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## THE IMPORTANCE OF A REFLEXIVE APPROACH IN DEVELOPING SANOGENIC THINKING IN STUDENTS

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### Abstract

This article analyzes the development of critical thinking skills in students based on modern pedagogical approaches. It highlights the essence of the concept of critical thinking, its components, and its role in the educational process. It also explores the pedagogical conditions, methods, and tools for improving the didactic system in developing students' logical, analytical, and sound thinking.

**Keywords:** Sanogenic thinking, didactic system, independent thinking, pathogenic thinking, reflection.

### Introduction

The rapid development of modern society places entirely new demands on the education system. Today, it is important not only to train knowledgeable specialists, but also those who are capable of independent thinking, making quick and well-grounded decisions in problematic situations, and defending their own viewpoints. In particular, the development of students' thinking skills in higher education institutions is considered an actual pedagogical issue.

Practice shows that although many students sufficiently master theoretical knowledge, they face difficulties in analyzing, comparing, generalizing, and applying it in practice. This situation is primarily explained by the insufficient attention given to the development of thinking skills within the educational process. From this perspective, improving the didactic system aimed at forming and developing sanogenic thinking skills in students is of particular importance.

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Sanogenic thinking is the ability of an individual to deeply and consciously assimilate knowledge, analyze it, highlight its essential aspects, and draw logical conclusions. In pedagogical literature, sanogenic thinking is often interpreted in close connection with critical, logical, and analytical thinking.

Sanogenic thinking enables individuals to focus their attention on events occurring in their lives as well as on their own cognitive processes, and to harmonize them. This, in turn, contributes to the direct observation and analysis of various phenomena and processes, as well as their practical visualization in a balanced intellectual and emotional context.


The development of sanogenic thinking skills is mainly manifested in the following aspects:

1. the individual's ability to independently control negative thoughts and emotional experiences;
2. self-analysis and accurate self-assessment, that is, the predominance of personal reflection;
3. emotional stability;
4. constructive problem-solving, as well as the reduction of stereotypical and pathogenic (unhealthy) thinking patterns;
5. a high level of reflexivity in thinking and a strong need for self-development, among others.

In the process of theoretical and practical study of the research problem, it has been determined that a reflexive approach is essential in developing students' sanogenic thinking. This indicates that the development of reflective knowledge and skills serves as one of the key factors influencing the formation of sanogenic thinking. This situation, first of all, requires a comprehensive psychological and pedagogical study and analysis of the process of reflection.

Reflection (from the Latin *reflexio* – “to turn back,” “to reflect”) is considered one of the forms of human consciousness and activity, that is, a movement of consciousness through which a subject becomes aware of their internal psychological states and experiences.

Reflection, in many respects, expresses the ontological dimension of human life and is regarded as one of its distinctive characteristics.

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In pedagogical literature, two main traditions of interpreting reflective processes are distinguished:

- the reflective analysis of consciousness that leads to the understanding and construction of cognitive and emotional experiences;
- the reflection through which a person understands oneself and the content of interpersonal communication.

Reflection is one of the most important and central phenomena of human subjectivity. It can be defined as a unique human ability that enables an individual to analyze and independently express their thoughts, as well as to reflect emotional states, experiences, behaviors, and relationships. In general, it creates opportunities for focused attention and practical development.

Reflection is the manifestation of self-awareness, the ability of a subject to understand how they are perceived as an interlocutor in communication, to identify, explore, and analyze problems and their causes.

Through reflection, the attitudes of participants in the educational process toward their own activities are coordinated, and the reorganization of joint activities is ensured in accordance with their forms and content. In this regard, the following reflective processes can be identified:

- understanding oneself and others;
- evaluating oneself and others;
- interpretative analysis of oneself and others.

Typically, reflective skills manifest as a form of activity aimed at thinking, self-awareness, self-control, and understanding one's own actions and their consequences. Reflective skills are considered a key indicator of the development of healthy (sanogenic) thinking. If reflection is viewed as a method of comprehensively representing a particular process, it allows us to observe, identify shortcomings, and analyze that process. An individual possessing such introspective ability is more likely to achieve positive outcomes. Through this, we acquire a mechanism that enables the disclosure of hidden thoughts and ideas. In connection with the development of sanogenic thinking in students, the following types of reflection can be distinguished. Russian scholars S.Y. Stepanov and I.N. Semenov identify these types of reflection and emphasize that

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this mechanism plays a significant role in the formation of the individual’s “self-image”:

**1. Cooperative reflection** belongs to the field of management pedagogy and psychology. In this type of reflection, possessing the necessary pedagogical and psychological knowledge ensures the project-based activity of a group and facilitates collaborative work. Reflection here is understood as the subject’s ability to “step outside” the activity process and adopt both an external and a new position toward previously completed activities. Its purpose is to ensure understanding and coordination of collective actions. In such cases, attention is focused not on the mechanisms of the psyche, but on the outcomes of reflection.

