

RESEARCH ARTICLE

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DEVELOPMENT OF SANOGENIC THINKING OF PRIMARY CLASS STUDENTS IN THE CONDITIONS OF DIGITALTRANSFORMATION

Abralova Munajat Dzhuraevna

Development Of Education In The Republic Chief Specialist Of The Scientific-Methodical Center, Uzbekistan

Abralova Zabarjat Djurayevna

Tashkent State Pedagogy Senior Teacher Of The University, Uzbekistan

Abstract

The article analyzes the relevance and theoretical foundations of the problem of sanogenic thinking and highlights the content of its structural components related to prioritizing the phases of the process of developing sanogenic thinking and sanogenic behavior in students. Also, the reform of sanogenic thinking in primary school students, the participation of an educator in this process are analyzed.

Keywords Sanogenic thinking, pathogenic thinking, sanogenic reflex, common sense, sanogenic behavior.

INTRODUCTION

To modernize the country in the new Uzbekistan, increase the quality of training of highly qualified personnel for sustainable socio-economic development, develop human capital based on the requirements of the labor market, introduce digital technologies and modern methods into the educational process, create highly qualified, creative and training of systematically thinking, independent decision-making personnel, creation of the necessary conditions for the manifestation of their intellectual abilities and formation as morally competent individuals are defined as the main strategic tasks.

A person should control his behavior, feelings, and mood in the process of social relations. For this, he needs to understand himself more deeply. Everyone should be able to control not only their feelings and actions, but also their way of thinking according to certain rules. In connection with this situation, pedagogic psychologists distinguish two

types of thinking: sanogenic and pathogenic thinking.

Sanogenic thinking (Latin: "sanus" - healthy and Greek - "genesis" - development) is a healthy thinking that controls feelings, inner experiences, thoughts and emotions.

Pathogenic thinking is a set of negative views that harm a person's health, and it is explained by emotional instability and internal conflicts that arise in the course of a person's self and interpersonal relationships.

Professor Y.M. Orlov, who developed the theoretical and practical foundations of sanogenic thinking, touched on the issue of human mental health and expressed the following opinion: "Sanogenic thinking is one of the most reliable ways of philosophy of life, mind and body health. This method allows to master new emotional and mental habits at a high level, accumulates the

experience of pathogenic thinking in the past. Sanogenic thinking is an effective way to improve the health of the human mind. That is, a method of eliminating crisis situations that have arisen during the course of a person's life with the help of mental support and emotional-emotional self-influence.

Continuing his observations, the scientist strongly emphasizes the following points: the main importance of sanogenic thinking is to create conditions for achieving the goals of self-improvement, i.e. harmony of character, self- He believes that it is to agree with himself and others, as well as to eliminate bad habits, to control his emotions, to control his needs.

According to Z.A. Abdirakhmonova, who researched the socio-psychological problems of the development of sanogenic thinking in students, the development of sanogenic thinking is determined by the high need for reflexivity in thinking and self-development. indicators affecting character are related to social factors such as educational process, interpersonal relations, professional development. T. N. Vasilyeva pays serious attention to the teacher's sanogenic thinking as a means of sanogenic upbringing of the child and develops a set of corrective and developmental games and exercises that serve to form sanogenic thinking in students. A. B. Rossokhin distinguishes the following positive features of the sanogenic way of thinking: mastering healthy thinking skills ensures many positive changes in a person; sanogenic thinking serves as a means of ensuring diversity and independence of mental activity.

Based on the ontological approach to the educational process, I.M. Spivak, who studied the problem of sanogenic thinking, evaluates healthy thinking as a new form of behavior. Based on this, the researcher distinguishes the following components of sanogenic behavior: reflexive, directional, managerial and meaningful. The ontological approach requires taking into account the age factor and age-related characteristics. It is necessary to determine the stages of activity based on the characteristics of the ontological approach in clarifying the structural components of the development of sanogenic thinking in students.

