

A STUDY OF THE FEATURES, FUNCTIONS AND CRITERIA OF SANOGENIC AND PATHOGENIC THINKING IN PSYCHOLOGY

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АННОТАЦИЯ

Мақолада саноген тафаккурнинг ижтимоий-психологик таснифи ёритилган. Хориж олимларининг илғор тажрибаларида саноген тафаккурнинг ижтимоий-психологик жиҳатларини илмий-назарий ўрганиш анъаналари тахлили келтирилган.

КАЛИТ СЎЗЛАР

Шахс, тафаккур, саноген тафаккур, хулқ-атвор, эмпатия, эмоция, хусусият, таълим-тарбия.

АННОТАЦИЯ

В статье представлена социально-психологическая классификация саногенного мышления. Передовой опыт зарубежных ученых позволяет проанализировать традиции научно-теоретического изучения социально-психологических аспектов саногенового мышления.

КЛЮЧЕВЫЕ СЛОВА

Личность, мышление, саногенное мышление, поведение, эмпатия, эмоции, характер, образование.

ANNOTATION

The article presents a socio-psychological classification of sanogenic thinking. The advanced experience of foreign scientists makes it possible to analyze the traditions of the scientific and theoretical study of the socio-psychological aspects of Sanogen thinking.

KEYWORDS: Personality, thinking, sanogenic thinking, behavior, empathy, emotions, character, education.

INTRODUCTION

The sociogenetic concept shows that the entire development of a person, including the formation of personal characteristics, depends mainly on experience. In this theory, the changes occurring in a person are explained on the basis of the structure of society, methods of socialization, means of interaction with the surrounding people. According to this doctrine, a person is born as a biological species and becomes a person under the direct influence of social conditions in life. Since behavior is controlled by thinking, thinking is usually divided into two groups - pathogenic and sanogenic. Pathogenic thinking or thinking that causes illness is called "automatized programmed by the demands of everyday thinking and culture, controlled by familiarity." Having the ability to control mental states that promote health is called sanogenic thinking.

GENERAL INFORMATION ON LITERATURE SOURCES; LITERATURE REVIEW

"Sanogenic thinking is thinking that can eliminate internal stress, reduce stress, manage emotions, satisfy needs and desires and, accordingly, prevent disease" [9]. Russian psychologist L.I. Adamyan (2012) is a scientific hypothesis that the emotional sphere of a person can achieve well-being with the help of sanogenic thinking. "Sanogen serves as a tool and mechanism for achieving mental balance. It allows recognition and regulation of mental states. The word Sanogen means healthy, healthy thinking leads to socially acceptable behavior. has the function of calming and ensuring a peaceful life. Pathogenic thinking causes various mental states. diseases, suffering and severe suffering, while sanogenic thinking helps to combat such negative processes. At the same time, sanogenic thinking promotes emotional balance, vitality, is to understand the results of feelings and processes that contribute to biological health and draw positive conclusions [1;p.73]. A.V. Kolevatov states, "Contradictions that do not match the situation; lack of courage, fear, panic, disgust, hatred, anger, shame, sadness, etc., have a negative effect on human life, for example: life consists only of the following consists of unhappiness, all people are bad, happiness is not a thing, it will not happen, life is dark, I am the unluckiest person, he lives with such negative thoughts. worries, and as a result, he loses his mental and biological health. This behavior is called pathogenic thinking. The healthy and unhealthy lifestyle of a person depends on his personal behavior, that is, the effect of pathogenic or sanogenic thinking" [5]. Yu.A. Orlov describes the distinctive features of sanogenic thinking on the individual: the individual's life opportunities, first of all, the individual's escape from mental suffering, the consciousness that performs social protection mechanisms in contrast to "forced thinking" he explained thinking. According to his views, along with social defense mechanisms, sanogenic thinking prevents the development of pathogenic thinking by protecting against exposure to constant stress. According to the author, pathogenic thinking causes a person to live in mental anguish and be under constant stress, and he explained some features of pathogenic

thinking: lack of self-control, living with harmful thoughts, separation from reality, deficiency. positive imagination; orientation of every thought to negative actions, inclination to emotions is reflected in character traits. does not understand his true situation. Getting a negative impression from every situation, having a negative attitude towards others; Pathogenic thinking remembers these negative situations more and lives with this memory, as a result, a person cannot get rid of grudges, grudges, jealousy, desire for revenge, fear and other complexes. A characteristic feature of pathogenic thinking is repeating mistakes, multiplying problematic situations and not recognizing it.

