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PROMOTION OF HEALTH THROUGH THE PRISM OF SANOGENIC THINKING FORMATION IN YOUTH

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Purpose: to find out the role of students' sanogenic thinking formation in health promotion; to analyze the results of the texture structure of personality-behavioral determinants that define the development of sanogenic thinking of student youth.

Materials and Methods. *Theoretical:* analysis, comparison, systematization of the data of psychological and pedagogical literature on sanogenic thinking; *empirical:* method of detecting sanogenic (pathogenic) thinking of university students by L. Rubtsova; method of diagnostics of the level of development of reflexivity by A. Karpov, test for the determination of rigidity N. Levitov; four modal emotional questionnaire by L. Rabinovich, scale of psychological well-being by K. Riff, method of diagnostics of the type of emotional reaction to the influence of the environmental stimulus by V. Boyko, test of life purport orientations by J. Krambo and L. Maholika, estimation of the level of satisfaction with quality of life by N. Vodopyanova; *methodology* "The motivation for success and fear of failure" (A. Rean); methodology for the study of volitional self-regulation A. Zverkov and E. Eidman, a questionnaire for evaluation of neuropsychic stability, "Anxiety Research" (questionnaire by C. Spielberger in the adaptation of Y. Hanin), scale of social adaptation of T. Holmes and R. Rache, method of determining the type of personality Jenkins Questionnaire; Gisen questionnaire for psychosomatic complaints; *methods of mathematical and statistical processing of empirical data:* methods of descriptive statistics, Pearson rank correlation method, Kaiser's criterion.

Results. According to the results of the study of sanogenic thinking in youth (a sample of 175 people) correlation connections of sanogenic thinking were revealed: there is a direct correlation between sanogenic thinking and motivation for success ($r_{xy}=+0.71$); neuropsychiatric resistance ($r_{xy}=+0.69$); reflectivity ($r_{xy}=+0.77$); perseverance ($r_{xy}=+0.54$); self-control ($r_{xy}=+0.49$); there is an inverse correlation between sanogenic thinking and rigidity ($r_{xy}=-0.65$) and the level of stress resistance ($r_{xy}=-0.76$).

Conclusions. So, as a result of factor analysis, aspects of the formation of sanogenic thinking of students are identified and they include: persistence, reflexivity, self-control, high resistance to stress, low rigidity, emotional experience of joy. Sanogenic thinking aims to achieve psychological well-being of the individual, eliminate negative habits, manage own emotions. It reduces internal conflict, tension and can enhance health as a result of reflexive analysis of problem situations. To form sanogenic thinking in student youth it is necessary to create the qualities and properties that were determined as a result of factor analysis.

KEY WORDS: health promotion; sanogenic thinking; self-regulation; youth; persistence; reflexivity; self-control; high resistance to stress; rigidity; emotional experience of joy.

Introduction. With the development of modern Ukrainian society the questions of the formation of new strategies in the individual behavior, strengthening of flexibility and mobility in social behavior, acquiring of skills of constructive ways of responding to traumatic events are of particular significance. Considering the social hardships and instability in the state, the problem of maintaining the mental health of the younger generation is very acute, requiring the practical implementation of a set of measures, aimed at promoting health in various socio-cultural environments.

Features of building relationships, quality of life and the ways a young person responds to the circumstances of routine inextricably linked with the formation of his/her thinking. First of all, it concerns youth since the period of study in the institutions of higher education is often accompanied by efforts, stress, anxiety, associated with high intensity of the

educational process, doubts about the correctness of the professional choice, etc. During educational activities a student repeatedly falls into situations that create conditions for experiencing negative emotions: insult, shame, frustration, grief, etc.

Students are increasingly noticing the presence of obsessive thoughts and signs of obsessive-compulsive disorder; about 90 % of students have a deviation in their health; various health pathologies of 60 % the first-year students were identified (Alister Ward, Jo Salmon, Maxine Duke, etc.) [1]. The way a young person thinks depends not only on the effectiveness of his/her activities and behavior but also on the attitude to events and, as a result, the state of mind, world outlook. Therefore, the actual task of the present is the formation of the younger generation's effective management of emotions, flexibility in behavior, steady desire to preserve and strengthen their health (N. Garanian, V. Kaloshyn, G. Mishyn, A. Kholmogorova etc.).