Factors for the development of sanogenic thinking

in primary school students: development of thinking characteristics, strengthening of cognitive processes in relation to the educational process and formation of skills, competencies, emotional knowledge related to the thinking characteristics of the individual, spiritual health in the family the factor of creating a good environment, helping the child to form his personality, the factor of accustoming the child to study from a young age; a 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 consists of following the social rules established in the society, empathy, the imparting of strong knowledge in educational institutions and the rational flow of the master-student system.

A person with a sound mind always gives positive reasons for his views, defends them when necessary, makes the right conclusions, and evaluates his duty fairly. A person with a sanogenic mindset positively resolves internal conflict. Therefore, in our country, special attention is being paid to the education of a well-rounded generation of people with sanogenic thinking.

We can express the need to develop sanogenic thinking in students as follows:

First, until recently, mainly psychological aspects of the problem of sanogenic thinking were considered. From the point of view of modern reality, there is a serious need to study its pedagogical aspects;

secondly, to reveal the nature of the form of sanogenic thinking as a pedagogical phenomenon, to clearly define its components, to determine the factors that determine a person's stable relationship to pathogenic (unhealthy) thinking;

thirdly, the process of developing the characteristics of sanogenic thinking requires clarification of the factors affecting it, pedagogical conditions, and scientific research. Development of sanogenic thinking in students requires a systematic and active approach. Based on this, we can define the main components of the development of sanogenic thinking as follows:

- motivational - awakening interest in sanogenic thinking;

- meaningful - covers knowledge and skills of sanogenic thinking, general cultural, professional and special competencies;

- active - covers methods of action, logical process of thinking, as well as methods of practical activity;

- reflexive - a person's thinking and analysis about professional and creative activity;

valuable - determines the existence of a valuable attitude towards the development of the individual's self and way of thinking.

The development of the sanogenic thinking of students, together with the proper organization of their future activities and ensuring that they achieve high professional success, will bring about the following positive situations:

- the sanogenic way of thinking serves to make a person mentally, physically and spiritually healthy;

- sanogenic thinking allows students to develop correct instructions and conclusions during their education.

At the same time, the use of heuristic methods should be combined with the use of algorithmic methods of creativity to effectively develop the creative abilities of schoolchildren. Based on the analysis of the literature (G.S. Altshuller, V.A. Bukhvalov, A.A. Gin, M.A. Danilov, A.M. Matyushkin, etc.), the following requirements for creative tasks can be distinguished:

- openness (content of a problematic situation or conflict);

- compatibility of the condition with the selected methods of creation;

- possibility to find different solutions;

- taking into account the current level of development;

- taking into account the age characteristics of students.

When choosing the content for the system of creative tasks, two factors were taken into account:

1. The creative activity of primary school students

is carried out mainly on the problems solved by the society.

2. Creative possibilities of the content of primary school subjects.

According to modern researchers, the most important pedagogical conditions for the development of children's creative activity are:

- change the nature of the activity;

- environment of benevolence in children's educational activities;

- formation of the team.

It is necessary to remember the importance of choosing a strategy of interaction between the teacher and the student when organizing artistic and creative activities. In practice, as researchers note, two methods are usually used when choosing an interaction strategy:

- development from the outside, as an intervention in the inner world of a person, imposing on him developed methods, norms of activity and behavior;

- internal development, such as encouraging activity, independence, responsibility, showing respect to the individual, revealing his unique opportunities, developing creative abilities.

In the process of primary education, it is important to create various conditions for the development of creative activity of students. For this purpose, determining the educational requirements and organizing its priority directions based on these requirements on the basis of searching education, creating problem situations and a technological approach to education prepares the ground for the effectiveness of the development of creative activity of students. Since primary education is considered the foundation of students' learning, it requires the development of creative activity in students starting from this grade. Therefore, the need to develop creativity and creative activity in students has become a problem on the agenda. After all, it is important to take into account the age characteristics of students in the development of creative activity of students of 1-4 grades, to conduct lessons in an unconventional way in the effective organization of education, and to use

innovative methods in lessons. Development of creative activity in students will help them become mature in all aspects.

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