- ✓ Sanogenic thinking, on the contrary, makes it possible to improve the psyche, eliminate internal tensions, and abandon long-term memories. He does not complain about those around him. It does not keep difficult situations in life, it can eliminate negative emotional states.
- ✓ Based on his long-term research and observations, W. Frankl explained some characteristics that show sanogenic thinking: "It is possible to observe oneself, to get out of a state of sadness, to draw pictures, listen to music, write letters, and dance when depressed. It is worth noting that it is also manifested by a tendency to humor" [14].
- ✓ According to I.E. Wolpert, sanogenic thinking-stressful situations are considered positive by being able to perceive the process in a positive way in difficult situations, then relax or transfer the event or image to a new positive emotional context, i.e., evaluate depressed situations as bright situations and remember the feeling. it is distinguished by its desire to learn the necessary lesson from the image or event that caused it, its sincere presentation, its desire to abandon the object that brings negative consequences in its life; [2].
- Sanogenic thinking "structure" - conscious management of mental states, development of communication skills, stability;
- Owners of Sanogenic thinking are manifested by a broad worldview, deep thinking, and the development of their inner culture.
- ✓ A person's behavior can have a positive or negative effect on his well-being, mood, health, and other aspects of his life. Situational behaviors have positive effects on health and well-being and are considered sanogenic behaviors. Contradictory behavior that does not match the situation has a negative impact on a person's life; these behaviors are called pathogenic behaviors. A person's healthy psyche and healthy lifestyle depend on the consequences of pathogenic and sanogenic behavior (Orlov, 2006)[8].
- ✓ Another distinctive feature of both ways of thinking is their effect on the stress process. It is explained by the fact that the person continues the pathogenic thinking-stress and the situation that caused it and complains about others. Sanogenic thinking is distinguished by an attempt to stop the effects of stress and the situation that caused it, and to restore one's mental state and to improve the existing state. (Orlov, 1991) [9].
- ✓ Features of the manifestation of pathogenic thinking:
- ✓ - psychological protection (aggression, fear, aggression, negative perceptions, etc.);
- ✓ -emotions (shame, anger, guilt, shame, etc.);
- ✓ -natural tendency paradigms (violence, revenge, threat) [3].
- ✓ T. N. Vasilova also analyzed the common characteristics of pathogenic and sanogenic thinking.

Pathogenic thinking is manifested in the following characteristics of a person:

- 1) daydreaming, avoiding life reality, living with negative imaginations;
- 2) lack of reflexivity, inability to give a realistic assessment;
- 3) performing actions that he did not understand, that is, the inability to analyze himself and the situation;
- 4) inability to get out of constant mental depression, keeping negative emotions (resentment, envy, malice, shame, fear, etc.);
- 5) mental unconscious operations causing negative emotions, aggressiveness;
- 6) tendency to live in memories; inability to let go of past memories;
- 7) negative assumptions about the future, that is, living in anticipation of misfortunes;
- 8) Renunciation of oneself, considering oneself to be unfit, useless, incompetent;
- 9) inability to have open, sincere closeness (love) and relationships with people around and rejection of them;
- 10) inability to use personal and creative opportunities, low self-confidence.

Sanogenic thinking is manifested by the following main features:

- 1) being able to mentally control one's own behavior (directed towards certain goals);
- 2) the presence of inner peace, positive thinking, ability to observe one's own experience, draw correct conclusions;
- 3) striving for peace and tranquility, the ability to resolve conflicts calmly;
- 4) wealth of positive ideas, not afraid of news, high level of useful work coefficient;
- 5) understand and control their mental states;
- 6) a high level of general outlook and internal culture of a person;
- 7) ability to give up fleeting and negative memories in time, or reaction against emotional stress. This ability is obtained by mastering emotion management skills (Vasileva, 1997; Orlov, 1991) [3.117].

