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SPECIFIC FEATURES OF USING THE POSSIBILITIES OF ART PEDAGOGY IN DEVELOPING SANOGENIC THINKING

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Abstract: This article examines the specific features of using the possibilities of art pedagogy in developing sanogenic thinking in students. In contemporary education, the development of a harmoniously formed personality requires not only the acquisition of academic knowledge and professional skills, but also the formation of emotional stability, self-awareness, creative self-expression, positive thinking, and the ability to overcome internal psychological tension. In this regard, sanogenic thinking is considered an important psychological and pedagogical factor that helps students analyze their emotional states constructively, reduce destructive experiences, and transform personal difficulties into a source of development.

Keywords: sanogenic thinking, art pedagogy, students, emotional stability, creative self-expression, reflective thinking, psychological well-being, aesthetic education, self-awareness, personal development.

Modern higher education is increasingly focused on the comprehensive development of students' personality. Today, it is not enough to provide students only with theoretical knowledge and practical professional skills. Educational institutions must also create conditions for the development of emotional maturity, psychological stability, social responsibility, independent thinking, creativity, and self-regulation. This need is especially relevant in the context of rapid social changes, information overload, academic pressure, interpersonal conflicts, and professional uncertainty.

Students often encounter various emotional and psychological difficulties during their education. These difficulties may include anxiety, fear of failure, lack of confidence, internal conflicts, communication problems, and stress caused by academic requirements. If such experiences are not analyzed constructively, they may lead to emotional instability, negative thinking, decreased motivation, and difficulties in personal and professional development. Therefore, the development of sanogenic thinking becomes an important pedagogical task.

Sanogenic thinking is a type of healthy and constructive thinking that helps a person understand emotional experiences, reduce negative reactions, and find positive solutions in difficult situations. It is directed not toward deepening anxiety, self-blame, or destructive emotional states, but toward self-understanding, emotional regulation, acceptance of experience, and personal growth. A student with developed sanogenic thinking is able to analyze difficulties calmly, understand the causes of emotional tension, draw constructive conclusions, and choose rational behavioral strategies.

One of the effective means of developing sanogenic thinking is art pedagogy. Art pedagogy is an educational approach that uses artistic and creative activities as a means of personal development, emotional expression, communication, reflection, and value formation. Its importance lies in the fact that art appeals not only to the intellect, but also to emotions,

imagination, aesthetic perception, and personal experience. Through art, students can express feelings, thoughts, conflicts, dreams, fears, and hopes in symbolic and creative forms.

Art pedagogy is based on the idea that artistic activity has a powerful developmental and educational influence on the individual. It helps students understand themselves, express emotions, communicate with others, and perceive the world through creative and aesthetic experience. Unlike purely rational forms of learning, art-based education involves emotional, sensory, imaginative, and reflective dimensions of personality.

The development of sanogenic thinking requires a pedagogical environment in which students feel safe, accepted, and free to express themselves. Art pedagogy creates such an environment because it allows students to express their inner world indirectly, through images, colors, sounds, movements, roles, symbols, and creative products. This is especially important when students cannot easily verbalize their emotional experiences.

Sanogenic thinking and art pedagogy are interconnected through several psychological and pedagogical mechanisms. First, artistic activity supports emotional release. When students draw, sing, act, write creatively, or create visual compositions, they can express internal tension in a safe and constructive form. Second, art stimulates reflection. After completing an artistic task, students can analyze what they expressed, why they chose certain images or symbols, and what emotional meaning the creative product has for them. Third, art develops positive self-perception because students experience the joy of creation and see their ability to produce meaningful results.

Another important aspect is the role of aesthetic perception. Beauty, harmony, rhythm, color, form, and artistic composition influence a person's emotional state. Aesthetic experience can reduce stress, awaken positive emotions, and create inner balance. Therefore, art pedagogy can serve as a means of psychological support and sanogenic development.

