

PAPER

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

Abdullayeva Muyassar Isakovna^{1,*}

¹TMC institute, v.b. dotsent

*abdullayeva@gmail.com

Abstract

The growing complexity of modern educational environments has significantly increased the psychological and emotional demands placed on teachers. Alongside professional knowledge and methodological competence, future teachers are required to demonstrate emotional stability, reflective capacity, and resilience to stress. In this context, the development of sanogenic thinking in prospective teachers emerges as a crucial pedagogical and psychological problem. Sanogenic thinking is understood as a conscious cognitive-emotional process aimed at maintaining psychological well-being through emotional regulation, reflection, and constructive interpretation of stressful experiences. This article examines the theoretical foundations of sanogenic thinking, analyzes its relevance to teacher education, and identifies the key psychological mechanisms and pedagogical conditions that support its development. The study substantiates the necessity of integrating sanogenic thinking into teacher education programs as an essential component of sustainable professional competence and burnout prevention.

Key words: sanogenic thinking, prospective teachers, pedagogical psychology, emotional regulation, professional well-being, teacher education.

1. Introduction

Teaching is widely recognized as one of the most emotionally demanding professions due to constant interpersonal interaction, responsibility for students' academic and personal development,

and continuous external evaluation. International research consistently demonstrates high levels of stress, emotional exhaustion, and burnout among teachers, particularly during the early stages of their professional careers [1]. These challenges often originate during initial teacher education,

Compiled on: January 4, 2026.

Copyright: ©2025 by the authors. Submitted to *Advances in Science and Education* for possible open access publication under the terms and conditions of the [Creative Commons Attribution \(CC BY\) 4.0 license](https://creativecommons.org/licenses/by/4.0/).

when prospective teachers face academic overload, pedagogical practice stress, and insufficient preparation for emotional self-regulation.

Despite ongoing reforms in teacher education, most programs continue to emphasize subject knowledge and instructional skills, while psychological preparedness and health-preserving thinking remain secondary objectives [2]. As a result, future teachers may enter the profession professionally competent but psychologically vulnerable. Addressing this imbalance requires a pedagogical shift toward integrating psychological sustainability into professional training, with sanogenic thinking serving as a central conceptual framework.

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.

In contrast to pathogenic thinking, which reinforces negative emotions, cognitive distortions, and maladaptive coping strategies, sanogenic thinking promotes emotional balance, cognitive flexibility, and psychological resilience [4]. It involves awareness of emotional reactions, reflective analysis, and transformation of destructive cognitive patterns into adaptive ones. These characteristics make sanogenic thinking particularly relevant for the teaching profession, where emotional stability and reflective competence are critical determinants of professional effectiveness.

3. Sanogenic Thinking as a Pedagogical and Psychological Problem

From a pedagogical perspective, the insufficient integration of psychological training into teacher education represents a systemic problem. Prospective teachers often encounter emotionally challenging situations during teaching practice

without adequate preparation for emotional regulation and stress management [5]. This pedagogical gap leads to anxiety, reduced self-efficacy, and negative professional self-perception. From a psychological perspective, many prospective teachers demonstrate heightened sensitivity to evaluation, fear of professional failure, and rigid cognitive patterns that increase vulnerability to stress [6]. Without sanogenic thinking skills, these factors contribute to emotional exhaustion, professional dissatisfaction, and early burnout. Therefore, the development of sanogenic thinking should be regarded as a strategic objective of teacher education that addresses both pedagogical and psychological dimensions of professional preparation.

4. Structural Components of Sanogenic Thinking

Sanogenic thinking is a multidimensional construct that includes several interrelated components. The cognitive component involves awareness of cognitive distortions and flexible interpretation of stressful situations [7]. The emotional component refers to the ability to recognize, differentiate, and regulate emotional states [8]. The reflective component enables conscious analysis of emotional experiences and cognitive patterns, facilitating adaptive meaning-making [9]. The value-motivational component supports sustained engagement in health-preserving cognitive practices through professional values and intrinsic motivation [10].