The following conditions are distinguished in the formation of characteristics of sanogenic behavior (Orlov, 2006) [10].

- 1) the need for communication, planning to solve a specific life task;
- 2) establishing control over the effective execution of activities;

3) striving for a positive result.

Important components that regulate sanogenic behavior determine the level of reflection in the mind of such aspects as motivation and personal values, its life meanings, emotional experience. This component serves to ensure the activity of a person in a certain field of activity [11].

I.S. Kholmagorova and N. Garanyan learn to manage their thoughts using sanogenic thinking, and they say that the organization of psychological-pedagogical activities based on the following specific directions can give good results in order to develop sanogenic thinking in people:

- a direction that includes the creation of the content, form, and methods of pedagogical components of a practical nature that can be applied to the activities of youth associations and organizations;
- socio-pedagogical direction of implementation of the system, which provides for the implementation of spiritual-educational, pedagogical activities;
- a socio-psychological direction that covers the clarification of motivational sources [15].

According to the scientific views of G. Lefrancois, the way and quality of a person's social life, the conditions of socialization, his selection as a sanogenic behavior that ensures his effective relationships, the social environment of this person determines the meaning of a person's life, upbringing, education, knowledge, skills, a certain profession - is a result that depends on the creation (organization) of optimal conditions for him to acquire a profession and comfortably satisfy his needs [6]. (Lefrancois, 2003)

N.D. Tvorogova criteria of sanogenic behavior in the development of sanogenic thinking - his activity, control of emotions, motivation, personal development, practical behavior, self-control, sociability and collective psychology, understanding of human relations and social rules and correct The developer of existing social behavior management criteria related to drawing a conclusion explained the need [12; B-125].

I.N. Trofimova (2005) explained the characteristics of sanogenic thinking based on the following criteria:

- - a person's sense of responsibility in following social rules;
- the ability to establish impartial relations, effective communication;
- sense of self-esteem;
- speech behavior;
- follow the rules of personal hygiene;
- moral principles and values;
- ✓ spiritual consciousness and spiritual character [13; B-125].

A.G. Kovalyov studied the psychological characteristics of the student's personality and proposed the following structure, which can be the basis for the analysis of sanogenic thinking:

- 1) direction and character of a person (interests, needs, system of ideological relations; worldview; content of spiritual life, moral qualities; regulation of a person's behavior in a social environment);
- 2) management system (self-control, emotional and voluntary qualities and correction of behavior);
- 3) study of capabilities (tendency and ability, nervous system and temperament, system of cognitive mental processes) [4; pp. 17-29].

The German scientist H. Renschmidt draws attention to several important situations related to somatic changes during adolescence:

1. Interest in the body and its functions increases. Acceleration has a positive value on the one hand, but on the other hand it complicates the situation of young men and women. Relatively early physical development of adolescents leads to increased social demands, regardless of their mental development.
2. Adolescents become more aware of changes in their bodies, and "deviations" from normal development can be extremely difficult for them to accept and cause depression.
3. Lack of understanding of the specific features of puberty can be inadequately accepted not only by teenagers, boys and girls, but also by their parents. This has been shown to be associated with short-term physical changes associated with imbalances in the body [7].

Summarizing Sanogenic thinking, "Sanogenic thinking is the optimization of cognitive processes (attention, imagination, memory, feeling) and the positive qualities of the mind: intelligence, flexibility, independence, critical thinking, the ability to act on reason, and thinking that creates internal conditions to fight stress." can be defined.

EXPERIMENTAL RESEARCH

Factors for the development of sanogenic thinking in a person: the development of thinking characteristics, the strengthening of cognitive processes in relation to the educational process and the formation of skills and competencies related to the characteristics of a person's thinking, emotional intelligence, the creation of a morally healthy environment in the family, the factor of helping the child to form his personality, the factor of accustoming the child to reading and learning from an early age ; the factor of forming the qualities of honesty, correctness, hard work, human dignity, loyalty, loyalty, patience, and gratitude from a young age; that education and upbringing in family relations are properly implemented; it is necessary to pay attention to such factors as the observance of social rules established in the society, empathy, the provision of strong knowledge in educational institutions and the rational flow of the master-student system.

