



Psychological Aspects of The Development of Sanogenic Reflex in Future Social Work Employees

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Article History	Abstract
Received: 06 June 2023 Revised: 05 Sept 2023 Accepted: 09 Nov 2023	<i>In this article, the relevance of the problem of development of sanogenic reflection is based on the author's comparative analysis of the essence of the concepts of sanogenic and pathogenic thinking, the content of their special features. Cognitive, emotional, motivational and existential spheres of the person are distinguished as psychological (subjective) factors affecting the development of sanogenic reflection. Also, the content of the following motivational, cognitive, emotional-emotional and regulatory criteria indicators is explained in order to determine the level of development of healthy thinking ability in a person.</i>
CC License CC-BY-NC-SA 4.0	Keywords: Future Teacher, Adolescence, Sanogenic Thinking, Pathogenic Thinking, Sanogenic Reflection, Motive, Motivation, Cognitive Field.

1. Introduction

The current rate of development of the world community, the increasing natural and social genesis, the intensity of the dynamics of human life, the complexity of the socio-economic changes and reform processes taking place in the life of society serve as various emotional and mental stress factors in the individual. In this regard, the important task of the modern higher education system is to educate students who can cope with such factors, who have mastered the skills of positive and dialectical thinking, who can correctly perceive the happening events, who have realistic optimistic forecasts, i.e., sanogenic thinking.

Uzbekistan has entered a new stage of development based on the principle of "From national revival to national rise". The intensity and demands of the new era are making clear and strict demands on the education system. After all, - "... only when these two processes are organized on a mutually harmonious and continuous basis, patriotic young people who are polite, have moral qualities, high spirituality, at the same time are knowledgeable, intelligent, mentally and physically healthy, have a broad worldview and thinking, and possess modern professions. will grow¹. Based on this, it can be said that the educational process in the modern higher education system should be organized based on the principle of a personal humanistic approach and should be focused on the formation of new innovative thinking skills in students.

At this point, a legitimate question arises: "Why is it necessary to develop sanogenic reflection in future social workers?", "What is the meaning of the thinking of students of higher educational institutions, their age and individual psychological characteristics?".

By future social workers we mean students studying in higher education institutions or universities. In youth periods and pedagogic psychology, this period is called adolescence. Adolescence is mainly characterized by the beginning of an independent life. These changes in life affect the student's personality and self-awareness. During the student period, the scope of interest in knowledge begins to acquire an increasingly practical character. In them, sensitivity, observation develops further, logical memory begins to play a leading role in the educational process as a rational way of remembering. Together with the development of thinking, the vocabulary of learners also develops. By reading and understanding literary works of various genres, the student learns to think independently, reason and debate.

The process of self-improvement plays an important role in the life and activities of young people during the student years, but the components of self-management (self-analysis, control, evaluation, verification, etc.) are also of particular importance. At this age, the components of self-control gain practical expression by comparing the ideal (high, stable, perfect) "I" with the real (accurate, true) "I". In our opinion, the students' ideal "I" has not been sufficiently checked based on certain criteria, so it is inevitable that they sometimes feel random, abnormal, and therefore, the real "I" is far from the true assessment of the individual. Such objective and subjective contradictions in the development of the student's personality can create internal insecurity about one's personality and a negative attitude towards studying. This situation determines the issue of development of sanogenic reflection in students as a socio-psychological necessity. Based on this, the main goal of the research work was to initially study the content of sanogenic thinking on a scientific basis and clarify the psychological (subjective) factors affecting the process of developing sanogenic reflection in future social workers.

2. Materials And Methods

Observation, literature and research results analysis, pedagogical-psychological analysis, comparison, systematization.

3. Results and Discussion

Literature Analysis

Sanogenic thinking is a healing, supportive and inspiring way of thinking. Also, the form of sanogenic thinking consists in revising and organizing personal pathogenic (unhealthy thinking) stereotypes of thinking and learning using a certain algorithm, and is the ability to correctly reflect the problems and difficulties that arise during certain activities.

