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POSSIBILITIES OF USING PROJECT-BASED LEARNING TECHNOLOGY IN DEVELOPING SANOGENIC REFLECTION IN STUDENTS

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Abstract: This article analyzes the pedagogical possibilities of using project-based learning technology in developing sanogenic reflection in students. In modern higher education, special attention is paid not only to the formation of professional knowledge and practical skills, but also to the development of students' self-awareness, emotional stability, constructive thinking, independent decision-making, and ability to analyze personal and professional experience. In this regard, sanogenic reflection is considered an important psychological and pedagogical mechanism that contributes to students' mental well-being, healthy thinking, and professional maturity.

Keywords: sanogenic reflection, project-based learning, student personality, reflective approach, emotional stability, constructive thinking, professional development, self-analysis, pedagogical technology, project activity.

In the context of globalization, rapid information exchange, digital transformation, and increasing demands for professional competence, higher education institutions face the task of preparing students not only as knowledgeable specialists but also as psychologically stable, socially responsible, and reflective individuals. Students experience various academic, social, emotional, and professional challenges during their studies. These challenges may be related to professional self-determination, adaptation to independent learning, communication with peers and teachers, time management, academic workload, and uncertainty about future career paths.

Such situations may cause stress, anxiety, lack of self-confidence, emotional tension, and internal conflicts. Therefore, the development of students' ability to analyze their own thoughts, feelings, behavior, and life experience constructively is becoming increasingly important. This ability is closely connected with sanogenic reflection.

Sanogenic reflection is a type of reflection directed toward maintaining psychological health and transforming negative experiences into positive conclusions and developmental resources. Unlike destructive self-analysis, which may lead to self-blame, emotional exhaustion, or pessimism, sanogenic reflection helps students understand the causes of difficulties, regulate emotions, evaluate situations rationally, and choose constructive strategies of behavior.

The development of sanogenic reflection requires active, practice-oriented, and personally meaningful educational technologies. Traditional teaching methods alone are not always sufficient for this purpose because sanogenic reflection is formed through independent activity, personal experience, problem solving, communication, and conscious self-evaluation. From this point of view, project-based learning technology has significant pedagogical potential.

Project-based learning is an educational technology in which students independently or collaboratively work on a specific problem, plan activities, search for information, create a product or solution, present results, and evaluate their own learning process. In this technology, students are

not passive recipients of ready-made knowledge; they become active subjects of inquiry, analysis, decision-making, and reflection. This makes project-based learning an effective tool for developing sanogenic reflection.

The pedagogical possibilities of project-based learning technology in developing sanogenic reflection are broad and multidimensional. During project activity, students identify a problem, define their attitude toward it, analyze the situation, set goals, search for solutions, cooperate with group members, present results, and evaluate their own contribution. These processes directly correspond to the main components of sanogenic reflection.

The first important possibility of project-based learning is the development of students' ability to analyze problems constructively. In project activity, a problem is not perceived merely as an obstacle or failure. It is considered a task that can be studied, analyzed, and solved. This approach forms a sanogenic attitude toward difficulties. Students learn to ask themselves: "Why did this situation create difficulty for me?", "What is the main cause of the problem?", "What resources can I use?", "What can I learn from this experience?", and "How can I act more effectively in the future?" Such questions develop reflective thinking and constructive self-analysis.

The second possibility is the formation of emotional self-regulation skills. Project activity often involves various challenges, such as limited time, distribution of responsibilities, group disagreements, selection of reliable information, preparation of presentations, and acceptance of criticism. These situations require emotional stability and self-control. When students learn to manage their emotions during project work, they develop the ability to respond to criticism constructively, overcome stress, maintain motivation, and evaluate difficulties calmly.

The third possibility is the development of self-assessment and reflective thinking. In project-based learning, the final result is important, but the analysis of the learning process is equally significant. At the end of a project, students evaluate what was successful, what difficulties occurred, why these difficulties appeared, what could be improved, and what conclusions should be drawn for future activity. Such reflection strengthens the student's ability to analyze personal experience in a healthy and constructive manner.

The fourth possibility is the development of social and communicative qualities. Project-based learning is often organized in groups. During group projects, students learn to listen to each other, express opinions, distribute tasks, resolve conflicts, make collective decisions, and take responsibility for a common result. These processes contribute to the development of empathy, tolerance, social responsibility, communication culture, and cooperative behavior. These qualities are closely related to sanogenic reflection because healthy reflection also includes understanding one's own position in interpersonal relations.

The fifth possibility is the formation of professional reflection. When project topics are connected with students' future professional activity, they do not simply complete an academic task; they begin to understand their professional role and responsibility. For example, students of pedagogy, psychology, social work, and other fields may analyze real professional problems, develop practical recommendations, and evaluate their own readiness for future work. As a result, project-based learning supports both personal and professional self-awareness.

