

The Significance of Developing Sanogenic Reflexivity in Students' Professional Development

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ABSTRACT

Introduction. In our country, reforms are being implemented to develop modern approaches within the higher education system aimed at training pedagogical personnel for the system of continuous education on the basis of advanced international experience. At present, one of the key tasks is the qualitative renewal of the content of the modern education system and the creation of educational and upbringing technologies based on the individualization of learner-centered education in order to train highly qualified professionals.

Purpose. The purpose of this study is to identify the scientific and methodological foundations of the system for developing the professional competence of students in pedagogical higher education institutions in Uzbekistan.

Materials and Methods. The study employed an analysis of national and international scientific literature, examination of advanced pedagogical practices, as well as empirical research methods.

Discussion and Results. The conducted research identified the content and essence of sanogenic reflexivity, the factors influencing it, the principles of its development, and the pedagogical conditions for fostering sanogenic reflection in future teachers.

Conclusion. Sanogenic reflection plays a significant role in developing emotional competence in pedagogical activity by fostering skills of analyzing one's own experience and emotional states, drawing meaningful conclusions, and making evaluations. At the same time, it manifests as the teacher's ability to predict and adequately assess the ideal and actual outcomes of their own actions and those of learners.

Keywords: Sanogenic thinking, sanogenic reflexivity, student, professional development.

INTRODUCTION

In order to elevate the process of training highly qualified specialists who possess modern knowledge, high moral and ethical values, and independent thinking to a qualitatively new level, to modernize higher education, and to promote the development of the social sphere and economic sectors on the basis of advanced educational technologies, the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 has been approved. Alongside this, the Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019, "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030", and the Resolution No. PQ-4312 dated May 8, 2019, "On Approval of the

Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030", define key objectives aimed at the qualitative renewal of the content of the continuous education system, as well as the creation of educational and upbringing technologies based on the individualization of learner-centered education for the purpose of training professional personnel.

These concepts, drawing on international experience, envisage the implementation of advanced standards in higher education, including a gradual transition from an education model focused primarily on the acquisition of theoretical knowledge to a system oriented toward the formation of practical skills within curricula. They also aim to raise the quality of higher education content to a new

level and to establish a system for training highly qualified specialists who are capable of making a *достойный* contribution to the sustainable development of the social sphere and economic sectors and who can successfully find their place in the labor market.

In our country, reforms are being carried out to develop and implement modern approaches within the higher education system, aimed at training pedagogical personnel for the continuous education system on the basis of advanced international experience. Today, leading higher education institutions and research centers around the world pay special attention to preparing future teachers for professional activity through innovative approaches in order to implement modern education. In this context, particular emphasis is placed on scientific research focused on expanding the structure of teachers' professional competence through indicators such as motivational, cognitive, operational, reflective, and self-assessment components.

METHODS

To examine the current state of the problem under study, to conduct a systematic investigation of the conceptual foundations and structure of reflexive competence, and to identify the scientific bases for its formation within the context of professional pedagogical training, methods of analysis and interpretation of scientific literature were employed.

In order to study and compare the views of national and international scholars regarding the essence, content, and multilevel structure of reflexive competence in students, as well as to identify common methodological foundations and differences in their approaches, the comparative analysis method was used.

Among the empirical research methods, an analysis of the content of educational programs of higher education institutions was conducted using the example of pedagogical education programs in the Republic of Uzbekistan. This analysis was carried out to determine the extent to which components of reflexive training are integrated into curricula and disciplinary blocks. The application of this method made it possible to identify the current role of reflection in the system of training future teachers. In addition, empirical research methods included the process of generalizing and analyzing pedagogical experience, as well as examining the practice of applying

methodologies aimed at developing reflection (reflective journals, case method, project-based learning). This made it possible to assess the effectiveness of the applied methodological solutions and to identify existing difficulties in their implementation.

