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THE IMPORTANCE OF THE METACOGNITIVE APPROACH IN DEVELOPING SANOGENIC REFLECTION

Ismailov Murodulla Kaxramonovich
Independent Researcher, Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor
Termez State Pedagogical Institute, Uzbekistan
E-mail: murodullaismailov89@mail.ru
ORCID: 0009-0003-8309-1488
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Abstract: This article analyzes the importance of the metacognitive approach in developing sanogenic reflection in students. In modern higher education, the formation of students' professional knowledge and practical skills should be accompanied by the development of self-awareness, emotional self-regulation, reflective thinking, and the ability to manage one's own cognitive and emotional processes. Sanogenic reflection is considered a constructive form of self-analysis that helps students understand their thoughts, emotions, behavior, and learning experience from a healthy and development-oriented perspective.

Keywords: sanogenic reflection, metacognitive approach, metacognition, self-awareness, reflective thinking, emotional self-regulation, students, higher education, self-assessment, professional development.

The rapid development of modern society, the expansion of information resources, and the increasing complexity of professional activity require higher education institutions to prepare students not only as knowledgeable specialists but also as independent, reflective, emotionally stable, and self-regulating individuals. In this context, the ability of students to understand their own thinking, analyze their emotional states, evaluate their actions, and consciously regulate their learning process becomes one of the most important indicators of personal and professional maturity.

One of the essential mechanisms for achieving this goal is the development of sanogenic reflection. Sanogenic reflection refers to a constructive and health-preserving form of reflection aimed at understanding one's thoughts, emotions, motives, behavior, and life experience in a positive and development-oriented way. It enables students to reduce destructive emotional reactions, overcome internal tension, analyze problematic situations rationally, and transform difficulties into a source of personal growth.

However, sanogenic reflection does not develop spontaneously. It requires purposeful pedagogical support, appropriate educational technologies, and psychological conditions that encourage students to analyze not only the results of their activity but also the process of thinking itself. In this regard, the metacognitive approach has particular scientific and practical significance.

Metacognition is commonly understood as a person's knowledge about their own cognitive processes and the ability to regulate them. It includes planning, monitoring, controlling, and evaluating thinking and learning activities. When students develop metacognitive skills, they begin to understand how they learn, which strategies are effective for them, why they experience certain emotional difficulties, and how they can change their behavior in order to achieve better results. Therefore, the metacognitive approach can serve as an effective pedagogical basis for developing sanogenic reflection in students.

In pedagogical and psychological research, metacognition is considered one of the key factors in effective learning and personal development. It includes two main components: metacognitive knowledge and metacognitive regulation. Metacognitive knowledge refers to a student's awareness of

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their own cognitive abilities, learning strategies, difficulties, and conditions for successful activity. Metacognitive regulation includes planning, monitoring, correction, and evaluation of learning and thinking processes.

Reflection, in turn, is understood as a process of self-analysis and self-understanding. It allows a person to evaluate their actions, motives, emotions, and results. Sanogenic reflection is a special type of reflection that has a constructive, positive, and psychologically healthy direction. It does not intensify negative emotions but helps the person understand them, reduce their destructive influence, and form a rational attitude toward life and professional situations.

The connection between metacognition and sanogenic reflection is very strong. Metacognition helps students become aware of the mechanisms of their thinking, while sanogenic reflection helps them analyze emotional and personal experience in a constructive way. Together, these two processes form the basis for self-regulated learning, emotional stability, and conscious personal development.

In the context of higher education, this relationship is especially important. Students often face academic pressure, uncertainty, interpersonal conflicts, and professional self-determination. If they do not possess metacognitive and reflective skills, they may react to difficulties emotionally, impulsively, or passively. The metacognitive approach teaches students to ask themselves: “What do I know?”, “What do I not understand?”, “Which strategy should I use?”, “Why did this situation cause emotional tension?”, “How can I respond more constructively?” These questions directly support the development of sanogenic reflection.

This article is based on theoretical analysis, comparison, generalization, pedagogical interpretation, and a systematic approach. The methodological basis of the research includes the reflective approach, the metacognitive approach, personality-oriented education, competency-based education, and the theory of sanogenic thinking.

The research focuses on identifying the pedagogical opportunities of the metacognitive approach in developing sanogenic reflection in students. Special attention is given to the relationship between cognitive self-regulation and emotional self-regulation, because sanogenic reflection requires the integration of intellectual, emotional, motivational, and behavioral components.

The metacognitive approach creates wide pedagogical opportunities for developing sanogenic reflection in students. Its importance can be explained through several interconnected aspects.

First, the metacognitive approach develops students’ awareness of their own thinking. A student who understands how they think can analyze not only the final result of learning but also the mental path that led to this result. This is important for sanogenic reflection because many emotional difficulties arise not from the situation itself but from the way the student interprets that situation. For example, a low grade may be perceived as failure and cause anxiety. However, through metacognitive analysis, the student can understand which strategy was ineffective, what should be improved, and how to act differently next time.

Second, metacognition helps students develop self-monitoring skills. Self-monitoring means observing one’s own cognitive and emotional state during learning. A student who monitors their own activity can notice when attention decreases, when anxiety appears, when motivation weakens, or when a chosen strategy does not work. This awareness allows the student to regulate behavior in time. In this way, self-monitoring becomes an important mechanism of sanogenic reflection.

Third, the metacognitive approach supports emotional self-regulation. Although metacognition is often associated with thinking and learning strategies, it is also closely connected with emotions. Students can learn to identify how emotions influence their thinking and decision-making. For example, fear may prevent active participation in class, anger may distort communication, and anxiety

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may reduce concentration. When students become aware of these connections, they can choose healthier responses to emotional challenges.

