

THE SOCIAL IMPORTANCE OF DEVELOPING SANOGENIC THINKING IN A PERSON

Abdurahmanova Zuhra

New Age University, Special Pedagogy Department
Associate Professor, PhD in Psychology, Associate Professor

Abstract

This article presents the scientific views of scientists on the importance of thinking and thinking, the social psychological features of healthy thinking in the development of the individual.

Keywords: Personality, thought, thinking, sanogen thinking, motive, activity, behavior, activity, perfection, knowledge, skill.

Introduction

In the advanced experiments of foreign scientists there is a tradition of scientific-theoretical study of socio-psychological aspects of sanogenic thinking. In these theories, the genesis of categorical definitions is considered in relation to how it is interpreted as a social psychological phenomenon.

In the development of socio-economic relations in the world, it is becoming increasingly clear that human intelligence and spirituality are the main coordinating, developing factor and tool. It sets a number of tasks for the state and society in the socio-political, economic and spiritual spheres of the countries involved in the process of globalization.

The changing moral and ethical values, the rapid flow of destructive information play an important role in ensuring the socio-psychological security of citizens and require appropriate action at the individual, group and community levels.

A person's health and healthy lifestyle help him to be physically and mentally strong, as well as mentally healthy, spiritually and morally mature. Admittedly, human health is closely linked to a sensible lifestyle. So, first of all, it is important to understand what health is. Health is a balanced unit of biological and physical, mental and spiritual activity of the human body. Health is a necessary condition for the happiness of everyone, the development of their productivity, the spiritual and educational, socio-economic power of the country, the well-being of the people [14, p. 40].

In the words of the Russian academician IP Pavlov, if man became the "ruler of being" because of thinking, animals would remain "slaves of nature" forever. Thinking, therefore, is the process of expressing reality directly, in words, in a generalized way. The external expression of an event in the environment is reflected in the processes of perception, cognition, imagination in a bright, figurative way, in various signs, spatial location and movement. In thinking, however, one realizes their complex connections [7, p. 8]. Thinking is the highest form of human mental

activity, which is formed and developed in human experience, on the basis of intuition, perception and imagination.

According to J. Piaget, the 3rd period, the period of formal operation (11-15 years), is the transition from adolescence to adulthood, independence, and broad thinking. In the formation of perfection, first of all, the question of the development of sanogenic thinking is raised. Perfection is a set of knowledge and skills to protect the health of the student and to direct their activities to the development of society, goodness, as well as to protect themselves from various medical, environmental, social and economic threats in modern life. [8; p. 30].

"The basic law of human life is the pursuit of superiority and superiority. The constructive application of this aspiration is reflected in the activities of individuals who serve to carry out activities in the public interest," said the British scientist A. Adler [1; p. 23].

According to Rogers, all human actions are based on a generalizing motive. He calls this motive the tendency and motivation to be active [12].

According to the Russian psychologist P.Ya. Galperin, thinking is an orientation - a research activity, an orientation process, that is, orientation is a process, orientation is an activity. The scientist explains that the science of psychology is the study of the process of orientation of the subject to thinking in solving intellectual problems [4; p. 145].

According to the German psychiatrist K. Leongard (1903-1988), people with a lack of sanogenic thinking according to the typology of personality - inability to control themselves, lack of control over their desires and aspirations, lack of control over the predominance of physiological tendencies in these types of individuals. thinks. They are instinctive, impulsive, rude, naughty, rude, obscene, rude, and rude. Such people are active participants in various conflicts and debates. Serjahl, serzarda, jizzaki, often change jobs, can not get along with the team "[6; p. 54]. American professor T. Shibutani (1920-2004) in the textbook "Social Psychology": referring to the thinking of the person - " This means that a person must first understand himself, be able to control his behavior, be able to manage himself in interpersonal relationships. Such a personal task can be accomplished through the development of sanogenic thinking [11; p. 51].