Every person during his life often experiences asthenic (unpleasant) feelings or encounters uncomfortable situations that cause negative emotional experiences: resentment, distrust, failure, despair, impatience, guilt, etc. Some of us lose ourselves in the face of such real emotions and our mental strength weakens. Others quickly come to terms with themselves, quickly overcome such unfavorable situations and are able to find a decent place in life. So, this condition is related to what quality or characteristic in a person? What personal qualities help you choose the best method? Is the individuality of human thinking important in such situations?

Experts in psychology, medicine and pedagogy are trying to find answers to these and many other questions.

In modern psychology, these situations are considered an integral part of the problem of sanogenic thinking or sanogenic reflection, and foreign scientists Yu.M.Orlov (1991, 2004, 2005, 2006)¹, S.N. Morozyuk, E.V. Miroshnik², K.E.Izard³, Dj. Dewey⁴, R. J. Sternberg, K. Sternberg⁵ pay special attention to researching the foundations of sanogenic thinking. Among the scientists of our republic, E.Goziev⁶, V.M.Karimova⁷, Z.Nishonova⁸ and others, Canogen pay special attention to researching the essence, nature and mechanisms of reflection, psychological features of the thinking process, the social content of thinking, and the pedagogical and psychological basis of developing the ability to think independently.

As we know, in most cases, a person's thinking process is mainly directed to external events, that is, to the "object". But it is not enough for a person to pay attention to the outside world in order to perform activities. He should control himself, his emotions, his actions, that is, he should know himself well. Until recently, there was only one attempt to classify thinking in psychology according to its orientation to the external and internal world: realistic - autistic. In this regard, in pedagogy-psychology, in order to analyze a person's thinking aimed at self-awareness and self-control: sanogenic and pathogenic types of thinking are distinguished.

The most systematic and voluminous problem of sanogen thinking was studied by Yu.M. Orlov. According to the scientist, "... the main task of healthy thinking is to create conditions for achieving the goals of self-improvement of a person: harmony of characteristics and qualities, harmony with oneself and the environment, elimination of bad habits, management and control of emotions. Yu.M. Orlov suggests "sanogenic", that is, "healthy thinking" as a form of thinking that reduces internal conflicts, tension, and brings health. On the contrary, normal thinking, programmed by cultural requirements, reproductive, controlled by automatism, can be called pathogenic (unhealthy, harmful), that is, disease-causing thinking⁹.

A person should be able to control not only his actions and emotions, but also his way of thinking in accordance with certain rules. Based on this approach, two types of thinking are distinguished: sanogenic and pathogenic thinking.

Russian scientists O.S. Grebenyuk and T.B. Grebenyuk, who studied the problems of individual education and training of a child, explain these forms of thinking as follows:

- Sanogenic reflection is a way of thinking that reduces internal conflict, tension, and anxiety, allowing you to manage your thoughts, feelings, needs, and desires, and thus prevent illness.
- Pathogenic reflection is an incorrect reflection of problems that arise during certain activities. Also, the use of unreasonable reflexive stereotypes in difficult conditions of activity and regulation of emotional processes, which ultimately leads to failure¹.

In contrast to the traditional concept of thinking as a set of mental actions, the term "sanogenic reflection" that is, "sanogenic thinking" reflects the solution of internal problems (for example, insecurity, fear, experiencing failure, etc.). G. Miner understands this concept as the ability of "emotional thinking"². Describing the specific features of this way of thinking, the researcher notes that the cognitive process is relegated to the second level and pushed into the background. Emotions appear as a mechanism that controls a person.

A.L.Rudakov³ analyzes human behavior in severe stressful situations and explains the meaning of "sanogenic reflection" as follows: "... is to pay attention to the surrounding world, perceive the current consciousness, make the necessary decisions and reflect on them.

Psychologist A.B.Rossokhin, who has studied the role of personal sanogenic reflection in changing the state of consciousness and the factors affecting the effectiveness of human psychocorrection, singles out the following positive features of the sanogenic way of thinking:

- teaching healthy thinking provides many positive changes in a person;
- sanogenic thinking serves as a means of ensuring diversity and independence of mental activity⁴.

