



Theoretical Issues Of Sanogenic Thinking Development In Future Teachers

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Abstract: In this article, the author compares the pedagogical and psychological approaches to sanogenic thinking and develops scientific and conclusions. Also, the scientific and practical relevance of this article is related to the enrichment of ideas about the formation of sanogenic thinking, which is an important factor in solving a number of pedagogical problems.

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Introduction

In the XXI century, in the development of socio-economic relations, it is becoming increasingly clear that the human mind and spirituality are the main coordinating, developing factor and tool. This makes it even more urgent to train high-level specialists, who are competitive in the labor market and able to work together in a market economy. In particular, the International Teacher Training Program identifies as an important task to improve the tactics of student development focused on “reflective practitioner”, to improve the pedagogical mechanisms to ensure a combination of creative and rational approaches. In addition, one of the main goals of the Law on Education [1, p. 2] provides for the upbringing of a spiritually rich, healthy, harmoniously developed generation with a high level of knowledge through a system of continuing education.

The current pace of development of civilization, the growing natural and social genesis, the intensity of the dynamics of human life, the complexity of the processes of change and reform in social life serve as various factors of emotional and mental stress in the individual. In this regard, the important task of pedagogical higher education institutions is to be able to withstand such factors, to think positively and dialectically, to perceive events correctly, to have real optimistic forecasts, that is, sanogenic thinking is to nurture future teachers.

Literature Review

Traditionally, in psychology and pedagogy, the process of thinking is often associated with a set of mental actions that solve a particular problem.

In general, the problem of sanogenic thinking is devoted to the work of many domestic and foreign scholars (Beck J. [2], Beck, A. [3], Rush, A., Burns K., Orlov, Yu.M. [4,5], T. Vasilieva, D. Jampolsky, M. James, Hilman [6], A. Yu., L. Rubtsova [7], K. Horni, etc.). The problem of the development of sanogenic thinking in children and teachers in domestic psychology is devoted to the works of T. Vasilieva, A. Dobrovich, B. Semke and M. Kozlovska reveals the essence of sanogenic thinking, the place of sanogenic and pathogenic thinking in the structure of the personality of the junior schoolboy (T. Vasilieva) and the peculiarities of the influence of sanogenic thinking on the correction of the emotional states of the personality of the convicted (M. Kozlovska).

As a rule, thinking is about external things. However, internal problems, such as professional failure, depression, low self-esteem and self-confidence, grief, and so on, are more important to a person. That is why it is important to prevent and eliminate such negative situations. But the problem is that such thinking is not taught in education. In addition, teachers are often portrayed as individuals who are incapable of overcoming internal conflicts. In this regard, it is necessary to create favorable conditions in educational institutions, where participants in the learning process should learn a new type of thinking - the experience of thinking that revives the way of thinking, eliminates internal conflicts forms a positive attitude. In the scientific literature, such thinking is called sanogenic thinking.

Although much research has been done on the problem of human thinking, the problems of mental, mental and physical health of the younger generation remain the object of research for educators and psychologists. In health psychology, the issue of “sanogenic thinking” is a separate area.

Sanogenic (healthy) thinking (“*sanos*” (Lat.) - healing, healing, comforting, inspiring, regulating, and “*geno*” (lat.) - healing) bringing healing, comforting and inspiring thinking is the output.

Sanogenic thinking refers to non-traditional methods and techniques of healing, and the problem of its formation is very relevant today. There is research in science on the formation and development of sanogenic thinking, which includes research on specific forms of sanogenic thinking, specific methods of forming its elements.

Dr. Yu.M. Orlov, who developed the theoretical and practical foundations of healthy thinking, commented on the issue of mental health: “Sanogenic thinking is one of the surest ways of life philosophy, mental and physical health. This technique allows you to master new emotional and mental habits at a high level, gaining experience of pathogenic thinking in the past. This is not an easy task, but it is an effective way to cleanse the mind of suffering and “destruction” through systematic research. That is, sanogenic thinking is a way of overcoming a state of crisis caused by different human living conditions through emotional support, through emotional self-influence, which is and allows the solution without the use of chemical agents” [5, p. 8].

