaps this situation is related to the view that common sense

applies to all forms of thinking. An attempt to study the pedagogical aspects of healthy thinking in our republic is expressed in articles published by S. Atakhonova. However, it should be noted that the definitions and descriptions given by the researcher to the concept of “healthy thinking” are quite contradictory. For example, according to the scientific and pedagogical definition of healthy thinking in the researcher’s article “Thinking in an innovative educational program”, the following important points are the concept of healthy thinking; the concept of the necessary social environment; the concept of pedagogical goals and results; It is noted that it consists of the concept of healthy living and lifestyle. These syllables do not allow us to fully reveal the meaning of the concept of healthy thinking. . At the same time, the definition of “healthy thinking” given at the end of the article can be taken as a starting point: healthy thinking is a person’s own health (physical, spiritual and spiritual - definition of thoughts, consciousness, feelings, morality, aesthetic views, ideas, efforts and their results , aimed at protecting the child (ours).

The problem of sanogenic thinking is being studied by our country and a number of foreign scientists. They mainly pay special attention to the study of the essence, nature and mechanisms of its development. In these scientific studies, the theoretical, philosophical, social and psychological aspects of the problem are studied on a large scale. In their works, the authors pay attention to individual forms of sanogenic thinking, specific ways of forming its elements. A person must control his behavior, feelings and mood in the process of social relationships. To do this, he needs to understand himself more deeply. Everyone should be able to control not only their emotions and behavior, but also their way of thinking according to certain rules. In connection with this situation, educational psychologists distinguish two types of thinking: sanogenic and pathogenic thinking. Sanogenic thinking (from Latin “sanus” - healthy and in Greek - “genesis” - development) is healthy thinking that controls feelings, internal experiences, thoughts and emotions. Pathogenic thinking is a set of negative views that are harmful to human health, and is explained by emotional instability and internal conflicts that arise in the process of a person’s independent and interpersonal relationships. Professor Yu.M. Orlov, who developed the theoretical and practical foundations of sanogenic thinking, touched upon the problem of human mental health and expressed the following opinion: “Sanogenic thinking is one of the most reliable ways of philosophy of life, mind and body.” health. This method allows you to master new emotional and mental habits at a high level and accumulates the experience of pathogenic thinking in the past. Sanogenic thinking is an effective way to improve the health of the human mind. That is, a method of eliminating crisis situations that arose during a person’s life, with the help of mental support and emotional self-impact.

According to the Russian academician I.P. Pavlov, if man became the “lord of existence” thanks to thinking, then animals forever remained “slaves of nature.” Consequently, thinking is the process of indirectly reflecting reality with the help of words. The external expression of a phenomenon in the environment is reflected in the processes of intuition, perception, imagination in a vivid manner, in various symptoms, spatial arrangement and movement. And in thinking a person is aware of his complex connections. Thinking is a high form of human mental activity, which is created and developed on the basis of human experience, intuition, perception

and imagination. According to J. Piaget, the 3rd period of personality development, officially the operational period (11-15 years), is the stage of the adolescent student's transition to perfection, independence and broad thinking. In the formation of perfection, first of all, the question of developing sanogenic thinking is raised. Excellence consists of a set of knowledge and skills that make it possible to protect the student's health and direct his activities towards the development of society and goodness, as well as to protect himself from various medical, environmental, social and economic threats that exist in modern life.

K. Rogers says that all human actions are created and carried out on the basis of some generalizing motive. He calls this motive the tendency to activate and stimulate. According to the Russian psychologist P. Ya. Galperin, thinking is orientation - research activity, an orientation process, i.e. orientation is a process, orientation is an activity. The scientist explains that the science of psychology consists of studying the process of orienting the subject's thinking when solving intellectual problems.

From the views of A.V. Petrovsky it is known that the influence of interindividual (subjective relationships of individuals in activity) interpersonal relationships is important in human development, the formation of healthy and sanogenic thinking, in which meta-individual, i.e. , people around the "contribution") is strongly influenced by the social environment. L. S. Vygotsky emphasized the importance of thinking in human social life: "Thinking begins where emotional cognition is no longer sufficient or even weak. "Thinking continues and develops the work of intuition, perception and imagination associated with knowledge"

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