



THE RESULTS OF RESEARCH ON THE ROLE OF FAMILY RELATIONSHIPS IN THE DEVELOPMENT OF SANOGEN THINKING

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ABSTRACT

In this article, there are social norms that show the sequence of values, the behavior of a person develops in accordance with the internal and external activities of the society, certain regulation of actions in society. Information about the role of family relationships in the development of sanogenic thinking in early adolescents, the influence of the social environment and the community on early adolescents, Family, group, some peers in the group, some teachers, relatives or relatives, influence of close friend etc. was analyzed.

Introduction. Studying the formation and development of human thinking in science, we see that the problem of human thinking is considered the object of research in many fields of science. In particular, the science of philosophy studies the interaction of thought with matter, as well as the ways and possibilities of knowing (understanding) the world with the help of thinking.

We can see that the science of logic researched the forms of thought (concept, judgment, conclusion). The historical development process is analyzed depending on the social structure of the category of thinking in various spheres of social society. In the science of physiology, brain mechanisms and biological possibilities that create thinking are studied. In the science of cybernetics, the general and specific aspects of people's thinking activity as an informational process are highlighted in EHM's.

Literature review. In psychology, thinking is divided into several types according to the degree of generalization of reality, the character of the problem solving tool, the subjective and original attitude to the object, and the level of activity of the individual. As the capabilities of the mind, the use of the mental mechanism that determines the content of the emotional and cognitive sphere, the understanding of the world is evaluated as a thinking activity, and it is assumed that a person will find a solution to the problem. At this point, finding a solution to the task, evaluating the situation, drawing a conclusion, etc. are considered in connection with the



needs and motives of the person, emotional experiences of a person play a special role in managing the search for a solution to the problem in thinking activity. Also, psychology studies the phylogenetic, ontogenetic, cognitive, historical, operational and functional aspects of thinking.

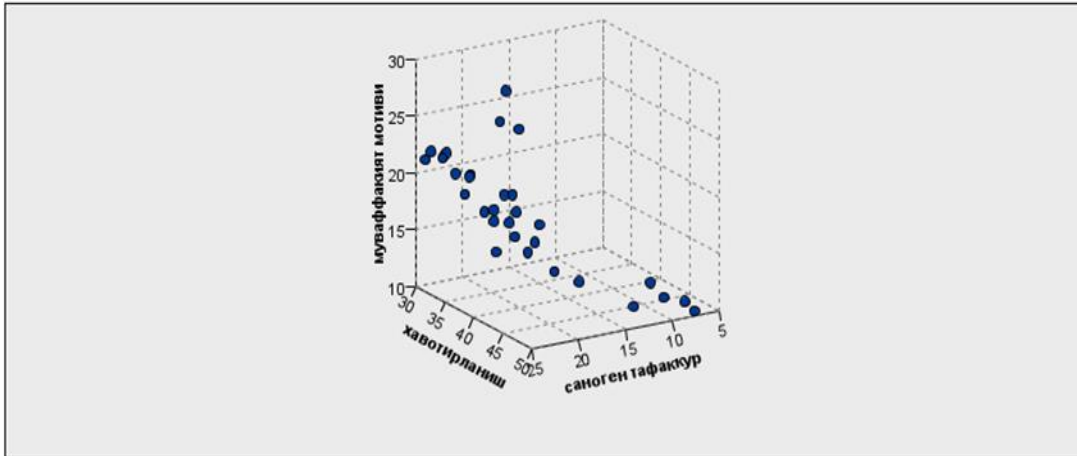
The behavior of the individual develops sequentially in accordance with the internal and external activities of the society. In society, there are social norms that regulate certain actions and show a sequence of values. Family upbringing is led by the task of raising a young generation with a healthy outlook.

The role of family relationships in the development of sanogenic thinking in early adolescents is incomparable. When talking about the influence of the social environment and community on adolescents, it is necessary to rely on the concept of the reference group developed in social psychology. Family, group, some peers in the group, some teachers, relatives or relatives, close friends, etc. can be such reference groups for certain early adolescent youth. Therefore, within the framework of the study, the role of family relationships in the development of sanogenic thinking in early adolescents was studied.

Results and discussion. In order to strengthen the practical aspects of the scientific research conducted on the socio-psychological features of the development of Sanogenic thinking, the questionnaires conducted in early adolescents provided an opportunity to determine the higher or lower scales according to the structural model. According to regions, the higher structural units reflected in the questionnaires by the students of schools in the rural areas: units such as success motive, sonogenic thinking, subordinate, enterprising and sociable, and the lower scales: psychological structural units such as anxiety, social opinion, independent, fighting and avoiding struggle, urban high psychological units among schoolchildren in the region: anxious, dependent, enterprising, combative and avoidant units, and low level psychological characteristics such as success motive, sanogenic thinking, social thinking, independent and sociable, high psychological among adolescent students studying in urban general secondary schools units: anxiety, achievement motive, subordinate, independent, and humanistic scales, and the larger result can be seen to reflect psychological structural models such as synogenic thinking, social thinking, enterprising, combative, and avoidant. The next table shows the regression analysis indicators of adolescents' anxiety level, success motive, sanogenic thinking and social opinion questionnaires (see Figure 1).