The use of project-based learning technology for developing sanogenic reflection in students can be organized through several interrelated stages.

The first stage is the diagnostic-motivational stage. At this stage, the teacher identifies students' level of reflective readiness, ability to analyze problematic situations, emotional awareness, and motivation for project activity. The teacher also explains the aim of the project and reveals its personal and professional significance. This stage is important because students should

understand not only what they are doing, but also why the project is meaningful for their development.

The second stage is the design stage. At this stage, students choose a project topic, identify the problem, define the goal and objectives, and prepare a plan of action. They determine what information is needed, what methods will be used, how responsibilities will be distributed, and what result should be achieved. During this process, students are encouraged to ask reflective questions such as: "What do I want to study?", "Why is this problem important?", "What result do I expect?", and "How will this project contribute to my personal or professional growth?"

The third stage is the practical-creative stage. At this stage, students collect information, analyze sources, conduct observations, interviews or surveys, summarize materials, and develop practical solutions. This stage develops independence, creativity, critical thinking, responsibility, and cooperation. It also creates real situations in which students must regulate emotions, overcome difficulties, and maintain constructive attitudes.

The fourth stage is the presentation-reflective stage. At this stage, students present the results of their project, justify their ideas, answer questions, and participate in group discussion. The presentation process develops students' ability to express thoughts clearly, defend their position, accept feedback, and maintain emotional stability. Reflection after the presentation helps students understand their achievements, difficulties, emotional reactions, and future directions for improvement.

The fifth stage is the assessment-correctional stage. At this stage, the results of the project, the quality of work, students' participation, teamwork, reflective conclusions, and level of sanogenic thinking are evaluated. Assessment should focus not only on the final product but also on the process of self-analysis, ability to learn from mistakes, emotional regulation, and readiness for further development. Corrective recommendations are then provided to improve students' future project activity.

To develop sanogenic reflection in students, project topics should be connected with their real educational, emotional, and professional experience. The following topics may be used:

"Effective Methods of Stress Management in Students"; "Formation of a Healthy Psychological Environment in Higher Education"; "Development of Self-Awareness and Professional Motivation in Students"; "Communication Culture and Emotional Stability"; "Constructive Solutions in Conflict Situations"; "The Role of Reflective Diaries in Personal Development"; "Sanogenic Thinking and Positive Life Position"; "Mechanisms for Developing Professional Self-Awareness in Students"; "The Influence of Group Cooperation on Emotional Stability"; "Ways to Transform Negative Experiences into Personal Growth."

Such project topics increase students' internal motivation because they are directly related to their personal life, educational activity, and future profession. While working on these projects, students connect theoretical knowledge with practical life, analyze their own experience, and draw conclusions for self-development.

The use of project-based learning technology has several pedagogical advantages in developing sanogenic reflection. First, it increases student activity. Students become not only recipients of information but also researchers, analysts, creators, and evaluators of their own results. This active position is essential for the development of sanogenic reflection.

Second, project-based learning develops independent and creative thinking. Students learn to view problems from different perspectives, search for evidence, compare information, and propose practical solutions. This process prevents passive learning and forms a constructive attitude toward educational and life difficulties.

Third, project activity naturally creates conditions for reflective analysis. Each project requires students to return to their own activity, identify strengths and weaknesses, evaluate emotional experiences, and plan future improvement. Reflection becomes not an additional task but an organic part of learning.

Fourth, project-based learning connects sanogenic reflection with group cooperation. Students compare their opinions with the views of others, accept alternative approaches, learn to communicate respectfully, and develop the ability to regulate interpersonal relations. This contributes to the formation of healthy social behavior and emotional culture.

At the same time, the effective use of project-based learning requires certain pedagogical conditions. Project topics should correspond to students' real needs and professional direction. The teacher should act as a facilitator, consultant, and organizer of reflective activity. Assessment criteria should be clear and transparent. Reflective questions should be systematically used at every stage of the project. The results should be analyzed constructively, without excessive criticism or formal evaluation.

The use of project-based learning technology in developing sanogenic reflection in students has high pedagogical effectiveness. This technology helps students analyze problematic situations constructively, understand and regulate emotional states, make independent decisions, cooperate in groups, and determine directions for personal and professional development.

In the process of project-based learning, students act as active subjects of their own educational activity. They identify problems, set goals, make plans, conduct research, create results, present their findings, and evaluate their own performance. Through these stages, the main components of sanogenic reflection are developed: self-awareness, emotional stability, constructive thinking, reflective analysis, responsibility, and readiness for self-improvement.

Therefore, the systematic implementation of project-based learning technologies in higher education institutions is an important factor in developing students' psychological stability, professional competence, social activity, and healthy thinking. This approach contributes to the preparation of reflective, responsible, emotionally mature, and competitive specialists.

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