In his research work, S.N. Morozyuk analyzes the personal and character traits of students of higher education institutions psychodiagnostically and defines "sanogenic reflection" as a component of healthy thinking. Sanogenic reflection is the ability to objectively see and evaluate a person's self, emotional experiences, thoughts and problems, allowing to choose the right ways of behavior in different situations.

According to the researcher, "sanogenic reflection is a factor for optimizing personality accentuation and increasing the efficiency of students' study activities, and the model and algorithm of forming sanogenic thinking is an important condition for the development of sanogenic reflection"⁵.

Emphasizing that "formation of human thinking is a long-term and complex process," psychologist-scientist E.G. Goziev makes the following point: "Gross mistakes in moral education have a negative impact on the child's mental world. Therefore, it is necessary to pay special attention to the issue of fundamental reconstruction of the worldview of the individual, humanization of the educational process"⁶.

In order to better understand the nature of sanogenic and pathogenic forms of thinking, it is necessary to distinguish their important features and compare them with each other (see Table 1).

Table 1 Important features of sanogenic and pathogenic reflection⁷

Sanogenic reflex	Pathogenic reflex
The dynamism, flexibility, reflexivity of thinking: observes all situations related to the way a person thinks.	Complete freedom of imagination: detachment from the reality that is not controlled by consciousness - the absence of the habit of controlling and limiting thoughts.
Introspection: thoughts based on analysis, carried out against the background of a person's internal self-observation (sharp and strong feelings no longer appear)	A constant anxious situation contributes to the accumulation of negative experience, constant anxiety requires more effort. Stereotyping in thinking.
A person knows the structure of mental states: he understands how insecurity, guilt, failure and other realities work.	A complete lack of reflexivity, the ability to look at oneself and one's situation from the outside, and the ability to correctly assess the situation.
The existence of individual knowledge about social stereotypes, cultural behavioral programs	Orientation to negative emotions and failure, low self-confidence, lack of will are characteristic.

Diversity of thinking, stability of attention and volition: this allows for self-analysis.	Unconsciousness of thought processes: this is explained by our inability to control ourselves, our situation.
Forms the ability to control thinking and imagination.	Uncontrollable thinking, instability of needs and motives.
Locus (self-observation) is the locus of control, which ensures a positive activity result.	It does not allow a person to reflect the situation emotionally positively, which causes chronic stress, conflicts with himself and others.
It allows a person to give a constructive tone to the problems that arise in life, and avoid destructive ones.	A low level of emotional intelligence and, conversely, a high level of protective reflexes.
It allows to get out of problematic situations psychologically rationally (without negative impact on oneself and health).	The low level of personal reflection does not allow the correct analysis of problematic situations.

Sanogenic (healthy) reflection is one of the non-traditional ways of protecting human health and ensures the formation of new thinking skills. Also, the skill of sanogenic thinking makes it possible to master different ways of thinking, to give it freedom, to reduce excessive manifestation of emotions. To master the skills of sanogenic reflection, a person must first cultivate a new way of thinking about specific emotional states (eg, hatred, shame, failure, insecurity, inadequate evaluation, and negative thoughts). In this way, a person gets rid of certain stereotyped thoughts and behavioral skills that he has.

On the basis of observing the process of human perception of the environment, it is possible to study his sanogenic and pathogenic (unhealthy) thinking skills. Pathogenic thinking is a set of negative views that harm human health, and it is explained by emotional instability and conflicts that arise in the process of personal and interpersonal relationships.

The Scientific Essence of The Article

Although a number of qualities and features of the problem of healthy thinking and sanogenic reflection have been thoroughly studied by the above-mentioned scientists, the analysis of the factors affecting the development of sanogenic (healthy) reflection in the individual has not been highlighted.

The development of sanogenic reflection in future social workers is a complex process, and it should be taken into account that a number of factors influence this process. In the medical-philosophical direction of researching the problem of human thinking, a set of personal hygiene rules related to a healthy lifestyle, medical therapy tools and the harmony of the spiritual and material world are evaluated as factors, and in scientific research works in the direction of pedagogy and psychology, the research of socio-pedagogical and psychological factors is considered separately. attention is drawn. Below we will discuss the psychological aspects (factors) of developing sanogenic reflection in students.

