

**DEVELOPMENT OF SANOGENIC THINKING APPROACHES IN FUTURE
TEACHERS**

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Abstract:

The article examines the significance of sanogenic thinking as a key aspect of the professional training of future teachers. Sanogenic thinking is defined as a constructive and conscious type of cognitive activity aimed at maintaining psychophysiological health, reducing stress levels, and strengthening emotional resilience. The main approaches to the development of sanogenic thinking are revealed: cognitive-behavioral, humanistic, psychophysiological, positive psychology, systemic, and biopsychosocial. The role of the discipline "Anatomy and Physiology" in the formation of sanogenic thinking is emphasized, as well as the importance of integrating knowledge from psychology, physiology, and pedagogy for effective professional teacher training.

Keywords: sanogenic thinking, professional training, future teachers, cognitive-behavioral approach, emotional resilience, stress resistance, physiological health, positive psychology, inclusive education, integration of knowledge.

In modern conditions, the education system sets new tasks for teachers, related not only to the transmission of knowledge but also to the development of sustainable personal qualities in students, aimed at preserving their psychophysiological health.

Sanogenic thinking is a conscious, constructive, and positive perception of reality that promotes stress prevention, emotional well-being, and professional resilience. For future teachers, these qualities are particularly important as they determine their ability to cope with professional workloads, build effective interactions with students and their parents, and maintain their health in the long term.

The teaching profession is among the most emotionally demanding, often leading to professional burnout. The formation of sanogenic thinking during professional training helps to minimize these risks.

Teaching Anatomy and Physiology provides an opportunity not only to study the human body but also to apply this knowledge to develop constructive thinking. For example, understanding the mechanisms of the nervous system can be used to explain the principles of sanogenic thinking.

Modern education is focused on developing individuals capable of successfully adapting to a changing world. Future teachers must not only possess subject-specific knowledge but also serve as role models for their students in terms of health care, emotional resilience, and positive thinking. The methodology for developing sanogenic thinking is aimed precisely at achieving these goals.

The development of a methodology for forming sanogenic thinking through the Anatomy and Physiology discipline contributes to the integration of knowledge from various fields — psychology, physiology, and pedagogy. This enables:

- improving the effectiveness of professional teacher training;
- enhancing the psycho-emotional state of future specialists;
- adapting the educational process to modern challenges.

Sanogenic thinking is a special type of human cognitive activity aimed at preserving and strengthening psychophysiological health, managing emotional states, and reducing the negative impact of stress factors. The term "sanogenic" comes from the Latin word *sanus* — "healthy" and the Greek word *genesis* — "origin." It implies a conscious approach to evaluating situations, a constructive perception of life challenges, and the ability to avoid self-destructive thinking patterns such as negativism, catastrophizing, and self-criticism.

Sanogenic thinking includes:

- awareness and management of one's emotions;
- developing a positive perspective on challenges;
- finding constructive solutions in stressful situations;
- developing emotional self-regulation skills.



The professional activity of a teacher is associated with high emotional stress, constant interaction with children, parents, and colleagues, as well as the need to make quick and well-considered decisions. The development of sanogenic thinking in future teachers is of key importance for the following reasons:

Pedagogical work is accompanied by frequent stressful situations, which makes professional burnout one of the main challenges of the profession. Sanogenic thinking helps teachers maintain emotional balance and resilience. Future teachers must not only be specialists in their field but also serve as role models. Sanogenic thinking promotes the development of qualities such as optimism, flexible thinking, and the ability to respond constructively to criticism.

Emotionally resilient and positively-minded teachers can create a more comfortable and productive educational environment, motivating students and reducing anxiety within the group.

Sanogenic thinking involves understanding the impact of emotions on physical health. For future teachers, especially those studying disciplines related to physiology, this enables a more conscious approach to maintaining health, reducing stress levels, and improving quality of life.

The educational system requires teachers to constantly develop, be flexible, and adapt to changes. Sanogenic thinking builds the ability to cope with these challenges without harming their psycho-emotional state.

The discipline “Anatomy and Physiology” serves as a fundamental foundation for developing students' knowledge about the structure and functions of the human body. Its selection as a basis for fostering sanogenic thinking in future teachers is justified by the following aspects:

Studying the structure and functioning of the human body allows understanding of the mechanisms of interaction between different systems (nervous, cardiovascular, endocrine), which actively participate in stress responses.