**2. Communicative reflection** is examined within the context of socio-cultural relations related to social development and communication problems. It is considered an essential component of intellectual and developed communication, as well as interpersonal emotional interaction.

**3. Personal reflection** involves the analysis of a subject’s behavior and the individual’s “self” from the perspective of personal qualities. This type of reflection is associated with the development, restructuring, and correction of personal consciousness, as well as with the mechanisms of forming the individual’s “self.” The process of personal reflection includes several stages: experiencing contradictions, understanding assigned tasks, and comprehending seemingly unsolvable situations. It also involves reconsidering personal stereotypes and problematic situations. In such circumstances, the individual achieves a deeper self-awareness. During the process of rethinking, a person’s attitude toward themselves and their “self” changes, which is reflected in their actions. Secondly, it manifests through changes in the subject’s attitudes and capabilities based on what they can do and understand.

**4. Intellectual reflection** is a thinking process expressed through knowledge about a specific object and the ways of interacting or engaging with it. In pedagogy and psychology, intellectual reflection is studied alongside issues related to cognition, thinking, and information processing.

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Based on a reflexive approach, conditions are created in the process of developing students' sanogenic thinking that enable students to engage in self-analysis and objective evaluation, while teachers are provided with opportunities to timely analyze existing educational situations.

It should be emphasized that the personal and professional development of any individual is closely connected with reflective processes. Moreover, development is ensured not only from a professional perspective but also in physical and intellectual aspects. A high level of mastery of reflective skills allows individuals to understand what they are thinking about, what activities they are currently engaged in, and in which direction they should move for further development.

Reflective skills are considered an important factor in the development of students' sanogenic thinking. Based on the above analysis, it can be stated that the role and importance of a reflexive approach in developing healthy thinking in students are reflected in the following aspects:

1. Sanogenic thinking enables concentration and identification (clarification) of objects of thought. A student who has mastered sanogenic thinking skills acquires the ability to control negative thoughts, protect themselves from them, and solve problem situations productively.
2. Reflection, as an important mechanism for developing sanogenic thinking, involves the organization of processes for understanding phenomena within a systemic context. It includes evaluating situations and actions, identifying methods and operations for solving problems, understanding behavior and its consequences, and the ability to revisit past experiences. It also enables the subject to identify, study, and analyze a particular problem and its causes.
3. Creating a favorable environment for reflection requires achieving internal calmness. When reflection is combined with a state of relaxation, a person's thinking becomes free from negative thoughts, misconceptions, and distorted images. In such conditions, repeated negative emotions do not produce adverse effects, and the individual adapts more effectively to situations.
4. A high level of mastery of reflective skills is not only essential for developing sanogenic thinking in students but also serves as an important indicator of their

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success, self-analysis, ability to identify strengths and weaknesses, and to effectively plan future activities.

The development of students' sanogenic thinking is also closely related to several pedagogical conditions:

**1. Informational-content conditions.** These include developed curricula, lecture materials, educational-methodical complexes based on teaching technologies, electronic textbooks, and assessment tools such as creative pedagogical tasks, case studies, project work, and independent learning linked to specialization areas.

**2. Technological conditions.** To achieve research objectives, it is necessary to apply a technological approach that involves implementing effective forms, methods, and tools in practice. These include problem-based learning, game-based technologies (role-playing, business games, sociodrama), training sessions, video trainings, problem seminars, case-study methods, small group learning, micro-teaching, creative-research methods, and designing educational activities.

**3. Reflective conditions.** The content of reflective conditions aimed at developing sanogenic thinking includes: fostering cognitive motivation, forming a positive attitude toward pedagogical activity, developing creative thinking skills, acquiring pedagogical and psychological knowledge, forming reflective analysis skills, and enhancing self-awareness.

**4. Integration of classroom and extracurricular activities.** Lectures, independent learning, clubs, collective activities, self-development, and other forms of activity serve as important pedagogical tools in effectively addressing the research problem.

In conclusion, ensuring the integration of the above-mentioned pedagogical and psychological conditions plays a significant role in developing students' sanogenic thinking skills and improving the quality of education.

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Thus, the development of sanogenic thinking skills in students is one of the key factors in enhancing the quality of education. By improving the didactic system based on modern pedagogical approaches, it is possible to develop students' logical, analytical, and healthy thinking abilities. This, in turn, contributes to training competitive and highly qualified specialists in higher education institutions.

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