The works of many foreign (R. Burns, K. Bütner, D. Jampolsky, M. James, D. Johnward, E. Le Shang, M. Ratter, S. Freud, K. Horney, etc.) and local researchers (Y. Orlov, E. Aleksandrovska, A. Dobrovich, A. Zakharov, M. Kozlov, V. Semke, T. Danina, L. Rubtsova, etc.) are devoted to the problem of sanogenic thinking. Relying on the research of Yu. Orlov, V. Evdokimov, A. Leonova, A. Kuznetsova, V. Os'odlo and other authors, we note that the development of emotional and voluntary regulation can depend not only on the conditions in which a person is, but also on his/her personality traits and qualities. At the same time, this problem becomes of special significance in early adolescence since this stage of ontogenesis is the period of formation and fixation persistent psychological properties of personality.

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The process of youth socializing is a dynamic phenomenon of the young person's entry into the social sphere, therefore, in order students to adapt to the new conditions of life successfully they need to have adaptive forms of thinking and behavior and be able to maintain their mental health.

Mental health is a state of mental well-being of a person characterized by the absence of painful mental manifestations and the possibility of conscious

regulation of behavior and activity [2,4,5]. According to the researchers mental health is closely linked to the social well-being of the individual, which is reflected in an adequate perception of social reality, an expression of interest in the world around, adaptation to the environment etc. The focus of behavior in the direction of health or illness is a free choice of personality (herewith he/she must realize that he/she has such a choice and have information about what he/she needs to do to be healthy) [3, 6, 8].

A healthy personality is characterized by the orderliness of constituent elements, on the one hand, and the coherence of processes that ensure integrity and harmonious development, on the other one. Various foreign and local scientists point to the link between mental and physical health with the learned patterns of human thinking. In this context sanogenic thinking attracts attention (Y. Orlov, T. Danina, T. Vasilieva, S. Morozyuk, G. Meshko, F. Kaloshin, L. Rubtsova), which helps to overcome negative emotions, promotes mental healing of a person; allows a person to overcome crisis situations caused by various life circumstances and to experience traumatic events safely [2, 5–8].

In the issue of health promotion the psychological aspects become extremely important components, in particular, the prevention of obsessive, predominantly pathogenic thoughts, the ability to maintain mental health, the activity of mechanisms of personal self-regulation, the formation of sanogenic behavior of individuals. A person with sanogenic thinking can change her own cognitive assessments, acquire the skills of constructive ways to respond to traumatic events.

It is known that emotions are manifested in the external behavior and in the restructuring of the internal environment of the organism which is aimed to adapt the organism to the environment [2]. The development of sanogenic thinking takes into account the mental work with the emotional state of the person, his/her actual experiences and through the function of managing the behavior and life in certain circumstances contributes to the increase of mental and somatic human health.

According to the results of the study of sanogenic thinking in youth (a sample of 175 people) correlation connections of sanogenic thinking were revealed:

- 1) there is a direct correlation between sanogenic thinking and motivation for success ($r_{xy} = +0.71$);
- 2) there is a direct correlation between sanogenic thinking and neuropsychiatric resistance ($r_{xy} = +0.69$);
- 3) there is an inverse correlation between sanogenic thinking and rigidity ($r_{xy} = -0.65$);
- 4) there is an inverse correlation between sanogenic thinking and the level of stress resistance ($r_{xy} = -0.76$);
- 5) there is a direct correlation between sanogenic thinking and reflectivity ($r_{xy} = +0.77$);

6) there is a direct correlation between sanogenic thinking and perseverance ($r_{xy}=+0.54$);

7) there is a direct correlation between sanogenic thinking and self-control ($r_{xy}=+0.49$).

Based on the correlation analysis of the results, we can conclude that sanogenic thinking of young people is directly dependent on the need to succeed and avoid failures, the ability to maintain a certain degree of psychological stability in adverse conditions and return to the state of equilibrium independently. Also, sanogenic thinking is directly related to such personality characteristics as respect to social norms, the desire to subordinate their behavior to these norms completely. That is, they are active, able-bodied young people who are actively seeking to accomplish the planned, they are mobilized by obstacles on the way to the goal, and also, such people are stable emotionally, they have a good command of themselves in various situations, they are characterized by inner peace, self-confidence, namely the data of the structural components of their person freed from fear of the unknown.

At the same time, the more lack of mobility, switching, adaptability of thinking, settings and

others expressed in relation to the changing requirements of the environment, the less sanogenic thinking expressed in the structure of the personality of a young man. High resistance to stress causes sanogenic thinking, which is based on conscious formulation and consideration, conscious analysis of own emotions and emotionogenic factors. It consists of the conscious self-regulation of self-emotional-volitional sphere with a health-improving purpose, which is especially important in the process of activity in extreme situations.

