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# WAYS OF PLANNING AND ORGANIZING EMPIRICAL RESEARCH ON THE MANIFESTATION OF SANOGENIC THINKING IN STUDENTS

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Abstract:	Keywords
This article analyzes the pedagogical and psychological aspects of studying the characteristics of sanogenetic concepts in students. Using empirical methods, indicators of students' sanogenic thinking, volitional self-control, mental stability, and stress resistance were examined.	sanogenic thinking, stress resistance, volitional self-control, neuropsychological stability, social adaptation.

## Introduction

The training of competitive, independent-thinking, mentally stable and socially active specialists is one of the priority tasks in the higher education system, and in today's conditions of globalization and informatization, the study of the characteristics of students' sanogenic thinking is of great importance in modern pedagogical and psychological research. Sanogenic thinking is one of the important factors in stabilizing the emotional state of a person, increasing tolerance to stress and negative psychological influences, as well as ensuring personal development. Therefore, it is of urgent importance to scientifically study the level of development of sanogenic thinking in students and its pedagogical and psychological characteristics.

Theoretical analyses conducted to empirically identify the characteristics of sanogenic thinking in students allow for the organization of empirical research, the definition of its tasks, and the development of methodological foundations.

The main objectives of empirical research are:

- 1) determine the level of development of sanogenic thinking in students;
- 2) identifying the characteristics of students' sanogenic thinking;
- 3) conduct factor analysis and identify factors that form sanogenic thinking;
- 4) conduct a correlation analysis of the studied characteristics and identify connections with sanogenic thinking;
- 5) formation of a pedagogical-psychological portrait of a student with healthy and pathogenic thinking .

We understand the order or sequence of educational, cognitive, and transformative actions to explore students' sane thinking.

The choice of methods for studying the manifestation of sane thinking in students is determined taking into account the subject and the specific situation of its implementation, as well as the need for a systematic approach, obtaining reliable data, and accurate mathematical calculations of the results obtained. Empirical research transfer for diagnosis methods and methods selected .

To determine the general level of development of sanogenic thinking, the method of volitional self-regulation of A. Zverkov and E. Eidman, the scale of social adaptation of T. Holm, R. Rage, the method of determining personality types (“Jenkins questionnaire”) were used. This method allows to diagnose the equal expression of the predominance of sanogenic or pathogenic thinking in students. A separate analysis of the students' answers to each question allows to identify specific forms of manifestation of pathogenic thinking, and a mass, frontal examination of the group allows to determine the prevalence and dominance of specific forms of pathogenic thinking in it.

The criteria for regulating the formation of healthy thinking in students are as follows:

**Methodology 1. A. Zverkov and E. Eidmans volitional himself/ herself order to plant methodology .** Methodology volitional oneself himself/herself control to do indices values of “ determination ” and “ self-reliance” caught on the " get " scales study opportunity This gives style application for us very important because volitional himself himself/herself management level when every kind in situations own behavior control to do level , own actions , desires , situations conscious accordingly management ability it is understood that first in turn , in man cyanogen of thinking manifestation to be describes .

**Methodology 2 . Questionnaire for assessing neuropsychiatric stability.**

This methodology is aimed at determining the level of neuro-psychological stability of a person - his ability to maintain a certain level of pedagogical and psychological stability in adverse conditions and independently return to a state of equilibrium. Checking the level of neuro-psychological stability of a student is very important for us, since in the process of pathogenic thinking, the likelihood of mental disorders, tension and stress may increase. Under favorable conditions, a person's emotional state can turn into an optimal state, and under unfavorable conditions - into a state of neuro-emotional tension, characterized by a decrease in learning and performance efficiency. Students are distinguished by determination and self-control, which can be evidenced by their ability to consciously control their own actions, desires, states, and master their behavior in different situations. In general, students are emotionally mature, active, independent, and well control themselves in different situations. They are distinguished by self-confidence, firmness of intentions, and realistic views. They usually have a good understanding of personal motives, systematically implement their intentions, know how to allocate efforts and control their actions, have a bright social-positive orientation. However, students are somewhat impulsive, which can lead to inappropriate behavior.

As a result of the assessment of neuropsychological stability (according to the “Assessment of neuropsychological stability” questionnaire), the following results were achieved: the scale “there is a possibility of neuropsychological disorders, especially in extreme

conditions” prevails among students - 45.1%, a high probability of neuropsychological disorders is 41.2%, and 13.7% of students had low or high neuropsychological stability (Figure 1).