RESULTS AND DISCUSSION

The content of the structural components related to healthy thinking and sanogenic behavior, based on prioritizing the cognitive, preparatory, and final phases of the process of developing sanogenic thinking in future teachers, is reflected in the scientific research of M.K. Ismailov. The researcher identified the following pedagogical factors influencing the development of sanogenic reflexivity in students:

- 1) a new approach to the student's personality—as a subject of activity, individuality, collaborative activity, and freedom of choice;
- 2) the innovative activity of the teacher—as a consultant, tutor, moderator, and facilitator;
- 3) pedagogical communication styles—authoritarian, liberal, democratic, and integrative (harmonized);
- 4) pedagogical influence—requirements, prospects, encouragement and punishment, and persuasion [5: 213].

It should be noted that awareness by an individual of non-constructive thinking strategies and the corresponding patterns of activity and behavior does not in itself guarantee their positive correction. For this purpose, directing sanogenic reflection toward identifying non-constructive modes of thinking and their purposeful correction may be of particular importance. In particular, N.V. Pavlyuchenkova considers the function of sanogenic reflexivity to consist in the objectification and correction of non-constructive mental automatisms, as well as in determining the possibility of influencing the development of components of emotional competence. In this context, the main principles of sanogenic thinking are identified as recognition of the authenticity of emotions, appropriateness of mental actions, introspection, self-awareness, and scientific rigor. Adherence to these principles has been shown to optimize the manifestation of empathy in the individual and to assist in selecting adequate ways of regulating one's own behavior [13: 13].

In the scientific research conducted by Z. Abdurahmanova, sanogenic thinking is emphasized as an important phenomenon that facilitates the emergence of an individual's ability to anticipate, perceive, confront, and overcome emotions associated with fear arising from various situations [1: 183].

I.A. Stetsenko [14] proposed including reflection as "reflective competence" within the multidimensional structure of competence, whereas Yu.N. Krainova [9: 200] identified sanogenic reflexivity, together with self-regulation, empathy, and expressiveness, as structural components of a teacher's emotional competence.

A teacher's ability to exercise self-control and self-awareness in the educational process is referred to as reflective introspection. Sh. Gallagher and D. Zahavi characterize reflective introspection as a teacher's reflective orientation toward their own actions, personal life, self-awareness, self-respect, self-determination, volitional sphere, and personality formation. They emphasize that the very capacity to reflect on one's beliefs and desires creates opportunities for transforming them [4].

This approach enables students to perceive themselves in the role of a teacher and to gain experience in finding pedagogically appropriate solutions from the standpoint of reflective competence. Therefore, situational tasks can be regarded as a connecting link between theory and practice.

N.P. Maksimchenko developed the following criteria for determining the level of sanogenic reflexivity development in future teachers:

- 1) interpersonal communication skills;
- 2) ability to organize self-regulation;
- 3) ability to work collaboratively;
- 4) ability to carry out oral communication;
- 5) adaptability to changing conditions;
- 6) analytical skills, including problem-solving ability;
- 7) ability to carry out written communication;
- 8) information literacy;

- 9) organizational skills;
- 10) ability to construct one's professional and career development;
- 11) ability to adapt to society;
- 12) personal effectiveness;
- 13) professional effectiveness [10].

According to C. Johns [8], there is a significant difference between engaging in reflection and being a reflective professional. L. Wyat [15: 39] notes that merely thinking about or reflecting on experience does not necessarily help to acquire experience that leads to changes in practice. This view is further articulated by L. Finlay, who states: "The problem with reflective practice is that it is difficult both to perform and to teach. Effective practice and learning are even more challenging" [3: 15].

M.K. Ismoilov identified the following pedagogical conditions for developing sanogenic reflection in future teachers:

1. Informational–content-related conditions, including developed educational programs, lecture texts, teaching and methodological complexes, electronic textbooks, creative pedagogical tasks, situational problems, and creative project-based assignments.
2. Technological conditions, which involve the use of problem-based learning, game-based technologies, trainings, video trainings, problem-oriented seminars, and the solving and analysis of pedagogical problem situations in the process of developing students' sanogenic thinking.
3. Reflective conditions, encompassing the development of active cognitive motivation; the formation of a system of positive attitudes toward pedagogical activity; the development of creative and critical thinking skills; the acquisition of pedagogical and psychological methodological knowledge; the formation of reflective analysis skills; and the development of professional self-awareness, among others.
4. Ensuring the integration of in-class and extracurricular activities, such as lectures, independent learning, clubs, collective events, self-directed personal work, self-development, and other forms of activity, which serve as important pedagogical tools for the effective

resolution of the research problem.

