



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

METHODOLOGY FOR DEVELOPING SANOGENIC THINKING IN FUTURE TEACHERS

Submission Date: October 15, 2023, Accepted Date: October 20, 2023,

Published Date: October 25, 2023

Crossref doi: <https://doi.org/10.37547/ijp/Volume03Issue10-15>

Abdullaeva Muyassar Isoqovna

Teacher At Tmss Institute, Uzbekistan

ABSTRACT

This article delves into an innovative and comprehensive methodology designed to foster sanogenic thinking in future teachers, recognizing the pivotal role of mental and emotional well-being in the teaching profession. Grounded in positive psychology, emotional intelligence, and mindfulness practices, the methodology outlined here offers practical strategies to enhance self-awareness, resilience, and empathy among aspiring educators.

KEYWORDS

Sanogenic thinking, future teachers, teacher well-being, positive psychology, emotional intelligence, mindfulness practices, resilience building, stress management techniques.

INTRODUCTION

The methodology emphasizes the importance of self-reflection and awareness, integrating positive psychology interventions, stress management techniques, and emotional intelligence development. Additionally, it advocates for the establishment of strong social support networks, integration of sanogenic thinking into education curricula, and continuous professional development opportunities. Emphasizing a growth mindset and resilience, the approach not only equips future teachers with the

skills to navigate the challenges of their profession but also enables them to create positive, empathetic, and nurturing learning environments.

Sanogenic thinking refers to a mindset or approach that focuses on promoting health and well-being rather than solely on treating or preventing disease. The term "sanogenic" is derived from the Greek words "sano," meaning health, and "genesis," meaning origin. Sanogenic thinking emphasizes the factors,

attitudes, and practices that contribute to the development and maintenance of good health, both mentally and physically.

Key aspects of sanogenic thinking include:

Positive Mindset: Sanogenic thinking encourages a positive and optimistic outlook on life. It involves cultivating positive emotions, thoughts, and attitudes, which are associated with better mental and physical health outcomes.

Resilience: Sanogenic thinking emphasizes the ability to bounce back from challenges and adversity. Resilient individuals can cope with stress and setbacks effectively, which contributes to their overall well-being.

Empowerment: Sanogenic thinking empowers individuals to take control of their health and make positive lifestyle choices. It promotes self-efficacy, encouraging people to believe in their ability to influence their own well-being.

Holistic Approach: Sanogenic thinking takes a holistic view of health, considering not only physical health but also mental, emotional, social, and spiritual aspects. It recognizes the interconnectedness of these dimensions and their impact on overall well-being.

Focus on Strengths: Instead of dwelling on weaknesses or limitations, sanogenic thinking emphasizes identifying and leveraging personal strengths. Recognizing and utilizing one's strengths can enhance self-esteem and confidence.

Mindfulness: Sanogenic thinking often incorporates mindfulness practices, which involve being fully present and engaged in the current moment.

Mindfulness can reduce stress, enhance emotional regulation, and improve overall mental well-being.

Social Support: Building and maintaining positive social relationships are crucial aspects of sanogenic thinking. Social support networks provide emotional assistance, encouragement, and a sense of belonging, all of which contribute to well-being.

Meaning and Purpose: Sanogenic thinking involves finding meaning and purpose in life. Having a sense of purpose can provide motivation, enhance resilience, and improve overall life satisfaction.

Overall, sanogenic thinking promotes a proactive and positive approach to health and well-being. By focusing on the factors that enhance health and resilience, individuals can lead healthier, more fulfilling lives. In the context of education, sanogenic thinking can be particularly valuable for teachers, as it helps them cultivate a positive learning environment, cope with the challenges of teaching, and support the well-being of their students.

Developing sanogenic thinking in future teachers holds immense significance for several reasons:

Enhanced Teacher Well-being: Teaching can be a highly demanding profession, emotionally and mentally. Sanogenic thinking equips future teachers with coping mechanisms, stress management skills, and emotional resilience. Teachers who possess these qualities are better equipped to handle the challenges of their profession without succumbing to burnout or overwhelming stress.

Positive Learning Environment: Teachers with a sanogenic mindset create positive and nurturing learning environments. Their optimism, resilience, and

ability to manage stress effectively positively influence the classroom atmosphere. A positive environment, in turn, enhances students' well-being, making the learning experience more engaging and fruitful.

