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**DEVELOPING THE CINEMATIC THINKING OF FUTURE TEACHERS
THROUGH THE INTEGRATION OF ACTIVITIES IN MOTHER
LANGUAGE TEACHING METHODOLOGY LESSONS**

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Abstract

This analytical article examines the pedagogical possibilities of forming and developing a sanogenic (oriented to maintaining mental and emotional health) mindset in future teachers of the native language and literature. A methodological model and pedagogical conditions for the development of sanogenic thinking based on the integration of activities (listening, speaking, reading and writing, and intellectual-reflexive activities) in teaching the subject "Methodology of teaching the native language" in higher educational institutions have been developed. The article was prepared in accordance with the requirements of the international standard IMRAD (Introduction, Methods, Results, Discussion), in which the legislative documents of the Republic of Uzbekistan in the field of education and the theoretical and practical views of domestic and foreign scientists in this area are comprehensively analyzed.

Keywords: *Native language teaching methodology, sanogenic thinking, integration of activities, reflection-oriented education, emotional intelligence, pathogenic thinking, pedagogical opportunities, integrative methodology.*

INTRODUCTION . The modern educational paradigm requires teachers not only to have deep academic knowledge and professional competencies, but also to have a high level of mental stability, emotional intelligence, and a culture of flexible thinking. The acceleration of the flow of information, psychological stress in the educational environment, and the inherent complexity of pedagogical activity require future

teachers to develop skills in managing their emotional state and avoiding destructive thinking patterns.

psychological and pedagogical sciences, the concept of "sanogenous thinking" (Latin sano - healing, health and Greek phronesis - thinking) refers to a person's thinking activity aimed at understanding his own inner experiences, overcoming negative emotions such as psychological tension, anxiety, guilt and despair. On the contrary, "pathogenic thinking" causes logical errors that lead to emotional distress and depression. A future native language teacher is a subject in the pedagogical process who not only teaches speech and linguistic rules, but also enters into socio-psychological dialogue with students, shaping their spiritual and emotional world. Therefore, the insufficient formation of a culture of sanogenous thinking in a future teacher can lead to rapid emotional burnout in his future professional activities and a decrease in the quality of education.

of the native language and literature, due to its socio-humanitarian nature, has unlimited pedagogical opportunities for the development of sanogeneous thinking in students. Language is not just a means of communication, but also the main means of thinking, self-awareness and psychological reflection of the world. In the subject of "Methodology of teaching the native language", by integrating various types of speech and pedagogical activities (listening, speaking, reading, writing and reflective-problematic educational activities), it is possible to form internal dialogue, emotional control and positive thinking skills in students.

Regulatory and legal framework of the Republic of Uzbekistan

The issue of comprehensive development of specialists in higher pedagogical education, improving their psychophysical health and pedagogical skills is one of the priority areas of state policy of the Republic of Uzbekistan:

- 1. Law of the Republic of Uzbekistan "On Education" (September 23, 2020, No. O'RQ-637): Article 3 of the Law establishes as one of the main principles in the field of education "the humanistic nature of education and upbringing", as well as the protection of the life and health of learners, the creation of a suitable environment for their personal and spiritual development.
- 2. "Development Strategy of New Uzbekistan for 2022–2026", approved by the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022: This document sets the task of improving the quality of education in the higher education system, modernizing personnel training methods, and introducing advanced pedagogical technologies into the educational process.
- 3. Decree of the President of the Republic of Uzbekistan No. PF-158 dated September 11, 2023 (Strategy "Uzbekistan - 2030"): Direction 1 of the Strategy

establishes the creation of appropriate conditions for each person to realize their potential, increasing the coverage of higher education, and directing the educational process towards the personal and psychological development of the student.

- 4. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 1059 dated December 31, 2019 ("On Approval of the Concept of Continuous Spiritual Education"): The Concept identifies the formation of self-control, psychological stability, emotional intelligence, and critical-reflective thinking in learners as the main principles.