The development of sanogenic reflection in a person requires taking into account the influence of many psychological (subjective) factors. Including self-awareness, i.e. self-evaluation and desire; compares oneself with other persons; freely, openly and meaningfully express their thoughts; Emotional characteristics such as the ability to listen to the opinion of others and the ability to compromise, the development of a person's motivational sphere, individual psychological characteristics of a person, and the age factor play an important role in this process (see Figure 1).

The process of developing sanogenic reflection is related to the level of development of students' cognitive skills. In the process of cognitive development, the information a person receives about the world, how it is stored in memory and transformed into knowledge, and how this knowledge affects our attention and behavior is studied. The cognitive sphere covers the entire spectrum of cognitive processes - from perception, perception, attention, understanding, memory, imagination, formation of concepts (understanding), thinking, memory, to the development processes of language, emotions and intellect¹.

The cognitive sphere is manifested in the way of thinking (worldview) of a person, summarizing all levels of cognitive activity (knowing, understanding, understanding, evaluating). According to the analysis of the literature, if a negative situation is noticed in one of these levels, this in turn will not affect the thinking process of a person.

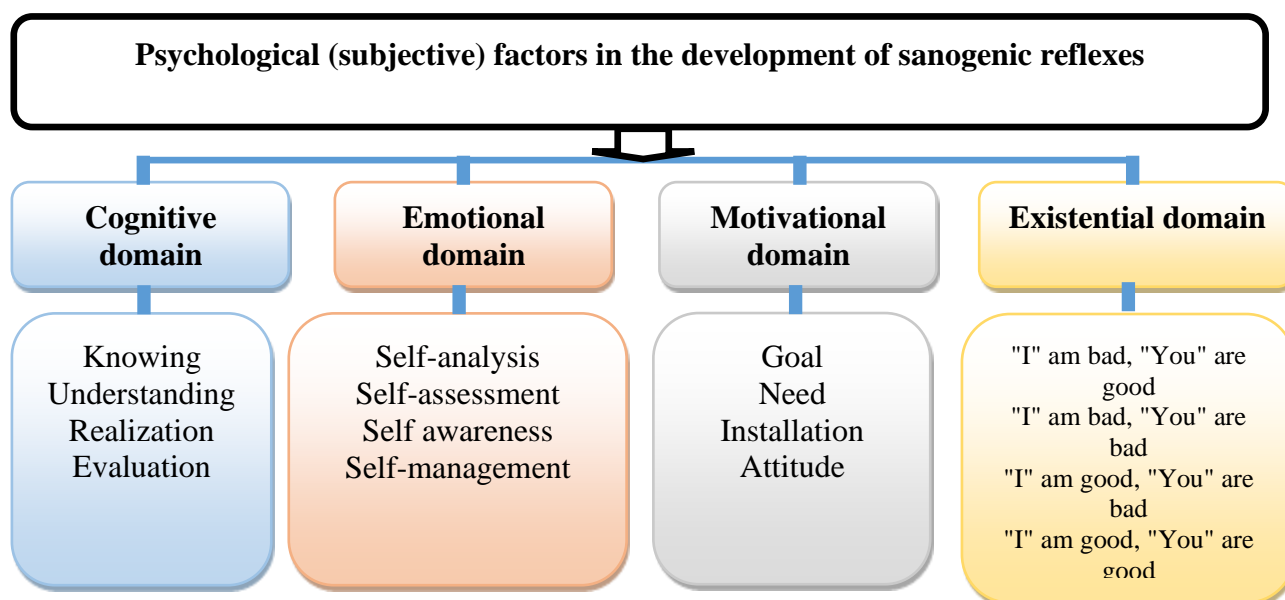


Figure 1. Psychological (subjective) factors affecting the development of sanogenic reflexes¹

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The development of sanogenic reflection is inextricably linked with emotionality. It is necessary to eliminate negative emotions in the person and replace them with positive ones. For example, it is necessary to form a communication style based on the principle of humanity and subjectivity in students. At the same time, it is necessary to develop the feeling of self-confidence in the student in various situations. If humanity means attitude towards others, then subjectivity means self-confidence, attitude towards oneself. That is, it serves to create the feeling of "I" in a real sense in the student. In addition to mutual respect and trust, being able to let go of one emotion and call for another instead, learning to manage fear is also related to the emotional aspects of important psychological factors.

