ORIGINAL ARTICLE

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE

ISSN: 2692-515-x, Impact Factor: 9.23

American Academic publishers, volume 6, issue 01,2026

Journal: https://www.academicpublishers.org/journals/index.php/ijai

DEVELOPING SANOGENIC THINKING AMONG ADOLESCENTS: PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS

Muxtorova Sohiba Abduilyos qizi

International Innovative University, 2nd-year Master's student

muxtorovasohiba114@gmail.com

Annotation

This article analyzes the theoretical and practical aspects of developing sanogenic thinking in adolescents. Sanogenic thinking is defined as a conscious approach aimed at preserving, strengthening health, and fostering a healthy lifestyle. The study examines the importance of pedagogical approaches in shaping adolescents' attitudes towards healthy living, enhancing their psychological resilience, and improving stress tolerance. The article presents effective methods for developing sanogenic thinking, including psychological trainings, group activities, interactive teaching methods, and individualized approaches. The results indicate that systematic and coherent pedagogical interventions can help adolescents appreciate health, develop healthy lifestyle skills, and strengthen their ability to make stable decisions in challenging situations.

Keywords

adolescents, sanogenic thinking, healthy lifestyle, psychological resilience, pedagogical approaches, stress tolerance, healthy lifestyle skills

INTRODUCTION

Currently, both globally and in Uzbekistan, the formation of a healthy lifestyle and the strengthening of individual health are considered urgent tasks for society and the education system. Adolescence, in particular, is a period of rapid physical, psychological, and social development, as well as the initial formation of stable consciousness and behavior. Therefore, developing sanogenic thinking aimed at valuing and actively promoting a healthy lifestyle among adolescents is a pressing issue in pedagogy and psychology.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

Sanogenic thinking refers to an individual's conscious approach to maintaining a healthy lifestyle, preserving physical and mental health, and strengthening resilience. It encompasses not only personal healthy lifestyle habits but also stress tolerance, decision-making skills in challenging situations, self-development, and social adaptability. Research shows that without mastering sanogenic thinking, adolescents may struggle to emerge as well-rounded individuals in society. Consequently, systematic and coherent pedagogical work is required to cultivate sanogenic thinking within educational settings.

This article examines the role of pedagogical approaches in fostering sanogenic thinking among adolescents and explores how psychological trainings, group sessions, and interactive methods can reinforce knowledge and skills oriented toward health preservation. Furthermore, it demonstrates the effectiveness of individualized approaches in enhancing adolescents' psychological resilience, decision-making abilities under stress, and overall stress tolerance.

This topic is important not only for pedagogy but also for psychology, sociology, and public health, as adolescence is the key stage for establishing health norms and life values. The sanogenic thinking developed during this period significantly influences future life activities and social adaptability. Therefore, fostering sanogenic thinking among adolescents requires systematic, effective, and evidence-based pedagogical approaches.

Current pedagogical practices and scientific research indicate that a combination of interactive methods, group sessions, individualized guidance, and psychological trainings produces the most effective results in developing sanogenic thinking. This approach not only helps adolescents establish a healthy lifestyle but also enhances their psychological resilience, stress tolerance, and decision-making abilities.

In summary, developing sanogenic thinking among adolescents is a priority task of modern education systems and pedagogical-psychological interventions. The main goal of this study is to identify effective ways to systematically develop sanogenic thinking and foster healthy lifestyle skills among adolescents through pedagogical and psychological tools.

LITERATURE REVIEW

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

The issue of developing sanogenic thinking in adolescents is rapidly growing within pedagogical and psychological sciences. Adolescence is a critical period of rapid physical, mental, and social development, serving as the foundation for behavior and life values. Hence, shaping sanogenic thinking, valuing a healthy lifestyle, and developing stress tolerance skills in this age group are essential objectives of pedagogical practice.

Research in Uzbek pedagogical literature highlights various approaches to fostering sanogenic thinking. For instance, R.X. Jo‘rayev emphasizes the importance of promoting a healthy lifestyle and personal resilience in adolescent psychology, noting that integrating pedagogical processes with psychological approaches can effectively develop sanogenic thinking.

N. Musurmonova underscores the importance of using interactive methods, group activities, and psychological trainings to increase adolescents’ motivation toward a healthy lifestyle. According to the author, a systematic and coherent pedagogical approach helps adolescents strengthen physical health, develop stress tolerance, make independent decisions in challenging situations, and cultivate self-development competencies.

Studies by B. Xodjayev and D. Yo‘ldosheva also confirm the effectiveness of integrating pedagogical and psychological tools in fostering sanogenic thinking. Their research demonstrates that a combination of individualized approaches, motivational methods, and interactive sessions yields the most effective outcomes. They emphasize the need for systematically promoting health appreciation and stress resilience in pedagogical practice.

Normative documents in Uzbekistan, such as the “Youth Policy Concept” and the “Education Development Strategy,” also prioritize fostering a healthy lifestyle, psychological resilience, stress tolerance, and life skills among adolescents.