Specific Features of Using Art Pedagogy in Developing Sanogenic Thinking

The first specific feature of using art pedagogy in developing sanogenic thinking is its emotional and expressive nature. Students are not always able to express their feelings directly through words. Some experiences may be too complex, painful, or unclear. Artistic activity allows them to express these feelings indirectly. For example, a student may represent anxiety through dark colors, inner conflict through contrasting shapes, or hope through bright images. Such symbolic expression helps the student become aware of internal states and begin to analyze them constructively.

The second feature is the possibility of transforming negative emotions into creative products. Sanogenic thinking requires the ability to work with negative experiences without being destroyed by them. Art pedagogy teaches students to transform emotional tension into drawings, stories, performances, musical interpretations, or decorative works. In this process, negative feelings are not suppressed; they are processed, expressed, and given a constructive form. This transformation is one of the most important mechanisms of sanogenic development.

The third feature is the development of self-awareness. Artistic tasks encourage students to ask themselves important reflective questions: "What am I feeling?", "Why did I choose this image?", "What does this color or symbol mean for me?", "What personal experience is reflected in my work?", "What conclusion can I draw from this creative process?" Such questions develop the ability to understand one's inner world. Self-awareness is the foundation of sanogenic thinking because a person can regulate only those feelings and thoughts that have been consciously recognized.

The fourth feature is the strengthening of emotional self-regulation. Art-based activities have a stabilizing effect on the emotional sphere. Drawing, modeling, listening to music, rhythmic movements, and creative writing can reduce emotional tension and help students

concentrate. Through repeated participation in artistic activities, students develop the habit of regulating their emotional state through constructive and culturally acceptable means. This contributes to psychological resilience and healthy thinking.

The fifth feature is the formation of positive self-attitude. Many students experience fear of failure, uncertainty, or dissatisfaction with themselves. Art pedagogy allows them to experience success in creative activity. Even if a student does not have high artistic skills, the main value of art pedagogy is not technical perfection but personal expression and meaning. When students see that their creative products are accepted and respected, their confidence increases. This strengthens sanogenic thinking because positive self-attitude helps reduce destructive self-criticism.

The sixth feature is the development of imagination and alternative thinking. Sanogenic thinking requires the ability to look at a problem from different perspectives. Art pedagogy develops this ability through creative interpretation. Students learn that one situation may have different meanings, one image may be understood in different ways, and one problem may have several possible solutions. This flexibility prevents rigid negative thinking and supports constructive decision-making.

The seventh feature is the development of communicative culture. Many forms of art pedagogy are organized in groups. Group drawing, drama activities, collective storytelling, musical improvisation, and project-based artistic tasks require cooperation, listening, mutual support, and respect for different opinions. In this process, students learn to understand not only themselves but also others. This develops empathy, tolerance, and emotional sensitivity. These qualities are closely connected with sanogenic thinking because healthy thinking includes constructive attitudes toward interpersonal relations.

The eighth feature is the integration of cognitive, emotional, and aesthetic development. Sanogenic thinking cannot be developed only through theoretical explanations. It requires the involvement of the whole personality. Art pedagogy activates thinking, emotions, imagination, values, and behavior at the same time. This integrative character makes it especially effective in developing students' internal harmony and psychological stability.

Various art-pedagogical methods can be used in the educational process to develop sanogenic thinking. One of the most effective methods is visual expression. Students may be asked to draw their current emotional state, represent a difficult situation through symbols, or create an image of their personal resources. After completing the task, they analyze their drawings and explain the meanings behind them. This method develops emotional awareness and reflective thinking.

Another effective method is creative writing. Students can write short stories, personal essays, letters to themselves, metaphoric texts, or reflective narratives. Through writing, they can analyze their experiences, identify emotional causes, and formulate constructive conclusions. Creative writing is especially useful for developing inner dialogue and self-understanding.

