



## THEORETICAL MODEL OF THE METHODOLOGY FOR DEVELOPING SANOGENIC THINKING IN BIOLOGY TEACHERS DURING PROFESSIONAL DEVELOPMENT

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**Abstract** This article explores the theoretical model and conceptual foundations of developing sanogenic (health-promoting) thinking among Biology teachers within the framework of professional development. Sanogenic thinking is a conscious cognitive process aimed at managing emotional states and neutralizing the destructive consequences of pathogenic thinking (resentment, guilt, shame, and fear). Given the high levels of occupational stress in the teaching profession, this study proposes a structural-functional model that integrates biological knowledge with psychological self-regulation. The methodology includes cognitive, reflexive, and personality-oriented components. Results suggest that Biology teachers, utilizing their professional understanding of homeostasis and neurobiology, are uniquely positioned to master sanogenic reflection, leading to improved psychological well-being and pedagogical efficiency.

**Keywords:** Sanogenic thinking, Biology teachers, Professional development, Reflexive model, Emotional regulation, Pedagogical psychology.

**Introduction.** Modern education demands not only high academic competence from teachers but also psychological resilience and emotional stability. Biology teachers, in particular, face a unique paradox: while they possess deep knowledge of human physiology and the biological nature of stress, they often lack the practical psychological tools to manage their own emotional health. The prevalence of "pathogenic thinking"—characterized by automatic, unconscious emotional reactions to conflict—leads to burnout, psychosomatic illnesses, and a decline in teaching quality.

The concept of **Sanogenic Thinking**, introduced by Y.M. Orlov, offers a transformative approach. Unlike traditional stress management, sanogenic thinking focuses on the "disarmament" of internal conflicts through conscious reflection on the structure of emotions. For Biology teachers, this methodology is particularly



relevant as it aligns with the biological principles of **homeostasis** and **adaptation**. Developing a theoretical model for this methodology in professional development courses is essential to transition teachers from a reactive state of mind to a proactive, self-regulatory one. This article aims to define the structural components and the conceptual framework of such a model.

**Conceptual foundations of the methodology.** The development of sanogenic thinking is based on several interdisciplinary principles:

- **The Principle of Determinism:** Understanding that emotional suffering is not caused by external events (e.g., a difficult student), but by the subjective mental programs (pathogenic habits) used to process those events.
- **The Biological-Reflexive Link:** Biology teachers can conceptualize sanogenic thinking as a mental "immune response." Just as the body seeks to neutralize toxins, sanogenic reflection neutralizes "emotional toxins."
- **The Principle of Consciousness:** Transitioning from automatic emotional habits to conscious control over the "appraisal" phase of social interaction.

**The structural model of sanogenic thinking development.** The proposed model for Biology teachers consists of four integrated blocks:

#### A. The Target Block

The primary goal is the formation of a "Sanogenic Reflection Skill." This involves the ability to analyze one's own mental programs that trigger negative emotions like resentment (*obida*), jealousy, or fear of failure.

#### B. The Content Block (Specific to Biology Teachers)

The content is divided into two modules:

1. **Neuro-Physiological Module:** Linking the Limbic system (emotions) with the Prefrontal Cortex (reflection). Teachers analyze the "hormonal cost" of pathogenic thinking (cortisol vs. endorphins).
2. **Psychological Module:** Studying the algorithms of emotions. For instance, the "Resentment Algorithm" is taught as:  $Expectation + Reality + Comparison = Resentment$ .

#### C. The Procedural (Methodological) Block

This block utilizes specific didactic tools:



- **Introspection Training:** Keeping a "Sanogenic Journal" to track emotional triggers.
- **Case-Study Analysis:** Solving pedagogical conflict scenarios using sanogenic logic.
- **De-concentration Exercises:** Learning to distance the "Self" from the emotion.

#### D. The Evaluative Block

Criteria for success include:

- Reduction in emotional burnout levels (using the Maslach Burnout Inventory).
- Increased level of reflexive culture.
- Shift from external "Locus of Control" to internal.

**Theoretical analysis of the model.** The methodology functions as a **didactic transformation** of psychological theory into pedagogical practice. For Biology teachers, the model is reinforced by the concept of **Psychosomatic Health**. By understanding that thoughts directly influence the autonomic nervous system, teachers are more motivated to adopt sanogenic habits.

The model emphasizes that sanogenic thinking is not the absence of emotion, but the presence of "emotional hygiene." It requires the teacher to act as a "biologist of their own mind," observing thoughts as biological phenomena that can be regulated to maintain mental and physical equilibrium.

**Conclusion.** The theoretical model of sanogenic thinking development provides a structured pathway for Biology teachers to enhance their professional longevity. By integrating neurobiological knowledge with reflexive psychological techniques, this methodology transforms professional development from a simple knowledge update into a profound personal and professional evolution. Implementing this model in retraining centers ensures that educators remain not only experts in their field but also resilient role models for their students.

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