According to PI Ivanov, "thinking is such a mental activity of a person that it allows him to reflect (know) the reality in the most accurate (correct), complete, deep and generalized way, and to engage in rational practical activity again. gives "[7; p. 261].

AVPetrovsky "Thinking is a social process, formed on the basis of the social environment, which is closely related to speech, a mental process of searching for and discovering an important innovation, in other words, thinking is directly and generalized in the analysis and synthesis of reality. It is a process of development," he said.

It is known from the views of AV Petrovsky that the influence of interindividual (subjective relations of individuals in activity) interpersonal relations is important in the development of the individual, health, the development of sanogenic thinking. "Contribution") is greatly influenced by the social environment [8; pp. 13-14].

L.C. Vygotsky emphasizes the importance of thinking in a person's social life: "Thinking begins where emotional cognition is no longer sufficient or even weakened. Contemplation continues and develops the work of intuition, perception and imagination in relation to cognition "[3, p. 15].



Russian psychologist OK Tikhomirov writes: is the activity of knowing "[10; p. 26] Yu.M. Antonyan's research shows that pathogenic ideas in humans are directed to certain events, objects or social structures, which, as a result of the subject's frustration, lead to destructive actions such as alcoholism, drug addiction or suicide [1]. Therefore, there is no doubt that a person needs to maintain his health (physical, mental, spiritual) and maintain a healthy lifestyle. In order to develop sanogenic thinking, it is necessary to prevent the development of pathogenic thinking characteristics that can be encountered in adolescents.

According to the theories of many psychologists, the control of emotional states occurs quickly in people with a stable character, unstable, hesitant, timid, indecisive people regularly control themselves. Exposure to personal emotions has the property of preventing it until obvious signs of emotional imbalance appear. Dangerous situations, high responsibility, anticipation of the possibility of an event in an emergency, special methods of human self-influence, such as "self-confidence", "self-government", "self-command", "analysis of one's own purpose" tries to avoid problematic situations using.

When a person works with the mind, he can easily get out of various psychological situations. A person who behaves at work without giving in to emotions in communication does not always go beyond the rules of society. There are two such mental mechanisms: controlling emotional states and overcoming corrections. Limitation of emotional states. For example, a person asks himself: what am I doing?

M. Davletshin, one of the first founders of psychology in Uzbekistan, commented on the importance of thinking: Not only sound perception but his alertness and dedication too are most required. "[5, p. 43]

According to E. Gaziyeu: "The content of thinking depends in many respects on emotional experiences - amazement, surprise, a sense of novelty. The emergence of these feelings ensures that the mind is in a good mood, gives a person pleasure and interest. The truthfulness (falsity), correctness (inaccuracy), adequacy (inadequacy) of opinions, opinions, concepts, judgments and conclusions are determined by the presence of feelings of trust and doubt in a person. Joyful, pleasant, interesting moods and experiences for people accelerate the thought process, increase the speed of thinking. Conversely, emotional states, such as unpleasant feelings, sadness, fear, and stress, can weaken thinking and reduce productivity. Emotional states have a direct positive and negative effect on the direction of thought "[13].

According to Sh. Alimbaeva, a scientist who has studied the psychological features of the manifestation of anxiety in learning activities:].

First, emotions change the way the respiratory system works. For example, the speed and amplitude of breathing increases when pleasant emotions are triggered, decreases when unpleasant emotions prevail, breathing movements are accelerated and deepened during arousal, slowed down and shallow during exertion, and excitement. accelerates in time, and weakens, suddenly accelerates in surprise, slows down in fear, and so on.

Respiratory changes in different emotional states

- a) breathing in joy 17 times a minute;
- b) 9 times in active depression;
- c) 64 times in fear;

d) 40 times in anger.

Second, emotion is expressed in gestures, facial expressions, that is, gestures on the face, and meaningful movements throughout the body.

Third, it involves chemical changes in humoral behavior, such as the body's blood and other fluids, as well as deeper changes in metabolism.