According to Yu.M. Orlov, the basis of sanogenic thinking is the solution of contradictions in the inner world of man. The scientist calls this thinking “non-violent” thinking.

Continuing his remarks, the scientist emphasizes the following points: The main importance of sanogenic thinking is the creation of conditions for achieving the goals of self-perfection, that is, the harmony of behavior. He believes in reconciling with himself and those around him, as well as overcoming bad habits, controlling his emotions, controlling his own needs.

The research work of Russian scientists D.A. Belukhina, O.S. Grebenyuk [8], T.N. Vasilyev [9] is also devoted to the problem of formation and development of sanogenic thinking.

Thus, O.S. Grebenyuk considers sanogenic thinking in the context of the individual development of the child's personality. T.N. Vasilyev developed methods for the formation of sanogenic thinking in primary school students. He also pays close attention to the teacher's sanogen thinking as a means of sanogenic child rearing.

D.A. Beluxina studied the sanogenic thinking of the teacher as a means of developing the right guidelines for his mental state, self-regulation and professional pedagogical activity. T.N. Vasilyev developed a set of correctional-developmental games and exercises for primary school students, as well as customized questionnaires by H. Cornelius and S. Feyler to identify sanogenic (pathogenic) thinking. It should be noted that in modern pedagogy there are almost no special research works devoted to the study of this problem.

Helmut, a scholar who has studied the work of M. James, summarizes his views and concludes that the basis of sanogenic thinking lies in the ability to understand what is happening. A person who does not understand how to behave or how to feel will be surrounded by many small problems a person who is hesitant and struggles to come to a common decision will be torn between the forces of internal conflict. A person who can easily understand and comprehend in a short time knows the world of his feelings, dreams, is not afraid of it and is not ashamed, his thoughts respond to the situation [10, p. 21].

A number of pedagogical psychologists and researchers emphasize the need to overcome the ways of thinking and understanding, which are determined by the archetypal characteristics of the individual. That is, one must control one's thinking according to the rules of sanogenesis, but they are not always consistent with logical thinking. To overcome the pathogenesis (unhealthiness) of thinking, they give advice on how to avoid stress, how not to get angry and nervous.

Psychologist-scientist E.G. Gazyev, who noted that “the formation of human thinking is a long and complex process”, in his textbook “Psychology” states the following: “Rough mistakes in moral education affect the mental world of the child. Has a negative effect therefore, it is necessary to pay special attention to the issue of radical reconstruction of the human world, the humanization of education” [11, p. 151].

In the textbook “General Pedagogy” authored by the pedagogical scientist Sh. Abdullayeva, the concept of “sanogen thinking” is explained as follows - (Latin: “*sanus*” - healthy and in Greek – “*genesis*” - development) emotion, inner mindfulness that governs experiences, thoughts, and emotions, [12, p. 153].

These definitions distinguish between “healthy” and “thinking”. So, first of all, we need to know the true meaning of these concepts.

The word “healthy”:

- pain-free, healthy;
- fully meets health requirements;
- spotless, clean, pure and clean;
- free from harmful influences, negative traits, defects, etc.;

- mentally unaffected, raso;
- ideologically, spiritually pure, pure [13, p. 153].

The word “contemplation” is derived from the Arabic word ‘thought’, which means to think, discuss, observe and think [13, p. 245]. Sanogenic thinking is related to a person’s mental and emotional activity, and healthy thinking is formed when it is focused on common sense. Mental activity is the task of acquiring existing knowledge and skills. Emotional activity is an emotional response to a healthy marriage.

Results, Discussion

Sanogenic thinking is manifested and formed in activities, that is, in the process of studying the field of study, it is possible to achieve the formation of thinking skills by organizing students' activities in accordance with the purpose.