The integration of these conditions plays a crucial role in fostering students' sanogenic thinking skills and improving the quality of education [7: 51].

J. Bain [2] argues that an essential condition for developing sanogenic reflexivity in teachers is to begin with support, proposing that this support process be implemented through the following five stages:

1. Reporting, which involves taking into account a particular experience and the contextual factors surrounding it.
2. Reaction, wherein individual practitioners verbally express their emotions, thoughts, experiences, and other responses to a given situation.
3. Relationships, defined as the establishment of connections by future teachers between recently occurring events and their previously acquired knowledge and skills.
4. Reflection, which encourages students to understand why a particular outcome was achieved or observed by examining key concepts, theories, and other factors they consider significant.
5. Recommendations, which are used to promote teaching methods or other outcomes to be applied in the future, based on the results of students' reflective considerations.

According to L. Wyatt [15: 39], successful reflective practice requires individuals to possess skills such as observation, logical thinking, analysis, synthesis, and evaluation.

L. Finlay offers four recommendations for teaching and developing effective reflective practice:

- (1) maintaining attentiveness to reflective practice;
- (2) providing sufficient support for reflection, including time allocation, resources, opportunities, and appropriate methods;
- (3) developing critical analysis skills; and
- (4) taking into account the context in which reflection occurs [3].

The self-reflection cycle proposed by P. Hall and A. Simeral consists of four stages:

- (1) the unconscious stage,
- (2) the conscious stage,
- (3) the action stage, and
- (4) the improvement stage.

According to the authors, these stages ultimately "lead you to become a reflective practitioner" [5: 36].

They further argue that "the skill of self-reflection surpasses all other skills, strategies, and approaches to learning, as it allows teachers to continuously develop throughout their professional activity and to improve and consolidate all their professional knowledge" [5: 38].

L. Wyatt identifies four key characteristics of such a reflective cycle:

- 1) awareness of the possibility of learning;
- 2) goal-oriented actions;
- 3) the ability to make accurate judgments;
- 4) the ability to adjust and correct one's activity [15].

Thus, enhancing the effectiveness of an individual's activity in society constitutes the primary function of sanogenic reflexivity. Reflection serves as a universal mechanism for personal change and self-improvement, enabling individuals to engage in self-awareness, monitor their own cognitive processes, and, as a unique capacity, act as one of the key factors in the development of emotional competence.

CONCLUSION

Sanogenic reflexivity plays a pivotal role in the development of emotional competence within pedagogical activity. It facilitates the formation of skills related to the analysis of personal experience and emotional states, the formulation of meaningful conclusions, and the implementation of evaluative judgments. At the same time, sanogenic reflexivity manifests as the teacher's capacity to anticipate and adequately assess both the ideal and actual outcomes of their own actions as well as those of learners.

The development of sanogenic reflexivity in future teachers contributes to several significant professional outcomes. First, it promotes the acquisition of positive emotional experiences that strengthen the ability to successfully cope with negative and emotionally charged situations. Second, it enhances internal psychological resources necessary for overcoming feelings of guilt, shyness, and resentment. Third, it supports the selection of effective behavioral strategies based on the interpretation of others' emotional states. Finally, it facilitates deeper self-awareness through the observation and analysis of others' emotions.

The level of development of sanogenic reflectivity in students may be determined on the basis of the following indicators:

- 1) the ability to independently regulate negative thoughts and emotional experiences [10];
- 2) the predominance of personal reflection, expressed through self-analysis and accurate self-assessment of one's capabilities [11];
- 3) emotional and affective stability [9];
- 4) the capacity for constructive problem-solving, accompanied by a reduction in stereotypical thinking and pathogenic (non-adaptive) cognitive patterns;
- 5) a high degree of reflective thinking and a pronounced need for self-development [1].

Overall, sanogenic reflexivity functions as a universal mechanism of personal change and professional self-improvement, enabling individuals to consciously regulate their cognitive and emotional processes. As a unique psychological capacity, it serves as one of the key factors contributing to the development of emotional competence and professional maturity in future teachers.

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