Drama and role-playing are also important tools. Through dramatic activity, students can model difficult situations, try different roles, and explore alternative ways of behavior. For example, a student may act out a conflict situation and then analyze how different responses influence the result. This method develops emotional flexibility, empathy, and constructive communication.

Music-based activities can also support sanogenic thinking. Listening to music, discussing emotional associations, creating rhythmic patterns, or selecting music that reflects different emotional states helps students understand and regulate emotions. Music can reduce tension and create conditions for positive reflection.

Collage and symbolic composition are useful methods for expressing complex emotional experiences. Students may create a collage on topics such as “My inner resources,” “My path to emotional balance,” “Overcoming difficulties,” or “My future professional self.” Such tasks help students visualize personal development and strengthen motivation.

Group art projects are also effective. They encourage cooperation, responsibility, and social reflection. Students work together to create a common artistic product, discuss ideas, distribute tasks, and evaluate the process. This develops not only creativity but also communication and collective responsibility.

Pedagogical Conditions for Effective Use

The use of art pedagogy in developing sanogenic thinking requires certain pedagogical conditions. The first condition is psychological safety. Students should not be afraid of criticism, ridicule, or negative evaluation. The teacher must emphasize that artistic activity is not assessed only by technical quality, but by sincerity, effort, meaning, and reflective depth.

The second condition is voluntary and respectful participation. Art-based tasks should not force students to reveal deeply personal experiences if they are not ready. The teacher should create opportunities for expression while respecting students’ emotional boundaries.

The third condition is reflective discussion. Artistic activity becomes pedagogically meaningful when it is followed by reflection. Students should be guided to analyze what they created, what they felt, what they understood about themselves, and how this experience can help them in future situations.

The fourth condition is the teacher’s facilitative role. The teacher should not dominate the process or impose interpretations. Instead, the teacher should ask open-ended questions, support students’ ideas, encourage self-analysis, and create a constructive atmosphere.

The fifth condition is systematic application. The development of sanogenic thinking requires continuity. Art-pedagogical methods should be used not only once, but regularly in seminars, practical classes, trainings, independent work, and extracurricular activities.

The use of art pedagogy in developing sanogenic thinking has significant educational and psychological value. It helps students understand emotions, reduce internal tension, strengthen self-confidence, and develop constructive attitudes toward difficulties. Art creates a unique space where students can safely explore their inner world and transform emotional experiences into meaningful creative products.

In traditional education, emotional experiences are often ignored or considered secondary. However, students’ emotional state directly influences learning motivation, communication, academic success, and professional development. Art pedagogy allows the educational process to address both cognitive and emotional aspects of personality. This makes it especially relevant for modern higher education.

Another important advantage of art pedagogy is that it supports individualization. Each student expresses themselves in a unique way. One student may prefer drawing, another may express emotions through music, another through writing or drama. This diversity allows the teacher to take into account students’ individual characteristics and emotional needs.

At the same time, art pedagogy should not be understood only as entertainment or relaxation. Its use requires clear pedagogical goals, methodological preparation, and reflective analysis. Only in this case can artistic activity contribute to the development of sanogenic thinking rather than remain a superficial creative exercise.

The use of the possibilities of art pedagogy in developing sanogenic thinking has great pedagogical significance. Art pedagogy provides students with opportunities for emotional expression, self-awareness, reflection, creative transformation of negative experiences, and development of psychological stability. Through artistic activity, students learn to understand

their inner states, regulate emotions, perceive difficulties constructively, and strengthen positive attitudes toward themselves and others.

The specific features of art pedagogy include symbolic expression, emotional release, creative transformation, aesthetic perception, reflective analysis, communicative interaction, and integration of cognitive and emotional development. These features make art pedagogy an effective means of forming sanogenic thinking in students.

Therefore, higher education institutions should systematically use art-pedagogical methods such as visual expression, creative writing, drama, music activities, collage, symbolic composition, and group art projects. Their purposeful application contributes to the development of emotionally stable, reflective, creative, and psychologically healthy students who are capable of constructive personal and professional growth.

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