The main components of the development of sanogenic thinking in future teachers can be identified as follows:

- motivational - to arouse interest in sanogenic thinking;
- meaningful - knowledge and skills of sanogen thinking; covers general cultural, professional and special competencies;
- activity - includes methods of action, the logical process of thinking, as well as methods of practical activity;
- reflexive - thinking and analyzing personal creative activity;
- valuable - determines the existence of a valuable attitude to the development of the individual, his way of thinking.

The development of sanogen thinking in future teachers is multilevel, and it is important to organize the educational process on the following principles:

- comfortable and psychologically safe educational environment;
- the principle of creative self-activation of the individual;
- implementation of training through modern information and communication technologies (demonstration principle);
- the principle of problem-solving activities;
- the principle of individualization of the educational process.

Today, the main goal of the higher education system is to educate and train innovative and critical thinking professionals. This, in turn, necessitates the development of sanogenic thinking in future teachers. The development of sanogenic thinking is characterized by the following qualities characteristic of this thinking: analysis, synthesis, comparison, generalization, classification, planning, abstraction; have the following characteristics of thinking: critical,

depth, flexibility, breadth, speed, diversity, as well as the development of imagination and the acquisition of knowledge of different meanings, along with the control, control, physical and mental health care is a form of thinking that allows for spiritual growth.

Therefore, we can interpret the concept of “sanogenic thinking” as follows: It is the thoughts, consciousness, consciousness, emotions, morals, aesthetic views, ideas, efforts and their consequences aimed at maintaining their health. Is calculated.

A person with a sanogen way of thinking always justifies his views in a positive way, defends them when necessary, draws the right conclusions, and evaluates his duty fairly. A person with sanogenic thinking positively resolves internal conflict.

The following ideas and recommendations have been developed by comparative analysis of the information provided in the scientific, philosophical, pedagogical and psychological sources on the development of “sanogen thinking”, healthy thinking, which is studied as a separate form of human thinking.

- The term “sanogen” refers to the creation of both mental and physical “health”. Basically, sanogenic thinking is seen as a separate form of mental behavior that can control human behavior and life in certain situations.

- The positive (positive) and negative state, the unpleasant situation, physical health and illness depend on how we think and think.

- A person who has acquired the ability to think sanogenically learns to control his thoughts, to control his emotions, to think over them, to understand and evaluate his unconscious behavior.

Conclusions

The analysis of scientific works on the study of the problem of industrial thinking allowed us to draw the following conclusions:

First, until recently, the problem of sanogenic thinking and the process of its formation in students were mainly considered by psychologists. But from the point of view of modern reality, there is a serious need to develop its pedagogical side.

Second, it is necessary to reveal the essence of the form of sanogenic thinking as a pedagogical phenomenon, to clearly define its components, to identify the factors that determine a person's stable attitude to pathogenic thinking.

Third, the issue of improving the tactics of reflective practitioners in the development of student activities in the international program of teacher training requires the identification and research of pedagogical conditions that contribute to the development of sanogenic thinking in future teachers.

Fourth, based on the results of our research, by addressing these issues, we determine the prospects of our research activities.

In conclusion, the healthier a person's mind is, the healthier his mind and body will be. The purer and freer a person's way of thinking, the more harmless he thinks. Today, a person who is well-mannered educated on the basis of correct beliefs, able to think carefully and in a healthy way can act wisely in life. Iman is steadfast in his faith, able to think freely and independently, does not succumb to all kinds of deceptions, and does not succumb to selfish propaganda. A person with these qualities is a sane person. In this regard, the formation and development of sanogenic thinking in humans is important.

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Теоретические Вопросы Развития Саногенного Мышления У Будущих Учителей

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Резюме

В данной статье автор сравнивает педагогический и психологический подходы к саногенному мышлению и разрабатывает практические рекомендации и научные выводы. Также научная и практическая актуальность данной статьи связана с обогащением представлений о формировании саногенного мышления, что является важным фактором в решении ряда педагогических проблем.

Ключевые слова и фразы: мышление, саногенное мышление, патогенное мышление, позитивное мышление, здоровое мышление, патогенность мышления.

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