Overall, the literature review reveals that while methodological and psychological foundations for developing sanogenic thinking exist, a fully developed systematic pedagogical model that combines interactive and individualized approaches for adolescents is still lacking. This article synthesizes theoretical insights and practical experiences to identify effective methods for fostering sanogenic thinking among adolescents.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

The review indicates that developing sanogenic thinking is crucial not only for promoting a healthy lifestyle but also for enhancing psychological resilience, independent decision-making, and social adaptability. Therefore, pedagogical and psychological methods must be applied systematically and coherently.

RESULTS AND DISCUSSION

The study shows that systematic pedagogical and psychological approaches effectively develop sanogenic thinking in adolescents. During the research, interactive methods, group sessions, psychological trainings, and individual guidance significantly increased adolescents' appreciation for health, interest in a healthy lifestyle, and stress tolerance skills.

Key findings include:

1. **Health appreciation and lifestyle skills:** Interactive lessons, group sessions, and psychological trainings encouraged adolescents to maintain their health, adopt balanced nutrition, engage in physical activity, and maintain rest-life balance.
2. **Psychological resilience and stress tolerance:** Activities aimed at developing sanogenic thinking helped adolescents make stable decisions under stress, regulate emotional reactions, and increase stress tolerance.
3. **Independent thinking and social skills:** Individual and group sessions fostered independent decision-making, collaboration in teams, and constructive communication skills.
4. **Motivation and active participation:** Systematic pedagogical and psychological interventions enhanced adolescents' interest in learning, engagement in activities, and motivation to apply healthy lifestyle knowledge in practice.

The analysis shows that a systematic approach combining interactive and individualized methods produces the most significant results. For example, N. Musurmonova's research demonstrates that combining psychological trainings with group activities substantially improves adolescents' stress tolerance and healthy lifestyle skills.

Furthermore, the study indicates that fostering sanogenic thinking not only strengthens individual health but also enhances social adaptability, decision-making in challenging

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

situations, and personal development. Systematic pedagogical approaches and integrated psychological support enable step-by-step reinforcement of adolescents' competencies.

The discussion confirms that effective pedagogical mechanisms for developing sanogenic thinking include interactive lessons, individual guidance, group sessions, and psychological trainings in a coherent approach. This strategy strengthens personal and social health, promotes a healthy lifestyle, and enhances stress tolerance.

Overall, systematic pedagogical interventions are effective tools for promoting a healthy lifestyle, psychological resilience, and independent decision-making skills among adolescents.

CONCLUSION

This study demonstrates that developing sanogenic thinking among adolescents can be effectively achieved through systematic pedagogical and psychological approaches. Findings indicate that interactive methods, group sessions, psychological trainings, and individualized approaches significantly improve adolescents' health appreciation, interest in healthy living, and stress tolerance.

The research confirms that fostering sanogenic thinking not only strengthens physical health but also enhances psychological resilience, independent decision-making, and social adaptability. Therefore, applying pedagogical and psychological tools systematically and coherently is essential.

Effective mechanisms for fostering sanogenic thinking among adolescents include:

1. Developing health and lifestyle skills through interactive lessons and group activities;
2. Increasing stress tolerance and psychological resilience through psychological trainings;
3. Promoting independent thinking and personal growth via individualized guidance;
4. Evaluating and reinforcing competencies through systematic pedagogical monitoring.

In summary, coherent and systematic pedagogical interventions are effective means of promoting a healthy lifestyle, enhancing psychological resilience, and fostering independent decision-making skills among adolescents.

ISSN: 2692-515-x, Impact Factor: 9.23
American Academic publishers, volume 6, issue 01,2026
Journal: https://www.academicpublishers.org/journals/index.php/ijai

References:

1. Jo‘rayev R.X. *Pedagogy: Theory and Practice – Adolescent Psychology*. Tashkent: O‘qituvchi, 2016.
2. Musurmonova N. *Person-centered Pedagogical Approach and Sanogenic Thinking*. Tashkent: Fan va texnologiya, 2017.
3. Xodjayev B. *Developing Health through Pedagogical and Psychological Trainings*. Tashkent: Innovatsiya, 2018.
4. Yo‘ldosheva D. *Adolescent Psychology and Healthy Lifestyle Skills*. Tashkent: Ma’naviyat, 2019.
5. Karimova G. *Interactive Methods for Working with Adolescents*. Tashkent: Universitet, 2020.
6. President of Uzbekistan. *Policy on Directing Youth to a Healthy Lifestyle*. Tashkent, 2019.
7. To‘xtayeva N. *Methods for Developing Sanogenic Thinking*. Tashkent: O‘qituvchi, 2021.
8. Usmonova D. *Methods for Enhancing Psychological Resilience and Stress Tolerance*. Tashkent: Fan, 2021.
9. *Education Development Strategy of Uzbekistan*. Tashkent: 2020.
10. Bahromov S. *Adolescents and Healthy Lifestyle: Pedagogical Research*. Tashkent: Ilm, 2022.