

DEVELOPING SANOGENIC THINKING IN PROSPECTIVE TEACHERS AS A PEDAGOGICAL AND PSYCHOLOGICAL PROBLEM

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Abstract. *The contemporary educational environment places increasing psychological and emotional demands on teachers, requiring not only professional knowledge but also advanced emotional regulation and health-preserving cognitive skills. In this context, the development of sanogenic thinking in prospective teachers becomes a significant pedagogical and psychological problem. Sanogenic thinking is understood as a conscious cognitive-emotional process aimed at maintaining psychological well-being through reflection, emotional self-regulation, and constructive interpretation of stressful experiences. This article analyzes the theoretical foundations of sanogenic thinking, its relevance to teacher education, and the key psychological mechanisms that support its development. The study substantiates the necessity of integrating sanogenic thinking into teacher training programs as an essential component of professional competence. The findings highlight the role of sanogenic thinking in preventing emotional burnout, enhancing reflective capacity, and ensuring sustainable professional development of future teachers.*

Keywords: *sanogenic thinking, prospective teachers, pedagogical psychology, emotional regulation, professional well-being.*

1. Introduction

Teaching is widely recognized as one of the most emotionally demanding professions due to constant interpersonal interaction, high responsibility for learners' development, and continuous evaluation of professional performance. Numerous studies demonstrate that teachers frequently experience chronic stress, emotional exhaustion, and professional burnout, often beginning at the early stages of their careers [1]. These difficulties frequently originate during initial teacher education, when prospective teachers face academic overload, teaching practice stress, and insufficient psychological preparedness.

Traditional teacher education programs tend to prioritize subject knowledge and instructional skills, while the development of psychological resilience and emotional self-regulation remains secondary [2]. As a result, future teachers may enter the profession technically competent but psychologically vulnerable. Addressing this imbalance requires a shift toward health-preserving educational approaches, among which sanogenic thinking occupies a central position.

2. Conceptual Foundations of Sanogenic Thinking

The concept of sanogenic thinking originates from health psychology and psychosomatic research. The term "sanogenic" derives from the Latin *sanus* (healthy) and *genesis* (origin), emphasizing the role of thinking in generating and maintaining psychological health [3]. Sanogenic thinking refers to a conscious cognitive-emotional process through which individuals regulate emotions, reflect on irrational beliefs, and reinterpret stressful situations constructively.

Unlike pathogenic thinking, which reinforces negative emotional states and maladaptive coping strategies, sanogenic thinking promotes emotional balance, cognitive flexibility, and psychological stability [4]. It involves awareness of emotional reactions, critical reflection, and the transformation of destructive thought patterns into adaptive ones.

These qualities are particularly important for teachers, whose professional effectiveness depends on emotional stability and reflective competence.

3. Sanogenic Thinking as a Pedagogical and Psychological Problem

From a pedagogical perspective, the insufficient integration of psychological training into teacher education constitutes a significant problem. Prospective teachers often encounter emotionally challenging situations during pedagogical practice without adequate preparation for emotional regulation and stress management [5]. This gap leads to anxiety, reduced self-efficacy, and negative professional self-perception.

Psychologically, prospective teachers may demonstrate heightened sensitivity to evaluation, fear of failure, and rigid cognitive patterns that increase vulnerability to stress [6].

Without sanogenic thinking skills, these factors contribute to emotional exhaustion and early professional burnout. Therefore, the development of sanogenic thinking should be regarded as a strategic objective of teacher education, addressing both pedagogical and psychological dimensions of professional preparation.

4. Psychological Mechanisms of Sanogenic Thinking Development

The development of sanogenic thinking relies on several interrelated psychological mechanisms. **Cognitive awareness** enables individuals to recognize irrational beliefs and automatic negative thoughts that generate emotional tension [7]. **Emotional differentiation** supports accurate identification and regulation of emotional states, preventing emotional overload [8]. **Cognitive reframing** allows stressful pedagogical experiences to be interpreted as opportunities for learning and growth rather than threats to professional competence [9].

Another essential mechanism is **reflection**, which involves conscious analysis of emotional experiences and behavioral responses. Reflective processing reduces emotional intensity and facilitates adaptive meaning-making [10]. The integration of these mechanisms enhances psychological resilience, reduces emotional reactivity, and supports sustainable professional functioning.

5. Educational Significance and Pedagogical Implications

The integration of sanogenic thinking into teacher education programs has significant pedagogical implications. Reflective learning methods, psychological training modules, and supportive educational environments contribute to the formation of health-preserving cognitive strategies [11]. Teacher educators play a crucial role in modeling sanogenic thinking through their own emotional regulation and reflective practices.

Developing sanogenic thinking enhances prospective teachers' emotional resilience, professional adaptability, and capacity to create supportive learning environments. Moreover, it serves as a preventive mechanism against emotional burnout and professional dissatisfaction, contributing to long-term career sustainability [12].

6. Conclusion

Developing sanogenic thinking in prospective teachers represents a vital pedagogical and psychological task in modern teacher education. Sanogenic thinking functions as an internal psychological resource that supports emotional regulation, reflective competence, and professional well-being. Its systematic integration into teacher training programs enhances psychological sustainability and teaching effectiveness. Future research should focus on empirical validation of pedagogical models aimed at fostering sanogenic thinking and assessing their long-term impact on teachers' professional development.

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