These regulatory and legal documents create a solid legal basis for conducting pedagogical and methodological research to radically improve the psychological and methodological preparation of future native language teachers and to sanogenize their thinking activities.

LITERATURE REVIEW

of healthy thinking and activities is being studied in various aspects in modern pedagogy and psychology. As part of the literature review, theoretical and empirical sources on the topic were analyzed in three main clusters:

- The theory and psychological and pedagogical essence of sanogenic thinking;
- Integration of activities in education and its didactic possibilities;
- Person-centered and reflexive approaches in the methodology of teaching the mother tongue and literature.

The concept of sanogenic thinking was first introduced into scientific circulation and systematized by psychologist and educator YM Orlov [1]. According to the author, sanogenic thinking is a thinking activity aimed at reducing a person's emotional tension, understanding their own actions and feelings, and positively resolving internal and external conflicts. Pathogenic thinking, on the other hand, reinforces negative psychological states such as irritability, resentment, doubt, and constant self-blame [1]. The issue of developing sanogenic thinking in pedagogical psychology has been studied in detail in the works of AO Prokhorov and VI Morozuk [2, 3]. VI Morozuk emphasizes that the formation of sanogenic thinking in future teachers is carried out through the development of their reflexive and emotional-volitional self-management competencies [3]. SN Morozov showed that sanogenic thinking is manifested as a synthesis of reflection and emotional intelligence in ensuring the mental stability of students in their educational activities [4].

from Uzbekistan and the CIS countries, special attention is paid to the issues of professional and personal development of future teachers, the formation of emotional intelligence and reflexive culture. In particular, EG'. Goziyev and NS Safayev studied the thinking and reflexive activity of educational subjects from a psychological

perspective [5, 6]. NS Safayev emphasizes that the development of professional and personal self-awareness in students ensures their mental stability in their future pedagogical activities [6].

the integration of activities and integrative educational technologies play an important role [7, 8]. Combining different types of activities (for example, cognitive, communicative and reflexive) within the framework of integrative education serves to develop the complex thinking of learners. Research conducted in Uzbekistan in the field of native language teaching methodology and language didactics (AG'. Gulyomov, BR Adizov, HO Ne'matov, SH.A. Yusupova) has put forward the need to direct native language lessons to developing the thinking of pupils and students and forming communicative competence [9, 10, 11].

BR Adizov justified the need to organize native language teaching in primary and secondary education on the basis of problematic and developmental models of education [10], while S.A. Yusupova showed the role of interactive and integrative approaches in improving the methodological training of future native language teachers [11].

In recent years, extensive research has been conducted in foreign educational practice (D. Goleman, R. Boyatzis, J. Kabat-Zinn) on the sanogenization of students' mental health and thinking in the pedagogical process through the concepts of emotional intelligence and "mindfulness" [12, 13]. D. Goleman noted that the teacher's emotional intelligence and sanogenization determine the general emotional climate in the classroom [12].

In the works of G.B. Shoumarov and M.G. Davletshin on pedagogical psychology, valuable ideas were expressed about the psychological compatibility between the teacher and the student in the educational process and the sanogenic aspects of the culture of communication [14, 15].

However, the analysis of the existing literature shows that in the field of native language teaching methodology, a clear methodological model and pedagogical possibilities for developing syllabic thinking in students through the integration of direct activities (reading, writing, speaking, listening comprehension, text analysis, and pedagogical reflection) have not been sufficiently comprehensively studied. This study aims to fill this scientific gap .

METHODOLOGY

This study is based on person-centered, active, reflexive and integrative approaches in higher education pedagogy and linguistic didactics. The hypothesis of the study is that: If the types of activities (verbal, methodological, reflexive and emotional-evaluative)

in the "Mother Language Teaching Methodology" lessons are organized on the basis of an integrated methodological model and system of tasks, the indicators of healthy thinking (emotional stability, reflexivity, self-awareness, constructive thinking) in future teachers will increase to a statistically significant level.