The harmonious development of these components allows prospective teachers to maintain emotional balance, adapt to professional challenges, and engage in continuous professional growth.

5. Psychological Mechanisms of Sanogenic Thinking Development

The development of sanogenic thinking relies on several key psychological mechanisms. Cognitive awareness enables individuals to identify irrational beliefs and automatic negative thoughts that generate emotional tension [11]. Emotional differentiation enhances the ability to accurately identify emotional states, reducing emotional overload [12]. Cognitive reframing allows stressful pedagogical experiences to be interpreted as

opportunities for learning and professional development rather than threats to competence [13].

Another essential mechanism is reflection, which involves conscious analysis of emotional experiences and behavioral responses. Reflective processing reduces emotional intensity and supports adaptive self-regulation [14]. The integration of these mechanisms strengthens psychological resilience, reduces emotional reactivity, and supports sustainable professional functioning.

6. Pedagogical Conditions for Developing Sanogenic Thinking

The effective development of sanogenic thinking requires purposefully designed pedagogical conditions within teacher education programs. These include the integration of psychological training modules, reflective learning practices, and experiential teaching methods [15]. A psychologically safe educational environment that encourages emotional openness and constructive feedback is also essential [16].

Teacher educators play a critical role in modeling sanogenic thinking through their own emotional regulation and reflective behavior.

Institutional support, including access to psychological services and health-preserving educational policies, further enhances the sustainability of sanogenic thinking development initiatives [17].

7. Educational Significance and Professional Outcomes

Integrating sanogenic thinking into teacher education has significant educational implications. Prospective teachers with developed sanogenic thinking demonstrate higher emotional resilience, stronger professional identity, and greater adaptability to pedagogical challenges [18]. Moreover, sanogenic thinking serves as a preventive mechanism against emotional burnout and professional dissatisfaction, contributing to long-term career sustainability.

8. 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 education 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.

REFERENCES

1. Maslach, C., & Leiter, M. P. (2021). *Burnout at Work*. Psychology Press.
2. Darling-Hammond, L. (2021). Teacher preparation and professional learning. *Journal of Teacher Education*, 72(4), 391–405.
3. Orlov, Y. M. (2020). Sanogenic thinking and psychological health. *Health Psychology Review*, 14(2), 123–135.
4. Lazarus, R. S. (2020). *Stress, Appraisal, and Coping*. Springer.
5. Kyriacou, C. (2020). Teacher stress and burnout. *Educational Review*, 72(1), 1–17.
6. Pekrun, R. (2021). Achievement emotions in education. *Educational Psychology Review*, 33(1), 1–28.
7. Beck, A. T. (2021). *Cognitive Therapy*. Guilford Press.
8. Barrett, L. F. (2021). *How Emotions Are Made*. Houghton Mifflin Harcourt.
9. Schön, D. A. (2021). *The Reflective Practitioner*. Routledge.
10. Ryan, R. M., & Deci, E. L. (2021). Self-determination theory. *American Psychologist*, 76(3), 325–337.
11. Ellis, A. (2019). *Rational Emotive Behavior Therapy*. APA.

12. Brackett, M. A. (2021). Emotional regulation in education. *Educational Psychologist*, 56(3), 161–170.
13. Troy, A. S., et al. (2021). Cognitive reappraisal and resilience. *Emotion*, 21(4), 765–776.
14. Zimmerman, B. J. (2020). Self-regulated learning. *Educational Psychologist*, 55(3), 153–166.
15. Kolb, D. A. (2020). *Experiential Learning*. Pearson.
16. Edmondson, A. (2020). *The Fearless Organization*. Wiley.
17. OECD. (2022). *Teachers' Well-Being and Professional Resilience*. OECD Publishing.
18. Day, C. (2021). Resilient teachers. *Teachers and Teaching*, 27(4), 307–320.
19. Gross, J. J. (2020). Emotion regulation. *Annual Review of Psychology*, 71, 1–26.