Fourth, metacognitive strategies help students transform mistakes into learning resources. In traditional learning, mistakes are often perceived negatively. Students may feel shame, guilt, or disappointment. However, the metacognitive approach teaches them to analyze mistakes constructively: "What caused this mistake?", "Which strategy was ineffective?", "What can I change?", "What did I learn from this experience?" Such analysis corresponds directly to sanogenic reflection, because it reduces destructive emotional reactions and strengthens constructive thinking.

Fifth, the metacognitive approach develops responsibility for personal learning and development. Students who possess metacognitive skills understand that academic success depends not only on external factors but also on their own strategies, efforts, planning, and self-regulation. This develops internal responsibility and active life position. Sanogenic reflection also requires personal responsibility, because a student must be able to analyze their own contribution to the situation and choose constructive ways of improvement.

The development of sanogenic reflection through the metacognitive approach can be organized using several pedagogical tools.

One effective tool is goal setting. When students clearly define their learning and personal goals, they become more conscious of their actions. Goal setting helps them understand what they want to achieve, why it is important, and what steps are needed. In the context of sanogenic reflection, goal setting reduces emotional uncertainty and increases motivation.

Another important tool is self-questioning. Metacognitive questions direct students toward self-analysis and conscious regulation. Such questions may include: "What is my current emotional state?", "What thoughts caused this emotion?", "What strategy am I using?", "Is this strategy effective?", "What can I do differently?", "What positive conclusion can I draw from this situation?" These questions help students move from impulsive reaction to reflective analysis.

Reflective diaries are also highly effective. In a reflective diary, students can record their thoughts, emotions, difficulties, achievements, and plans for improvement. Regular writing develops the habit of observing one's own inner state and analyzing experience. It also helps students recognize repetitive emotional patterns and choose healthier ways of response.

Self-assessment is another important metacognitive tool. Through self-assessment, students evaluate their strengths, weaknesses, achievements, and areas for improvement. In the development of sanogenic reflection, self-assessment should be constructive and growth-oriented. It should not lead to self-criticism but should help students understand their development trajectory.

Feedback also plays an essential role. Teacher feedback should not be limited to identifying mistakes. It should guide students toward metacognitive and sanogenic analysis. For example, instead of saying only that an answer is wrong, the teacher may ask: "Which step caused difficulty?", "What strategy did you use?", "How can you improve your approach next time?" Such feedback teaches students to evaluate their own thinking and regulate their learning process.

Another useful tool is the analysis of cognitive and emotional strategies. Students may compare different ways of solving problems and responding to emotional difficulties. They learn which strategies lead to stress and which strategies support psychological stability. As a result, they begin to choose more productive and sanogenic ways of thinking.

The effectiveness of the metacognitive approach in developing sanogenic reflection depends on several pedagogical conditions. The first condition is the creation of a psychologically safe educational environment. Students should feel free to express their thoughts, emotions, doubts, and difficulties without fear of humiliation or excessive criticism.

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The second condition is the systematic use of reflective and metacognitive tasks. These tasks should not be occasional. They should be integrated into lectures, seminars, practical classes, independent work, project activities, and assessment processes.

The third condition is the teacher's readiness to organize metacognitive learning. The teacher should be able to ask reflective questions, encourage self-analysis, support students emotionally, and guide them toward independent conclusions.

The fourth condition is the connection between metacognitive activity and students' real educational experience. Tasks should be related to actual academic problems, communication difficulties, professional situations, and personal development goals. Only in this case will reflection become meaningful for students.

The fifth condition is constructive assessment. Assessment should focus not only on the result but also on the learning process, strategy selection, emotional regulation, and reflective conclusions. This helps students understand that development is a process, not only a final grade.

The metacognitive approach significantly enriches the process of developing sanogenic reflection. It allows students to understand not only what they think and feel, but also how and why these thoughts and emotions appear. This is a crucial difference. If ordinary reflection analyzes experience after it has happened, metacognition allows students to regulate thinking and behavior during the activity itself.

For example, during a difficult academic task, a student may notice anxiety, loss of concentration, or negative self-talk. Through metacognitive awareness, the student can pause, analyze the situation, choose another strategy, ask for help, or divide the task into smaller steps. Such regulation prevents emotional overload and forms a sanogenic attitude toward difficulties.

In addition, the metacognitive approach supports lifelong learning. Students who can plan, monitor, and evaluate their own learning become more independent and professionally adaptable. This is especially important in modern society, where specialists must continuously update their knowledge and skills.

The development of sanogenic reflection through metacognition also has practical significance for future professional activity. A specialist who has developed metacognitive and sanogenic reflection can analyze professional situations calmly, regulate emotional reactions, accept feedback constructively, and improve performance. Therefore, this approach is relevant not only for academic success but also for professional competence and psychological well-being.

The metacognitive approach plays an important role in developing sanogenic reflection in students. It helps students become aware of their own thinking, monitor cognitive and emotional processes, evaluate learning strategies, regulate behavior, and transform difficulties into developmental opportunities.

Sanogenic reflection and metacognition are closely interconnected. Metacognition provides tools for understanding and regulating thinking, while sanogenic reflection ensures that self-analysis is constructive, healthy, and development-oriented. Together, they contribute to the formation of emotionally stable, responsible, reflective, and professionally competent students.

The systematic implementation of metacognitive strategies such as goal setting, self-questioning, self-monitoring, reflective diaries, self-assessment, feedback, and strategy analysis creates favorable pedagogical conditions for the development of sanogenic reflection. Therefore, higher education institutions should purposefully integrate the metacognitive approach into the educational process in order to improve students' psychological stability, learning effectiveness, professional self-awareness, and readiness for lifelong development.

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