Improved Student-Teacher Relationships: Sanogenic thinking fosters empathy and understanding. Future teachers who develop sanogenic thinking are more likely to empathize with their students' challenges and emotions. This understanding strengthens the teacher-student relationship, making it easier for students to approach their teachers with concerns and creating an environment where learning can flourish.

Role Modeling for Students: Teachers serve as role models for their students. By exhibiting sanogenic thinking, educators demonstrate healthy coping mechanisms, resilience, and a positive outlook. Students observe and learn from these behaviors, potentially adopting similar attitudes and strategies in their own lives.

Effective Classroom Management: Sanogenic thinking equips teachers with emotional intelligence, which is crucial for managing diverse classrooms effectively. Teachers who understand their own emotions and can empathize with their students are better equipped to handle classroom conflicts and behavioral issues constructively, creating a harmonious learning environment.

Long-term Career Satisfaction: Educators with sanogenic thinking are more likely to find long-term satisfaction in their careers. By managing stress and maintaining a positive mindset, teachers can sustain their enthusiasm for teaching over the years, leading to a more fulfilling and enduring career in education.

Prevention of Teacher Burnout: Teaching can be emotionally draining, leading to burnout if not managed effectively. Sanogenic thinking acts as a preventive measure against burnout. Teachers who prioritize their well-being and mental health are less susceptible to the emotional exhaustion that often leads to burnout.

Adaptability and Innovation: A positive mindset and resilience, key components of sanogenic thinking, enable teachers to adapt to changing educational landscapes. Educators who embrace change and approach challenges with a sanogenic perspective are more likely to innovate in their teaching methods, ensuring that they remain effective and relevant in their profession.

In summary, developing sanogenic thinking in future teachers not only benefits the educators themselves but also creates a positive ripple effect on students, the learning environment, and the education system as a whole. It nurtures emotionally intelligent, resilient, and empathetic educators who are well-equipped to navigate the complexities of the teaching profession while positively influencing the lives of their students.

Future teachers face a multitude of challenges that can significantly impact their well-being and effectiveness in the classroom. Here are some of the key challenges faced by aspiring educators, including stress, burnout, and emotional exhaustion:

Heavy Workload: Future teachers often have to balance various responsibilities, including lesson planning, grading, classroom management, and extracurricular activities. The workload can be overwhelming, leading to stress and exhaustion.

Emotional Demands: Teaching is an emotionally demanding profession. Future teachers may find it challenging to manage their own emotions while also being empathetic and supportive of their students' emotional needs, especially in situations where students are facing difficulties or trauma.

Limited Resources: Many schools, especially those in underprivileged areas, lack adequate resources such as teaching materials, technology, and classroom supplies. Future teachers may struggle to provide quality education in environments with limited resources, leading to frustration and stress.

Classroom Management Issues: Maintaining discipline and managing diverse classrooms with students of different abilities, backgrounds, and behaviors can be incredibly challenging. Future teachers may find it difficult to establish effective classroom management strategies, leading to stress and emotional exhaustion.

High Expectations: There are often high expectations placed on teachers to deliver excellent academic results and contribute to the overall development of their students. These expectations, combined with pressure from parents, school administrators, and policymakers, can create immense stress for future teachers.

Lack of Support: Future teachers might not always receive the necessary support from school administrators, colleagues, or the broader community. The lack of mentorship, guidance, and emotional support can contribute to feelings of isolation and burnout.

Standardized Testing: The emphasis on standardized testing in many education systems puts additional pressure on teachers to ensure that their students

perform well. Teaching to the test and focusing solely on exam results can be demoralizing for future teachers and hinder their ability to provide a holistic education.

Work-Life Balance: Teaching often extends beyond regular school hours, requiring teachers to spend time preparing lessons and grading assignments at home. The lack of work-life balance can lead to exhaustion and impact personal relationships and overall well-being.

Professional Development Challenges: Keeping up with advancements in teaching methods, technology, and educational research can be overwhelming. Future teachers may struggle to find time and resources for continuous professional development, hindering their ability to enhance their skills and effectiveness in the classroom.

