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METHODOLOGY FOR DEVELOPING SKILLS IN ORGANIZING NATIVE LANGUAGE LESSONS USING GAMIFICATION METHODS

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Abstract:

This article discusses the significance of sanogenic education, its integration into the native language subject, and the anticipated practical outcomes. Additionally, the process of implementing specific methods for completing these tasks with students is presented.

Keywords: Education, sanogenic education, role-playing, integration, emotion, speech culture, “I-message” method.

Currently, in the educational process, not only the acquisition of knowledge by students but also the development of their personal qualities, particularly mental health, is of great importance. Sanogenic education is one of the most relevant approaches in this regard. It is an educational process aimed at managing one's inner world, transforming negative emotions into positive ones, and maintaining mental peace. Sanogenic education is a method of nurturing focused on the aesthetic, spiritual, and moral development of an individual. It helps to educate a person through the processes of art, culture, and creativity, fostering their aesthetic sensibilities. In his article “Components of Developing Sanogenic Thinking in Students and Its Pedagogical-Psychological Features,” M. Ismailov analyzes the concept of sanogenic thinking from a pedagogical perspective. He argues that it is based on the principle of prioritizing cognitive assessment over pedagogical problems and emotional experiences that arise in connection with the educational process. This process involves students using their thoughts to influence emotions and altering cognitive assessments, thereby acquiring skills related to constructive methods of solving problems associated with pedagogical activities. Based on the author's approach, we can say that “sanogenic thinking” is the process by which a



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student understands the content of ongoing events and reflects on emotional experiences, observing them at a high level and monitoring them individually. Additionally, in Z. Abdurakhmanova's article, it is noted that according to the personality typology of German psychiatrist K. Leonhard (1903-1988), people with underdeveloped sanogenic thinking are characterized by an inability to control themselves, weak control over desires and aspirations, lack of thoughtfulness, and a predominance of physiological tendencies. These personality types are prone to instinctive behavior, impulsiveness, rudeness, capriciousness, sullenness, impoliteness, shamelessness, and a tendency towards crude relationships. Such individuals often instigate various conflicts and disputes, becoming active participants in them. They are described as "quick-tempered, irritable, and hot-headed, frequently changing jobs and unable to get along with their colleagues." From this, it can be seen that in the field of pedagogy, incorporating sanogenic education into the curriculum is of great importance.

The aim of sanogenic education is to cultivate a person's interest in art, beauty, and creativity, as well as to shape their inner world and way of thinking. This type of education is typically important for artists, individuals interested in art, and the younger generation. The process of sanogenic education involves conducting activities, classes, and experiences through various fields of art and culture (such as visual arts, music, theater, literature, and others). In this way, a person's aesthetic taste, creative thinking, and spiritual values are developed. In this article, we will examine effective methods of fostering sanogenic education in students through the methodology of teaching the native language.

The subject of native language is not merely about studying grammar rules and literary works. It is one of the fundamental disciplines that broadens a person's scope of thinking, enriches their worldview, and most importantly, shapes their speech culture. A high level of speech culture reflects a person's inner refinement. Therefore, various methodological approaches can be applied to develop sanogenic education through native language lessons.

Expressing emotions through speech culture is crucial for students in their future professional activities. Teaching students to articulate their thoughts and feelings



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accurately and precisely is one of the first and most important steps in sanogenic education. To achieve this, the following methods can be utilized.

1. Utilizing role-playing games. By demonstrating in practice how to behave and communicate in various situations (such as conflict, compromise, and expressing happiness), students learn to manage their emotions. Through teaching role-playing games, students can effectively organize text analysis tasks in their future native language classes. For instance, applying the “I-message” technique in the lesson yields the expected results. By teaching students to construct sentences like “You did..., and I felt...,” they learn to express their experiences directly without accusations. This method helps individuals focus on their own feelings and reactions.

2. Interdisciplinary integration process. It is well known that the native language subject is closely interconnected with the subject of literature. Literary works are a rich source reflecting the complex world of human psychology. By analyzing the actions, emotions, and interpersonal relationships of characters in a work, students acquire skills in self-awareness and develop their emotional intelligence. This method can be used in the process of analyzing literary texts. Understanding word meanings plays a crucial role in teaching the lexicology section of the native language. The following tasks can be used to organize this activity.

In the task of creating a psychological portrait, students can be assigned to construct a psychological portrait of a character, attempting to understand their characteristics and problems. This exercise helps students develop a sense of empathy.

In the task of analyzing situations, students learn various approaches to problem-solving and develop appropriate attitudes towards life's challenges by discussing difficult scenarios presented in the work.

3. Creative thinking and its expression. Emphasizing creative writing in native language lessons allows students to freely express their inner world and emotions. Assignments such as writing poetry, creating stories, composing essays, and drafting compositions help students engage in self-analysis and gain a better understanding of themselves.



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Conclusion

The methodology of teaching the native language is a powerful tool not only for imparting knowledge but also for shaping the spiritual and psychological world of an individual. Developing sanogenic education through the methodology of teaching the native language plays an important role in the comprehensive growth of students. By incorporating sanogenic education into their lessons, teachers provide students with the opportunity to improve not only their language skills but also their mental health. This approach helps make the pedagogical process more effective and meaningful, as well as stimulates students' personal development. By integrating elements of sanogenic education into the learning process, we achieve the nurturing of not only literate individuals but also psychologically well-rounded personalities. This will form the foundation for students to achieve success in their future lives and to cope with stress and difficulties. Furthermore, incorporating sanogenic education into students' training can serve as an important tool for helping them establish effective communication with pupils during their practical experiences.

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