An individual's internal and external body parts are not adapted to emergencies and situations (spontaneous, catastrophic, accidental, stressful, affective, risk-averse). If a person does not develop sanogenic thinking, he will not have the personal ability to anticipate, notice, fight, and overcome the feelings associated with fear of different situations. That is why the development of sanogenic thinking in adolescents who are just starting out in life is more important than ever. School practitioner psychologists, teachers, parents, and the general public need to approach the issue from a scientific and psychological perspective.

The speed of thinking that is reflected in common sense is needed, especially in emergencies, when a decision needs to be made in a very short time. The speed of thought is more important to students in school. For example, when some students are asked to put a new problem on the board, they get excited and lose themselves in front of the whole class. These negative emotions seem to slow down their thinking. The idea starts to work very slowly and often without success. These individual characteristics of some students need to be taken into account with the correct assessment of their mental abilities.

Analysis of scientific research shows that sanogenic thinking has a positive effect on human performance. Thus, one of the important aspects of the development of sanogen thinking in adolescents is to increase their interest in learning activities, the content of vital institutions, setting goals for development in important areas, the use of sanogen thinking skills, psychological support, personal needs.

In conclusion, the fruit of sanogenic thinking is knowledge, situation, and action. But the essence of thought is science, and nothing else. If knowledge is formed in the heart, the state of the heart will change. As the state of the heart changes, so does the activity of the organs. Sanogenic thinking is the basis and key to all goodness. The study of the socio-psychological features of the development of sanogen thinking in adolescents, who are the future of society, is also a social requirement, as human security, the national interests of states, has become a serious threat to the sustainable future of future generations.

References

1. Adler A. Practice and theory of individual psychology. SPb., 2003 - B-23.
2. Alimbayeva Sh. "Psychological features of the manifestation of anxiety in the educational activities of adolescents" T.: 2012, - P.149.
3. Vygotskiy L.S. Psychology of human development. - M.: Izd-vo Smyssl; Izdo-vo Eksmo, 2005. –S.665.
4. Galperin P.Ya., psichologii tvorcheskogo myshleniya // Voprosy psichologii. G.1982 - № 5
5. Davletshin M.G., Abdurahmonov F.R. "Development of psychological thought in the countries of the ancient East". - T.: 1995. –P.26.
6. Leongard K. Accentuated personalities (sbornik). Kiev. 1981.-B.23.

7. General psychology / Ed. A.V.Petrovskogo. - M., Pavlov I.P. Brain and psyche 1986. - P. 201-202.
8. Petrovskiy V.A. Psychology of inappropriate activity. - M.: Rossiyskiy otkrytyy universitet, 1992. - S.222.
9. Piaje J. Affektivnoye bessoznatelnoye i kognitivnoye bessoznatelnoye. Questions of psychology. № 6., 1996. –S.25 - 31.
10. Tikhomirov, O. K. Psychology of thinking / O.K. Tikhomirov. - M., 1984. –B.134.
11. Shibutani T. Social psychology. M.: Phoenix, 2002. - P.544
12. Ellis A. Humanistic psychotherapy: rational-emotional approach / Per.s angl.-SPb.:Izd-vo Sova; M.: Izd-vo EKSMO-.Press, 2002. - P.272.
13. Gaziyevev EG "Psychology of thinking" T.: "Teacher" Publishing House, 1990.-P.15.
14. Morosanova V.I. Individualnaya self-regulation and character of man // Vopr. psychol. –M, 2007, - S 59-68.
15. A PORTRAIT OF SOCIO-PSYCHOLOGICAL FEATURES OF CANOGENIC AND PATHOGENIC BEHAVIOR. Z Abdurakhmonova Евразийский журнал технологий и инноваций, 2(1 Part 3), 2 (1-3), 150-155
16. Scientific and Theoretical Interpretation of Socio-Psychological Aspects of Sanogenic Thinking. A Zuhra American Journal of Current Tendency and Innovation, 1 (1), 39-44.