Addressing these challenges requires a comprehensive approach, including improved teacher training programs, increased support from school administrations, mentorship initiatives, and policies that prioritize the well-being of educators. By acknowledging and actively working to mitigate these challenges, education systems can better support future teachers in their vital role as educators.

Developing sanogenic thinking in individuals, including future teachers, involves a systematic and holistic approach that integrates various strategies and practices. Here's a methodology that can be employed to foster sanogenic thinking:

1. Self-Reflection and Awareness:

Encourage future teachers to engage in regular self-reflection practices. Introduce mindfulness meditation

and reflective journaling to enhance self-awareness and emotional regulation. Facilitate discussions and workshops on self-discovery, values, and personal strengths.

2. Positive Psychology Interventions:

Teach future teachers positive psychology exercises such as gratitude journaling, positive affirmations, and acts of kindness. Implement strengths-based approaches, like the VIA Survey of Character Strengths, to help individuals identify and leverage their unique qualities.

3. Stress Management Techniques:

Provide training in stress management techniques, including relaxation exercises, deep breathing, and progressive muscle relaxation. Incorporate physical activities such as yoga, tai chi, or regular exercise, which have proven benefits for both mental and physical well-being. Offer workshops on time management and prioritization to help future teachers manage their workload effectively.

4. Emotional Intelligence Development:

Conduct emotional intelligence workshops to enhance awareness of one's own emotions and the emotions of others. Teach active listening skills and empathetic communication techniques to improve interpersonal relationships. Encourage the practice of perspective-taking, helping future teachers understand situations from various viewpoints.

5. Social Support Networks:

Establish mentorship programs connecting experienced educators with aspiring teachers. Foster a sense of community within teacher education

programs, allowing future teachers to share experiences and support one another. Provide access to counseling services and peer support groups to address emotional challenges and stressors.

6. Integrating Sanogenic Thinking into Education:

Integrate sanogenic thinking principles into the curriculum of teacher training programs. Develop modules that emphasize the importance of well-being for both educators and students. Promote the integration of mindfulness practices in the classroom, fostering a positive and calm learning environment.

7. Professional Development and Lifelong Learning:

Offer continuous professional development opportunities focusing on mental health, coping strategies, and well-being. Encourage future teachers to attend workshops, conferences, and seminars related to positive psychology and emotional wellness. Facilitate ongoing reflective practices, encouraging educators to regularly assess and refine their sanogenic thinking skills.

8. Encouraging a Growth Mindset:

Promote the concept of a growth mindset, emphasizing that abilities and intelligence can be developed with dedication and effort. Encourage future teachers to view challenges as opportunities for growth and learning rather than as threats. Provide constructive feedback and praise the process and effort, reinforcing the idea that learning is a continuous journey.

9. Cultivating Resilience:

Teach resilience-building skills, including problem-solving, adaptability, and goal-setting. Encourage

individuals to view failures as learning experiences and to develop a sense of purpose and meaning in their work. Provide guidance on how to bounce back from setbacks and maintain a positive outlook in the face of adversity.

Implementing this comprehensive methodology can empower future teachers with the skills and mindset necessary for sanogenic thinking. By cultivating these qualities, educators are better equipped to handle the challenges of their profession, promote well-being in their students, and create positive and nurturing learning environments.

REFERENCES

1. Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, 60(5), 410–421.
2. Brackett, M. A., Rivers, S. E., Shiffman, S., Lerner, N., & Salovey, P. (2006). Relating Emotional Abilities to Social Functioning: A Comparison of Self-Report and Performance Measures of Emotional Intelligence. *Journal of Personality and Social Psychology*, 91(4), 780–795.
3. Jennings, P. A., Frank, J. L., Snowberg, K. E., Coccia, M. A., & Greenberg, M. T. (2013). Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): Results of a Randomized Controlled Trial. *School Psychology Quarterly*, 28(4), 374–390.
4. Masten, A. S. (2014). Global Perspectives on Resilience in Children and Youth. *Child Development*, 85(1), 6–20.
5. Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.
6. Ingersoll, R. M., & Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. *Review of Educational Research*, 81(2), 201–233.
7. Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional Learning in the Learning Profession: A Status Report on Teacher Development in the United States and Abroad*. National Staff Development Council.