Using factor analysis (according to the Kaiser criterion), we received the texture structure of personality-behavioral determinants, which define the development of sanogenic thinking of students. According to the results of factor analysis, 7 major components that determine the sanogenic thinking of students are revealed, which explain 70.3 % of the distribution of empirical data of the study in total. The most significant sign was discovered in each factor and, on this basis, the name was given to each factor. The nominative-informative factor structure of the characteristics of sanogenic thinking of youth is presented in Table 1.

Table 1. Factor loads for the studied group of youth

	Scales	Factor loads	Percentage of total dispersion
Factor 1 Flexibility in behavior	Anger	0.82	36.61 %
	Neuropsychiatric stability	0.86	
	Rigidity	0.84	
	Stress resistance	0.77	
	Sanogenic thinking	0.84	
	Reflexivity	0.81	
	Persistence	0.82	
Factor 2 Harmony in relationships	Positive relationship with the surrounding	0.79	15.42 %
	Self-perception	0.73	
Factor 3 Life satisfaction	Tension	-0.79	8.2 %
	Quality of life index	-0.89	
Factor 4 Good physical well-being	Intensity of complaints	0.88	7.12 %
Factor 5 Emotionally rich life in the present	Process	0.72	6.03 %
Factor 6 Good psychological state	Exhaustion	0.86	5.64 %
	Personal anxiety	0.75	
	Optimistic	-0.84	
	Pathogenic thinking	0.85	
Factor 7 Self-regulation	Self-control	0.83	5.22 %
	Negative emotions	-0.73	

As we can see from Table 1, the first factor of "flexibility in behavior", which explains 36.61 % of the data variance, includes the following indicators: sanogenic thinking ($r_{xy}=0.84$), reflexivity ($r_{xy}=0.81$), persistence ($r_{xy}=0.82$), self-control ($r_{xy}=0.787$), anger ($r_{xy}=-0.82$), rigidity ($r_{xy}=-0.84$) and stress resistance ($r_{xy}=-0.77$). Accordingly, it can be assumed that the emotional experience of joy, low rigidity, high

resistance to stress, persistence, reflexivity and self-control are the factors in the development of sanogenic thinking.

The second factor "harmony in relationships", which explains 15.42% of the data variance, includes the following indicators: positive relationships with those around them ($r_{xy}=0.79$) and self-acceptance ($r_{xy}=0.73$). That is, these factors indicate that young

people have close, pleasant, trusting relationships with the people around them. Positive relationships with relatives and self-perception are in close connection. This factor summarized the data on the characteristics of psychological well-being, which is based on trusting, friendly, warm, emotionally positive and constructive relationships with other people, including relatives, friends by interest, meaningful people and others.

The third factor "*life satisfaction*", which explains 8.2 % of the data variance, includes the following indicators: tension ($r_{xy} = -0.79$) and overall quality of life index ($r_{xy} = 0.89$). Thus, we can conclude that the factor describes the aspects that may hinder the formation of sanogenic thinking – this is a high level of emotional dissatisfaction with own educational and professional activities, vital and personal attitudes at a certain stage of development of a young person.

The fourth factor "*good physical well-being*", which explains 7.2 % of the data variance, is an indicator of the intensity of complaints ($r_{xy} = 0.88$), that is, it reflects the general picture of the pressure of psychosomatic complaints. This factor demonstrates such aspect as psychosomatic difficulties of a high level of intensity that can affect the formation of pathogenic thinking of students significantly, especially in stressful situations, thus preventing the formation of sanogenic thinking.

The fifth factor "*emotionally rich life in the present*", which explains 6.03 % of the data variance, is determined by the component of the sense-oriented process of orientation ($r_{xy} = 0.72$), indicating whether or not the student perceives the process of his life as interesting, emotionally rich and full of meaning. This factor demonstrates the key element of the meaningful orientations of the individual.

The sixth factor "*good psychological state*", which explains 5.64 % of the data variance, includes the following indicators: exhaustion ($r_{xy} = 0.86$), personal anxiety ($r_{xy} = 0.75$) and pathogenic thinking ($r_{xy} = 0.85$), optimism ($r_{xy} = -0.84$). That is, it can be assumed that factors such as pessimism, exhaustion and personal

anxiety create preconditions for the development of pathogenic thinking, which may manifest itself in a denial to something; it is a tendency to see all the worst, dark sides, the world perception is full of hopelessness, despair in a better future. A nonspecific factor of exhaustion indicates a general loss of vital energy and a person's need for help along with an increased tendency to experience anxiety and concerns without sufficient grounds.