From the components: reflexive, regulatory, goal orientation, success motive, level of sanogenic thinking, social thought, dependence, independent, enterprising and fighting, understanding of the meaning of life, development of social conditions. Among the criteria: conscious activity of a person, emotional will, control of emotions, motivation, personal development, acquisition of knowledge and skills, social support, social behavior, self-control, communication, collective psychology, human relations and social rules and needs the existing social behavior management criteria related to understanding, making the right conclusions are determined.

Sanogenic thinking development functions:

a) communicativeness - communication, exchange of information, openness, having a culture of communication, perception and understanding of the parties entering into communication;

b) perceptive function - the quality of observation that serves to master, perceive, feel, enter the inner world of others, and understand subtle aspects of mental states;

c) Acmeological function - striving for a higher peak, performing actions aimed at reaching maturity, purposeful activity;

g) Axeological function - formation of qualities that express national customs, traditions, loyalty to values, national ethnographic way of life;

d) Sociological function - a person as a socio-psychological being is always under the influence of the social environment and understands them. Spiritual and moral education aimed at the formation of social consciousness, social behavior and social activity (patriotic education; military patriotic education; international education, civil education), studies social image, social image, imagination. Social norms, sanctions, roles as social mechanisms help to control and coordinate individual behavior in a certain sense; [46].

e) Valeological function - health, expressing the meaning of being healthy, achieving the preservation of social activity in the environment of individual mental, physical, physiological health, work ability and maximum length of life;

or) Reflexivity function - correct understanding, analysis and evaluation of oneself and others' actions and situations;

j) Creativity function - the ability to think unconventionally, creating unique values, adopting non-standard solutions, based on unique and unrepeated ideas.

The main principles of sanogenic thinking:

- Acknowledging the reality of feelings - recognizing that an emotional state is the result of thinking. The essence of sanogenic thinking is a constructive review of past experience, ineffective actions that serve everyday life;

- Influencing moral behavior.

- The regulatory principle refers to self-observation. This is self-observation, reflection, introspection, first of all, when a person allows himself to explore his capabilities, and secondly, he monitors his own activities.

- The principle of self-awareness - developing the ability to distinguish between mental habits and automatisms that contribute to the emergence of certain emotions, as well as awareness of one's own behavior. This is the principle by which the process of self-realization provides the process of emergence into individuality.

-The principle of the scientific nature of everyday consciousness means that sanogenic thinking does not occur by itself, it must be taught: the formation of mental abilities that allow you to control thoughts and emotions. [16]

Negative relationships in the family are also an obstacle to the development of sanogenic thinking in students. Sometimes a child suffering from parental indifference gets tired of fighting: "I'm not loved, I'm not needed, leave me alone," the child begins to express his helplessness. The situation in such a family is very difficult, the child condemns himself to loneliness, avoids everyone, most of the cases of suicide among teenagers come from this psychological situation [17; p. 373]. As a result, he becomes unloving, cold-hearted and feels alone in life.

Young people's inability to adapt socially and psychologically to the micro and macro environment can increase the likelihood of them being influenced by foreign ideas and groups. In the process of education and upbringing, it is appropriate to pay attention not only to the improvement of knowledge, skills, and abilities of a person, but also to the formation and development of assertiveness in him. For this purpose, implementing measures aimed at developing critical thinking, reflection and assertiveness, researching means and methods of psychological manipulation and eliminating its effects, forming the necessary skills in young people are among the important tasks that need to be given importance at the present time.

CONCLUSION

Sanogenic thinking helps to overcome negative emotions and mental stress. Through such positive thinking, teenagers acquire the ability to concentrate, draw the necessary conclusions from the ongoing processes. The following conclusions were reached in this chapter, which is devoted to the study of the psychological mechanisms of the development of sanogenic thinking: The psychological health and protection of a person is manifested in the presence of complex, multi-level social, socio-psychological and individual-personal mechanisms, and the formation of psychological protection of a person, the study of some directions and main levels of its activity, in turn, allows us to imagine its character as a system.

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