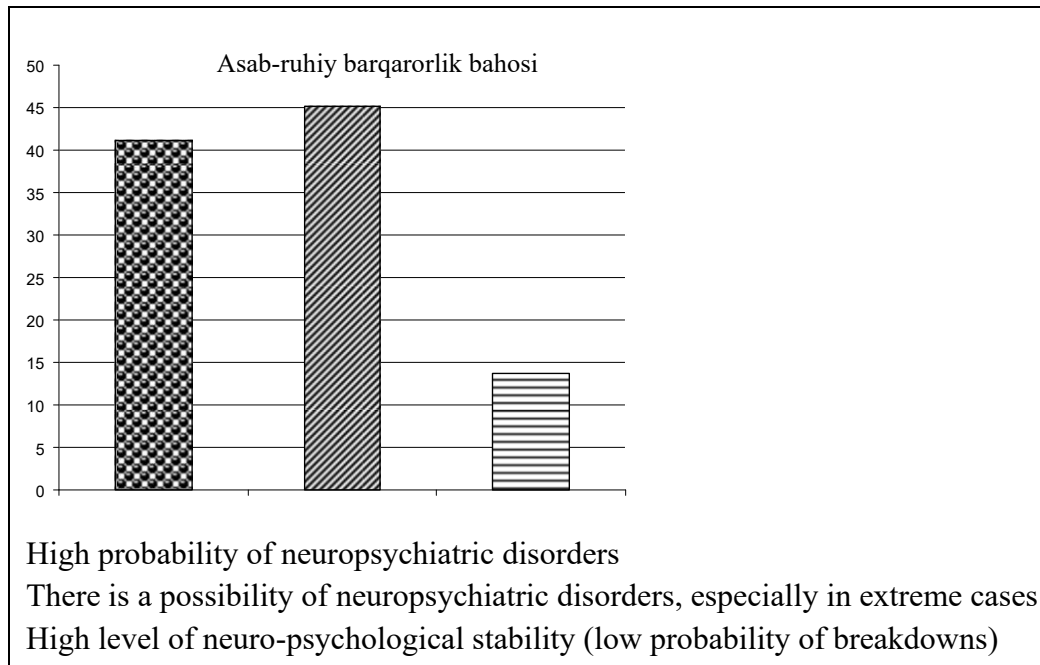


Figure 1 3 -methodology. T. Holmes and R. Rage social adaptation scale .

The methodology is aimed at determining stress resistance and social adaptation. Students are asked to recall all the events that occurred in the past year or this year and count their total number. The study of stress and other events in students also reveals certain manifestations of sanogenic and pathogenic thinking.

49.7 percent of students have type A personality, 34.9 percent are type B individuals, and 14.3 percent of young people belong to the mixed type AB (Figure 2).

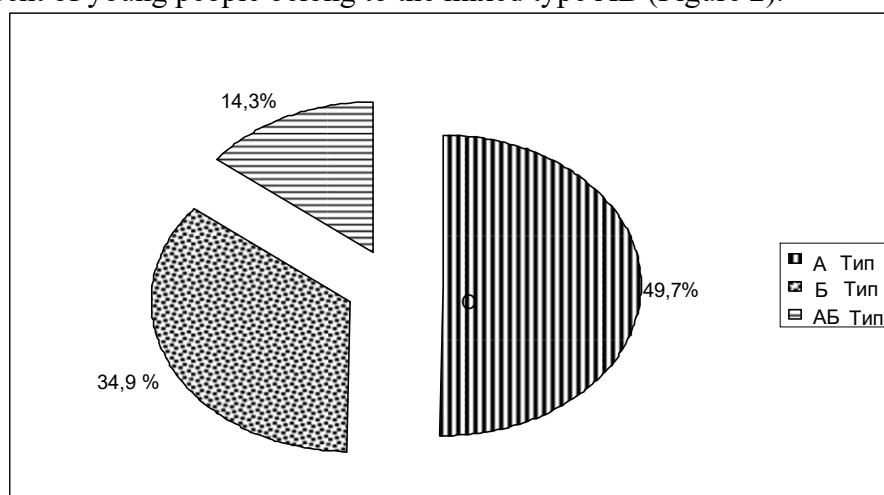


Figure 2

**Methodology 4** . Personality types determination methodology (“Jenkins Query ”) . Jenkins Query personality determine the type (A, B or Ab) for intended .

Specifically , we are type A person It is interesting because type A actions for psycho-emotional distress ( deep stress) danger factor is considered . Type A person priority , social to advantage , to activity bright manifestation to be and etc. besides , tension , ambition , often emotions manifestation in being instability , purpose in reaching determination and impatience with This is described . from style use pathogen thinking students to determine opportunity gives , because of tension manifestation to be , feelings and of experiences lack of control him/her defines .

The personal example of the educator is crucial in developing healthy thinking. Teacher:

- emotional stable to be ;
- conflict in situations constructive approach manifestation to do ;
- to the student respect with in a relationship to be ;
- communication to culture has to be need .
- The teacher's personal cyanogen thinking culture to the student directly impact shows .
- Sanogen thinking developed in students :
- to stress endurance increases ;
- independent decision acceptance to do ability is formed ;
- social relationship improves ;
- study efficiency increases ;
- professional to maturity achieve opportunity increases . This is education of quality to increase service does .

Take visited theoretical and empirical research in students cyanogen thinking features study modern pedagogical-psychological in research important importance has that showed . Sanogen thinking person's emotional stability to provide , to stress endurance increase , problematic to situations constructive approach and personal development provider important pedagogical factor is considered .

In students cyanogen of thinking development level to determine , its pedagogical-psychological features learning , sanogen thinking formative factors factorial analysis through designation and being studied indicators between dependencies correlational analysis based on determination tasks done increased . This for cyanogen thinking to diagnose aimed at one row psychological from methodologies used .

Research results this showed that cyanogen thinking students volitional self management level , neuropsychiatric stability , stress endurance and social adaptation with integral is related to . Sanogen thinking developed students problematic in situations emotional stability save takes , independent decision acceptance to do to the ability has will be and social in relationships active participation will reach .

Conclusion as In other words , the methods used in the empirical research process create an opportunity to identify the level of volitional self-regulation, neuro-psychological stability, stress resistance, and personal behavior types of students. The development of sanogenetic thinking in students is of great importance for strengthening their pedagogical

and psychological stability, increasing the effectiveness of their educational activities, and achieving success in their professional and social activities in the future.

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