The seventh factor of "self-regulation", which explains 5.22 % of the data variance, is positively defined by self-control ($r_{xy} = 0.83$) as a component, and a factor such as negative emotions ($r_{xy} = -0.73$) can be attributed to the negative component. That is, the students express self-control as a set of properties of self-regulation, associated with the awareness of the own personality.

Conclusions

So, after analyzing the results of factor analysis, one can conclude that the formation of sanogenic thinking is influenced by factors that reflect the ability of students to self-knowledge and self-analysis of their own internal mental activity, mental qualities and conditions. As a result of factor analysis, aspects of the formation of sanogenic thinking of students are identified and they include: persistence, reflexivity, self-control, high resistance to stress, low rigidity, emotional experience of joy. Consequently, the reason for the disadvantaged development of youth is unconstructive reactions to stressful events in student life, the presence of pathogenic and obsessive thoughts that violate the integral structure of the individual. Sanogenic thinking aims to achieve psychological well-being of the individual, eliminate negative habits, manage own emotions. It reduces internal conflict, tension and can enhance health as a result of reflexive analysis of problem situations. To form sanogenic thinking in student youth it is necessary to create the qualities and properties that were determined as a result of factor analysis.

The prospect of further research is to identify the features of sanogenic thinking in adults.

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ПРОМОЦІЯ ЗДОРОВ'Я ЧЕРЕЗ ПРИЗМУ ФОРМУВАННЯ САНОГЕННОГО МИСЛЕННЯ В МОЛОДІ

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Мета: з'ясувати роль формування саногенного мислення студентів у промоції здоров'я; проаналізувати результати фактурної структури особистісно-поведінкових детермінант, які визначають розвиток саногенного мислення студентської молоді.

Матеріали і методи. *Теоретичні:* аналіз, порівняння, систематизація даних психологічної, педагогічної літератури з проблем саногенного мислення; *емпіричні:* методика виявлення саногенного (патогенного) мислення у студентів вищих навчальних закладів за Л. Рубцовою; методика діагностики рівня розвитку рефлексивності А. Карпова; тест на визначення ригідності Н. Левітова; чотирьохмодальний емоційний опитувальник за Л. Рабінович; шкала психологічного благополуччя К. Ріфф; методика діагностики типу емоційної реакції на вплив стимулу навколишнього середовища за В. Бойко; тест смисложиттєвих орієнтацій Дж. Крамбо і Л. Махоліка; оцінка рівня задоволеності якістю життя за Н. Водоп'яною; методика «Мотивація успіху і страх невдачі» (А. Реан); методика дослідження вольової саморегуляції А. Зверькова та Є. Ейдмана; опитувальник оцінки нервово-психічної стійкості; «Дослідження тривожності» (опитувальник Ч. Спілбергера в адаптації Ю. Ханіна); шкала соціальної адаптації Т. Холмса і Р. Праге; методика визначення типу особистості «Опитувальник Дженкінса»; Гісенський опитувальник психосоматичних скарг; *методи математико-статистичної обробки емпіричних даних:* методи описової статистики, метод рангової кореляції Пірсона, критерій Кайзера.

Результати. За результатами дослідження саногенного мислення у студентської молоді (на вибірці 175 осіб) з'ясовано, що існує прямий кореляційний зв'язок саногенного мислення з мотивацією на досягнення успіху ($r_{xy}=+0,71$); з нервово-психічною стійкістю ($r_{xy}=+0,69$); з рефлексивністю ($r_{xy}=+0,77$); з наполегливістю ($r_{xy}=+0,54$); з самовладанням ($r_{xy}=+0,49$) та обернений кореляційний зв'язок саногенного мислення з ригідністю ($r_{xy}=-0,65$) і опірністю до стресу ($r_{xy}=-0,76$).

Висновки. Для формування саногенного мислення у студентської молоді варто формувати якості та властивості, які були визначені в результаті факторного аналізу, серед яких: наполегливість, рефлексивність, самовладання, висока опірність стресу, низька ригідність, емоційне переживання радості. Саногенне мислення має на меті управління своїми емоціями, воно зменшує внутрішній конфлікт, напруженість та може зміцнювати здоров'я в результаті рефлексивного аналізу проблемних ситуацій.

КЛЮЧОВІ СЛОВА: промоція здоров'я; саногенне мислення; саморегуляція; студентська молодь; наполегливість; рефлексивність; самовладання; висока опірність стресу; низька ригідність; емоційне переживання радості.

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Відомості про автора:

Гільман Анна Юріївна – кандидат психологічних наук, старший викладач кафедри громадського здоров'я Національного університету «Острозька академія».