The following methods were used to achieve the goals and objectives of the study:

- Theoretical methods: Analysis, comparison, generalization of pedagogical, psychological and linguistic literature, modeling of models and concepts.
- Empirical methods: Pedagogical observation, questionnaires, tests, analysis of students' written and reflective work, pedagogical experiment (identifying, formative, and verifying stages).
- Diagnostic methods: questionnaire "Diagnostics of the level of sane thinking" by YM Orlov and VI Morozuk and methodology "Determining the level of reflexivity" by AV Karpov.
- Mathematical and statistical methods: Student's t-test and mathematical percentage analysis to assess the reliability of the results of the experimental and control groups.

RESULTS

At the beginning of the experiment, EG and NG students were diagnosed with the level of sanogenic thinking and reflexivity indicators. The results were divided into three levels based on the questionnaires of YM Orlov and VI Morozuk: High (Sanogenic), Medium (Mixed/Adaptive), and Low (Pathogenic).

It was found that a significant proportion of students (40-44%) in both groups had elements of pathogenic thinking (fear of defeat, unjustified self-blame, excessive exposure to pedagogical errors, anxiety).

To assess the graphical and quantitative reliability of the difference between the experimental and control groups, the Student's t-test formula was used:

$$t = (\bar{X}_1 - \bar{X}_2) / \sqrt{((S_1^2 / n_1) + (S_2^2 / n_2))}$$

Calculations showed that, after the experiment, the average values obtained were $t_{\text{calculated}} = 4.12$. With $df = n_1 + n_2 - 2 = 138$ and $p < 0.001$ for the degree of freedom, the table value is $t_{\text{table}} = 3.37$. Since $t_{\text{calculated}} > t_{\text{table}}$ ($4.12 > 3.37$), the effectiveness of developing healthy thinking in students through the integration of activities was statistically fully proven.

DISCUSSION

The results of the study showed that incorporating activities and reflective tasks into lessons on the methodology of teaching the mother tongue, rather than limiting them to theoretical rules and exercises, will make a fundamental difference in the mental and professional preparation of future teachers.

The essence of the research results is explained by the following pedagogical and psychological factors:

Emotional-intellectual nature of the native language: Text analysis and essays conducted through language enabled students to rationally understand their internal negative experiences (“I can’t study well”, “I’m afraid to make a mistake in front of students”) and transform them into objective pedagogical experience. These results are consistent with the theoretical views of YM Orlov [1] and VI Morozuk [3] on sanogenous thinking.

Synergistic effect of integration of activities: When speech activities (reading, writing, speaking, listening) are combined with reflective and imitative activities, students learn to analyze the lesson process simultaneously from the perspective of a methodologist, a psychologist, and a subject. This practically confirmed the conclusions of MN Beryulava [7] and BR Adizov [10] about integration and developmental education in education.

Implementation of the requirements of the educational legislation of Uzbekistan: the principles of humanizing education and preserving the mental health of students and future teachers, set forth in the Law "On Education" and the "Uzbekistan - 2030" strategy, have found practical expression through this methodological model.

CONCLUSION

on the development of sanogenic thinking in students based on the integration of activities in the subject of native language teaching methodology allows us to draw the following conclusions:

- Sanogenic thinking is an integral component of the professional and personal stability, emotional intelligence, and methodological skills of a future native language teacher.
- The discipline of native language teaching methodology, due to its socio-humanitarian and linguodidactic nature, has sufficient and rich pedagogical resources for the development of sanogenous thinking.
- The methodological model, based on the integration of discursive, methodological, imitative, and reflective activities, significantly reduces pathogenic thinking patterns in students and statistically significantly increases the level of sanogenic (constructive, psychologically stable) thinking ($t_{\text{calculation}} = 4.12 > t_{\text{table}} = 3.37$).

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