Figure 1

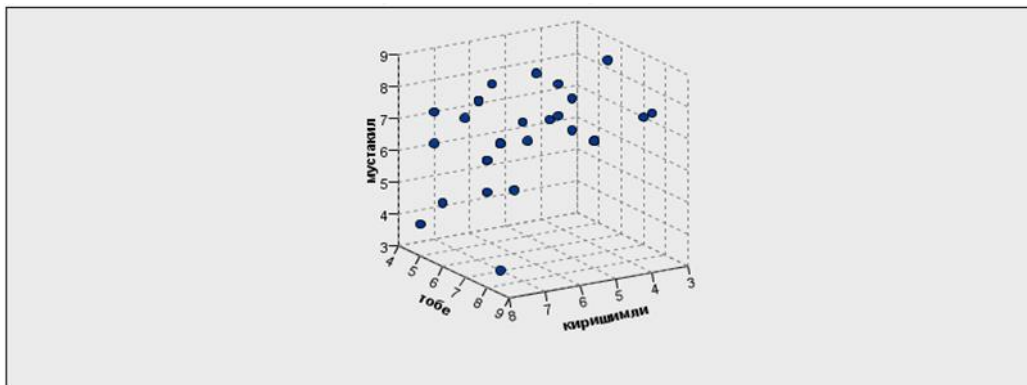
Regression indicators of questionnaires of personality traits



The results obtained from the research on sanogenic thinking in early adolescents show that, based on the results obtained on the formation of sanogenic thinking of teenage students, it can be seen that the regression psychological aspects of personality characteristics and thinking characteristics of high school students are reflected as follows. The units that formed the regression factors of early adolescents with lower scores were: level of psychogenic thinking and anxiety scales, and the higher scores were formed by scales such as achievement motivation. The next table also shows the regression psychological characteristics of high school teenage students according to the Q-sort questionnaire by regional units (see Figure 2).

Table 2

Regression indicators of the Q-sort questionnaire



The results obtained from the practical study on the socio-psychological characteristics of the development of sanogenic thinking in early adolescents show that the regression psychological characteristics of the questionnaires used in the scientific research of early adolescents are shown as follows. It was determined that the units that formed the regression factors of the first teenagers with the lower amount: input and dependent scales, and the higher result was formed by psychological factors such as independent.

The next table shows the inter-reliability levels of the questionnaires used in the study according to the Cronbach's Alpha criterion. (See Table 3).

Table 3

Indices of validity between personality questionnaires



Questionnaire validity	Alpha Cronbach (0,25-1)
Spielberger Haney's Anxiety Test	0,44%
Ehlers' Success Motive Questionnaire	0,83%
Morozyuk's "Sanogenic thinking" methodology	0,96%
Questionnaire "Social opinion".	0,80%
Stephenson questionnaire	0,26%

Cronbach's Alpha criterion was used to determine the appropriateness of the questionnaires used in the scientific-practical research on the socio-psychological features of the development of sanogenic thinking in early adolescents. According to this statistical criterion, the questionnaire used to measure the level of anxiety showed moderate reliability and validity. The second achievement motivation questionnaire showed a high level in examining the motivational domain of upperclassmen. The main psychological aspect of this is that teenage students can be determined by the fact that they understood the content of the questionnaire, performed it consistently, or had a convenient time and good conditions. The results of the students also showed the highest level on the Sanogen thinking questionnaire. The validity level of the questionnaire designed to determine the social opinion was also high. We can see that the results of the students on the Q-sort questionnaire of the last questionnaire were below average.

According to the results of the scientific research on the socio-psychological characteristics of the development of sanogenic thinking in early adolescents, the correlational relations of high school students according to the used questionnaires formed a medium level of psychological dependence, as well as the levels of mutual reliability of the tests and questionnaires that serve to develop the sanogenic thinking of early adolescents are also stable. determined that it is reliable.

CONCLUSION. In this chapter, dedicated to the results of the empirical study of the influence of Sanogenic thinking on the social behavior of students, we came to the following conclusions:

1. The psychological factors of the level of development of sanogenic thinking in students show that they have a high ratio of several characteristics, i.e. success motive, level of sanogenic thinking, social opinion, dependence, independent, enterprising and fighting scales, on the contrary, psychological factors such as anxiety level, shyness and avoidance of struggle are negative. shown to be showing the value.
2. Taking into account the characteristics related to the research work on the socio-psychological characteristics of the development of sanogenic thinking in high school students, the indicators of the scales in the questionnaire according to the factor analysis: anxiety, success motive, the level of sanogenic thinking, social opinion, independent and enterprising psychological factors show a high weight, subordinate, sociable, combative and avoidant scales were found to show lower factors.



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