This knowledge provides a basis for conscious control over emotional states and increases stress resistance, which is a key component of sanogenic thinking.

The discipline allows students to study processes such as the functioning of the nervous system, hormonal regulation, respiration, and cardiovascular activity.

Based on this knowledge, self-regulation techniques are developed and applied, helping to effectively manage physiological states — for example, through mindful breathing or muscle relaxation.

The development of sanogenic thinking involves recognizing the importance of caring for one's physical and mental well-being. Learning about the physiological foundations of health stimulates interest in preventive measures, healthy eating, and physical activity. Teachers with knowledge of the body's functions can take into account students' psychophysiological characteristics, allowing for the creation of more adaptive and effective educational programs. This is particularly important when working with children and adolescents during periods of active growth and development, where stress can significantly impact health and behavior.

The study of anatomy and physiology helps students realize the connection between physical and mental states, contributing to the formation of a holistic approach to health. A deep understanding of physiological processes in oneself and others develops empathy, which is crucial for interacting with colleagues, parents, and students.

The ability to consider the physical and mental condition of students allows teachers to create an inclusive educational environment that supports health and development.

Knowledge in the field of anatomy and physiology enables students to rely on scientific data when developing pedagogical strategies related to health-preserving technologies.

Sanogenic thinking is a mental process aimed at maintaining and strengthening health, preventing negative emotional states, and increasing stress resistance. In scientific literature, the development of sanogenic thinking is based on several key theoretical approaches:

1. Cognitive-Behavioral Approach

The key idea is that changes in thinking lead to changes in behavior, which, in turn, influence health. Sanogenic thinking develops through awareness of destructive attitudes and automatic thoughts, replacing them with constructive and rational ones. A crucial element is mindfulness, which enables individuals to recognize harmful cognitive patterns (e.g., excessive self-criticism or catastrophizing).

Techniques include cognitive restructuring training (e.g., replacing the belief “I must always be the best” with “I am doing my best under the current circumstances”). Emotional regulation methods such as rational therapy and exposure therapy are also applied.

2. Humanistic Approach

The key idea is that the development of sanogenic thinking is linked to self-actualization and personal growth. Humans possess an innate tendency toward health and harmony. Sanogenic thinking develops through the recognition of internal resources and creating conditions for unlocking potential. Health is viewed not just as the absence of disease but as a state of psychophysiological balance.

3. Psychophysiological Approach

The key idea is that sanogenic thinking develops through the integration of cognitive, emotional, and physiological processes. Psychophysiological balance promotes the harmonization of internal states, reduces stress levels, and enhances stress resilience. Important elements include breath regulation, physical activity, and psychosomatic awareness.

4. Positive Psychology Approach

The key idea is that sanogenic thinking is based on the development of positive personality traits and attention management. Strengthening health involves focusing on the positive aspects of life, such as gratitude, optimism, and goal-setting. Training includes perceiving challenging situations not as threats but as opportunities or challenges.

Practical methods involve keeping a gratitude journal to recognize positive moments in life, developing optimism by focusing on the positive aspects of a situation, and actively using stress management strategies (e.g., reframing problems and finding resources).

5. Systemic Approach

The key idea is that the development of sanogenic thinking should be considered in the context of the individual's interaction with the environment. The individual is seen as part of a system that includes social, cultural, and professional aspects. Sanogenic thinking develops through the recognition of external factors affecting health and finding ways to adapt to the environment.

Practical methods include developing social interaction skills (e.g., conflict management and empathy development) and fostering eco-oriented thinking aimed at harmonious interaction with the surrounding environment.

6. Biopsychosocial Approach

The key idea is that health and sanogenic thinking are formed at the intersection of biological, psychological, and social factors. Physiological, psychological, and social aspects must be considered holistically. Developing sanogenic thinking involves learning skills to manage emotions, physical conditions, and social interactions.

Practical methods include combining physiological training (e.g., yoga and physical activity) with psychotherapeutic techniques. It also involves developing social awareness, such as building supportive relationships and reducing the impact of toxic factors.

Thus, the development of sanogenic thinking requires the integration of various approaches, allowing for the inclusion of cognitive, emotional, and physiological aspects of the personality. Each of the outlined approaches contributes to understanding and implementing health-strengthening strategies, making the learning process more effective and holistic.

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