

THEORIES OF FOREIGN SCHOLARS IN THE DEVELOPMENT OF SANOGENIC THINKING

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Abstract

In contemporary psychology and pedagogy, the concept of sanogenic thinking has gained increasing attention as an approach aimed at promoting psychological health, emotional stability, and constructive cognitive patterns. The term “sanogenic” originates from the Latin *sanus* (healthy) and refers to thinking processes that contribute to mental well-being, resilience, and the reduction of destructive emotional responses.

The development of sanogenic thinking is closely associated with the works of both classical and modern foreign scholars in psychology, cognitive science, and humanistic education. Their theories provide a strong scientific foundation for understanding how individuals can transform negative emotional experiences into constructive cognitive and behavioral strategies.

Introduction

One of the most influential theoretical foundations for sanogenic thinking is **humanistic psychology**, developed by scholars such as Abraham Maslow and Carl Rogers.

Maslow’s hierarchy of needs emphasizes self-actualization as the highest level of human development. According to Maslow, psychologically healthy individuals are those who strive for personal growth, creativity, and meaningful self-realization. This perspective aligns closely with sanogenic thinking, as both emphasize positive development and psychological well-being.

Carl Rogers introduced the concept of the “fully functioning person,” highlighting openness to experience, self-acceptance, and continuous personal growth. Rogers’ theory suggests that individuals who engage in reflective self-analysis are more capable of managing emotional stress and maintaining psychological balance.

Cognitive psychology also provides essential theoretical support for sanogenic thinking. According to Aaron T. Beck, dysfunctional thinking patterns are the primary cause of emotional distress. Beck’s Cognitive Theory and Cognitive Behavioral Therapy (CBT) demonstrate that individuals can change their emotional states by identifying and restructuring negative thoughts.

Similarly, Albert Ellis developed Rational Emotive Behavior Therapy (REBT), which emphasizes that emotional problems are not caused by events themselves but by individuals' interpretations of those events. This idea is directly related to sanogenic thinking, as it encourages individuals to replace irrational beliefs with rational and constructive ones.

These cognitive approaches support the idea that thinking patterns can be consciously regulated and improved, which is a core principle of sanogenic thinking development.

The emergence of positive psychology has further strengthened the theoretical basis of sanogenic thinking. Scholars such as Martin Seligman focus on human strengths, optimism, resilience, and well-being rather than mental illness alone.

Seligman's theory of "learned optimism" suggests that individuals can train themselves to interpret negative events in a more constructive way. This approach directly contributes to sanogenic thinking by encouraging positive cognitive reframing and emotional resilience.

Another important contributor is Mihaly Csikszentmihalyi, who introduced the concept of "flow"—a mental state of deep engagement and intrinsic motivation. Flow experiences support psychological health by reducing anxiety and enhancing focused, positive thinking. In the field of education, reflective thinking has been widely discussed by scholars such as Donald Schön. Schön's concept of "reflective practice" emphasizes the importance of continuous self-evaluation in professional and learning contexts.

According to Schön, effective practitioners constantly reflect on their actions during and after practice, enabling them to improve decision-making and problem-solving skills. This reflective process is a key component of sanogenic thinking, as it transforms negative experiences into opportunities for learning and growth.

The analysis of foreign scholarly theories shows that sanogenic thinking is a multidimensional concept that integrates cognitive, emotional, and behavioral components. Humanistic psychology emphasizes personal growth, cognitive psychology focuses on thought restructuring, positive psychology promotes well-being, and educational theory highlights reflective practice.

Together, these approaches demonstrate that sanogenic thinking can be developed through:

- Cognitive restructuring of negative beliefs
- Development of self-awareness and reflection
- Promotion of positive emotional states
- Encouragement of personal growth and self-actualization

In conclusion, the development of sanogenic thinking is strongly supported by various theoretical perspectives of foreign scholars. The works of Maslow, Rogers, Beck, Ellis, Seligman, Csikszentmihalyi, and Schön provide a comprehensive scientific foundation for understanding how individuals can achieve psychological balance and resilience.

These theories collectively emphasize that thinking is not a fixed process but a dynamic system that can be developed through education, reflection, and cognitive restructuring.

Therefore, integrating these theoretical approaches into educational practice can significantly enhance learners' psychological well-being and cognitive development.

In modern psychology, pedagogy, and cognitive science, the concept of **sanogenic thinking** is increasingly recognized as an important direction for fostering psychological well-being, emotional stability, and constructive cognitive behavior. The term "sanogenic" derives from the Latin word *sanus*, meaning "healthy," and refers to thought processes that promote mental health, reduce destructive emotional reactions, and support adaptive behavior in stressful situations.

The development of sanogenic thinking is not an isolated concept but is grounded in a wide range of theoretical contributions from foreign scholars in psychology, psychotherapy, and educational sciences. These theories collectively explain how individuals can transform negative cognitive-emotional patterns into positive, rational, and growth-oriented thinking structures.

A significant foundation for sanogenic thinking is found in **humanistic psychology**, represented by scholars such as Abraham Maslow and Carl Rogers.

Maslow's theory of the hierarchy of needs emphasizes that individuals strive toward **self-actualization**, which represents the highest level of psychological development. Self-actualized individuals demonstrate creativity, autonomy, emotional balance, and resilience—all of which are key components of sanogenic thinking.

Carl Rogers, through his concept of the **fully functioning person**, highlights the importance of self-awareness, unconditional positive regard, and congruence between self-perception and experience. Rogers' theory suggests that psychological health depends on an individual's ability to reflect on their experiences and accept themselves, which directly supports the formation of sanogenic cognitive patterns.

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