

Sanohenic Thinking as a Factor that Helps Students Combat Emotional Stress in Educational Activities

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The article deals with the notion of sanohenic thinking, its main features and the role of sanohenic thinking in the students' educational activity. It highlights the peculiarities of new behaviour acquisition that results from sanohenic thinking application. The author studies the features of sanohenic reflection as a means of sanohenic thinking development in students and examines the management of emotions as an example of guilt and conscience by Yu.M. Orlov (the practice of sanohenic thinking). Moreover, the paper examines how emotional stress affects the formation of students' thinking ability.

The problem of regulation of emotional states and emotional stress is one of the most difficult in psychology and relates to both fundamental and applied aspects. As both an independent physiological, mental and social phenomenon, stress is understood as a type of emotional state which under favorable conditions can be transformed into optimal, while under unfavorable it changes into a state of nervous and emotional tension, characterized by reduced effectiveness and efficiency of training and performance of systems and organs as well as the depletion of energy resources. It was assumed that the style of thinking when the individual perceives and experiences life events can affect the psychological and physiological state of the human body, promote or conversely hinder the achievement of high results in further studying.

The paper presents the method of Yu.M. Orlov that allows to move in professional development and to enjoy learning, to create one's own, unique way of life that allows to maintain health. That method is the process of acquiring the sanohenic thinking in students, aimed at achieving high results in studying. The

system of sanohenic thinking teaches students to make the unconscious conscious as a result of the ability to control the mental operations that give rise to unwanted emotions. Sanohenic thinking is defined as thinking that is aimed at introspection (interspection) and control of one's emotions and desires that means transferring them from the negative state to a neutral or positive. It expands the diversity of thought and moves frees view, offering new programmes that reduce excessive display of emotions.

Sanohenic reflection is seen in the paper as the achievement of sanohenic thinking. The author notes that the study of sanohenic thinking, in particular the development of sanohenic reflection that is often followed by one's experiencing negative emotions, is possible when the unconstructive behavior awareness programmes are applied and their correction is possible. It was proved that sanohenic reflection is developed the best way in a group as the original form of human activity.

The process of teaching methods of sanohenic reflection is quite simple. The processes occur in the following sequence: emotions are studied, then their structure is examined in details; then a coach demonstrates how to think about the emotions. Participants learn to observe mental action and thus acquire the ability to represent and do under review the cognitive structure of emotions. In addition, participants of the training group are technology work diary, using the algorithm "reflect on" negative emotions developed Y. Orlov and S. Morozyuk.

So, with a high degree of introspection and self-control and with a good level of development of psychological self sanohenic thinking undeniable positive effect on psychological and mental health of the individual student can be reached.

Keywords: sanohenic thinking, pathogenic thinking, sanohenic reflection, stress, emotional stress, student.