The personal motivation field is also among the subjective factors affecting the development of sanogenic reflection. We all know that any activity arises under the influence of certain motives and takes place only when sufficient conditions are created.

"Motive" (Latin. motive - a driving interest, need) is a motivating reason for activities related to the satisfaction of certain needs.

"Motivation" is a complex, multi-level system of encouraging a person to act, which embodies needs, interests, motives, ideals, aspirations, assumptions, emotions, norms, values².

In this case, motivation is the process of movement of motives, a set of motives that urges a person to the main activity. Based on this, we can say that his motivational system has an impact on all processes (physiological, mental, cognitive, emotional, etc.) that take place in the subject. Also, the subject's motivational sphere is the initial criterion in the formation of personal positions, that is, the image of "I".

The development of sanogenic reflection requires an existential approach, and this in itself is directly related to the degree of formation of the image of "I" in a person. According to the existential approach, we have four main personal positions:

- 1) I am "bad", You are "good" (depression);
- 2) I am "bad", You are "bad" (despair);
- 3) I am "good", You are "bad" (superiority);
- 4) I am "good", You are "good" (success)³. So, the fourth position of the image of "I" is the position of a person with absolutely healthy thinking.

In fact, many people have the capacity for healthy thinking, but it is not stable. Because they often move from one position to another. People of this type are those who lack independence and emotional

stability. Thus, the existential sphere is the ability to manage the physical and mental state of a person and to maintain them at the desired level, characterized by the harmony of feelings and thoughts, words and actions. This area helps a person to enter into certain relationships with other people. A person's relationship with members of society is defined as a social necessity. Also, this area performs the function of choosing new ideas, interpersonal relationships and the direction of activity.

4. Conclusion

The need to develop sanogenic reflection in future social workers is explained by healthy thinking, reducing the pathogenicity of thinking, creating the need for self-development and ensuring proper organization of educational activities. This situation makes it necessary to pay special attention to the following aspects:

- first, to educate a person spiritually and aesthetically;
- secondly, to form an active point of view in the person towards the problems in the life of the society;
- thirdly, as a future specialist, they should increase their knowledge and develop self-development skills. This is the basis for their interpretation as a social group protecting the health of the whole society in the future. Also, the formation of sanogenic reflection is particularly relevant in connection with the social, economic, political and practical importance of the development of society. Therefore, it is appropriate to consider healthy thinking as a means of ensuring the personal development of students.

Based on the analysis of psychological factors affecting the development of sanogenic reflexes, the implementation of this process on the basis of the following criteria ensures the achievement of positive results:

- 1) motivational criterion;
- 2) cognitive-reflexive criterion;
- 3) emotional-emotional criterion;
- 4) regulatory criterion.

The motivational criterion is determined by the presence of a personal need to learn new skills and a high level of motivation to achieve success.

The cognitive-reflexive criterion is explained by a person's understanding of the content of a certain activity and having sufficient knowledge about it, freedom of imagination and the ability to reflect the acquired activity skills and experiences. In this case, a person understands, studies and compares the content of events by observing and analyzing the processes that have taken place. This is reflected in the ability to easily direct the object of thought to another object and the flexibility of thinking.

The emotional-emotional criterion is the manifestation of positive emotional experiences, a tendency to optimism, a positive emotional state, a high level of psychological well-being, a manifestation of a positive emotional reaction to environmental stimuli, a high level of satisfaction with the quality of life, satisfaction with self-awareness.

The regulatory criterion is explained by a high level of voluntary self-control, the ability to deviate from stereotypes and norms of behavior, to resist negative feelings and to respond appropriately to changes in the environment.

In conclusion, we can say that the healthier a person's thinking is, the healthier his mind, body, and spirituality will be. The more pure and free a person's way of thinking is, the healthier he thinks. A person who has these qualities is considered to be the owner of healthy thinking. From this point of view, the formation and development of sanogenic reflection in young people is of great importance.

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