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## TODAY'S POSITIVE THINKING IN MODERN FUTURE EDUCATORS AS A PSYCHOLOGICAL MECHANISM OF HUMAN WELL-BEING, HEALTH AND PROFESSIONAL SUCCESS

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### ABSTRACT

*It is known that, there are experimental studies on the psychological study of positive thinking, which should be taken into account in the process of organizing the educational process and determining the effectiveness of educational issues, as well as in pedagogical activities. It is believed that, the positive thinking, thoughts, emotions, professional constructive behavior, flexibility emerge as one of the important sources for the formation and development of attitudes toward others in cases of success. In the article we are applying that, the research findings the most prospective educators have positive thinking, attitudes, voluntary self-management, motivation to succeed, autonomy, adequate self-assessment, resilience, acceptance of others, socio-psychological adaptation, communication, tolerance, the most reasonable traits such as positive attitude, reflexivity, self-confidence reasonable features such as independence may emerge.*

**KEYWORDS:** *Positive Thinking, Success, Positive Stability, Emotional-Volitional Sphere, Motivation, Reflexivity, Positive Attitude, Health, Professional Success And Confidence.*

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### 1. INTRODUCTION

The current development stage of our country is characterized by the rapid formation of civil society, targeted development, the achievement of a qualitatively new level of activity in numerous spheres of life in the country. In this regard, the importance of paying special attention to the training of modern teachers is incomparable. This research paper tries to discover how the educator encourages the education and upbringing of younger generation, using the reliable, advanced achievements of scientific and technological progress. Today's educator should not only be professionally competent, but also be able to analyze, evaluate problems, provide effective psychological assistance and support the students, be a personal example of positive thinking, positively based on an objective assessment of events. Such conditions place special demands on the training of future teachers, its individual-psychological characteristics, which allows maintaining a positive professional formation, positive thinking, hope, self-confidence and reflecting the harmonious development of all mental processes. [1]

The analysis of the scientific literature shows that the concept of positive thinking has recently entered the science of psychology and has been ambiguously interpreted by various scholars. At the same time, there is a relative growth of research in this area. This situation, on the one hand makes the problem highly relevant and on the other hand, requires deep analysis of concepts such as positive thinking in prospective educators. [2]

## **2. MAIN PART**

According to L.A. Matsko, positive thinking reduces internal tension, makes it impossible for internal conflicts to arise, allows us to control emotional state and regulate the needs, desires, prevents psychological difficulties, the development of occupational depression from psychosomatic illnesses. Positive thinking is a key personal tool for ensuring the psychological well-being, physical health and overall well-being of any individual. Positive thinking is the idea that a person really wants but not what they don't want. Positive thinking is characterized by the fact that a person consciously controls his thoughts and does not allow himself to commit negative judgments, thoughts and feelings. [3]

At the same time, a person believes in himself/herself the ultimate success, and remains optimistic in any situation. Positive thinking is a set of formed and developed skills that a person can form and develop, which is a sign and basis for a positive self-concept. At the beginning of the formation and development of the ability to think positively, a person will have to consciously perceive the fact that he/she has irrational thoughts and stereotypes. In addition, a positive attitude towards oneself, which is an integral part of positive thinking is also reflected in an optimistic benevolent attitude to others. The positive self-concept builds self-confidence, activity, and daily life encourages successful problem-solving. The nature of human thinking is the cause of physical and mental health or illness, the cause of inner well-being, success, or failure in life. Therefore, positive thinking that gives health and success is considered important. One of the tasks of the psychological service is to help the students and future competitive professionals. Positive thinking can be learned by:

- Thinking with the purpose of building sustainable health;
- Successful creative activity, condition of a sense of spiritual well-being;
- The ability to see the best qualities of people, to see the positive aspects of the current situation.

The process of forming positive thinking consists of the creative approach to life, conscious control of one's thoughts and feelings, enjoyment of small things not being afraid and panicked in solving difficult situations, believing in one's own strength, maintaining a vision, and faith to succeed. [4]

Negative thinking leads to an increase in the psyche of internal conflicts, the formation of stereotypical reactions to problematic situations, a tendency to solve problems in destructive ways as well as a deterioration of health at the psychosomatic level.

Thus, the specialist cannot focus on the positive aspects of everyday reality, does not strive for harmony with himself and the environment is prone to emotional alienation, cannot clearly distinguish positive and negative emotions is unable to forgive, and does not want to tend to accept the realities of everyday life.

Correcting the thinking of an experienced educator can be difficult due to the low culture of self-reflection, high self-esteem, and the presence of character traits.

In addition, the low level of development of innovative thinking of the educator creates the basis for inadequate use of intellectual and creative potential. In turn, positive thinking allows for the

healing of the psyche, the accumulation of psycho energetic potential, self-improvement of the individual, the expansion of self-regulatory tools, and problem-solving skills in constructive ways.

According to I. A. Karpova positive thinking in the linguistic consciousness of Americans, she believes that this phenomenon can be seen as an evolutionary property that provides high activity in finding the necessary resources in the current situation. This is the established in the search for joys associated with spiritual, proud, appropriate worldviews, upbringing, and self-discipline. If a person looks at the world with an open eye, believes in himself/herself, thinks positively, he/she will not be disappointed and depressed in a state of failure. At the root of positive thinking is a person's thoughts about the future, and if a person starts anticipating it will emerge. [5]

Positive thinking helps to overcome negative thoughts, fear of the future and emerges as a means of successful movement forward in activity, the formation of a healthy personality, the fight against disease, related to the relevant types of behavior, its characteristics and perceptions of himself/herself.

The more stable and reliable person's internal world is better, it is difficult for people in this condition to be affected by external factors. In addition, positive-minded people can use an optimistic approach to explaining any life event. However, a person who usually thinks positively can also apply elements of a pessimistic explanatory style in difficult life situations. The method of explanation refers to how a person explains why certain events occur.

Those who explain in an optimistic style tend to be more self-confident in positive events but usually blaming external forces for bad results. They also tend to see negative events as temporary and unusual.

On the other hand, those who explain the pessimistic style are more likely to blame themselves when negative events occur and are unable to adequately evaluate their own successful outcomes. They also tend to view adverse events as expected and long-term. The professional formation of a teacher is much more complex and continuous process of devious as a specialist. Through the training of future professionals, the educator raises the public awareness to a new level, he/she uses professional and personal capabilities to influence the professionally growth of particular person's self-awareness. In order to encourage the students to independently working the educator must take an individual approach, show the flexibility, perseverance and think positively. Only a positive thinker professionally ready to address the important tasks of facing and effectively carrying out the mission.

In this case, positive thinking through the prism of realistic optimism demonstrates the ability to combine their individual characteristics, status and age opportunities, to combine their principles with the requirements of society and others. According to N.B Pravdina, in condition of a single information space not only adults but also teenagers and children feel lack of joy and optimism.

In general, people's self-confidence is declining, pessimism is growing, and depressive conditions are becoming more domineering. Feelings of exhaustion, depression, indifference, and helplessness predominate in the emotional realm. Anger and resentment are on the rise in the whirlpool of negative information coming in through television and internet.

These factors serve to nurture a person with a caring mindset, characterized by a negative perception of the environment, and encourage personal resources to improve life stability, mood, psychological health and sources of activity. In turn, positive thinking serves to overcome any obstacles in the way of realizing the desired future.

### **3. DISCUSSIONS AND OUTCOMES**

Student age is a period of intensive development, preparation for a fully independent professional life, understanding of personal motives and needs, acceptance of all aspects of one's personality,

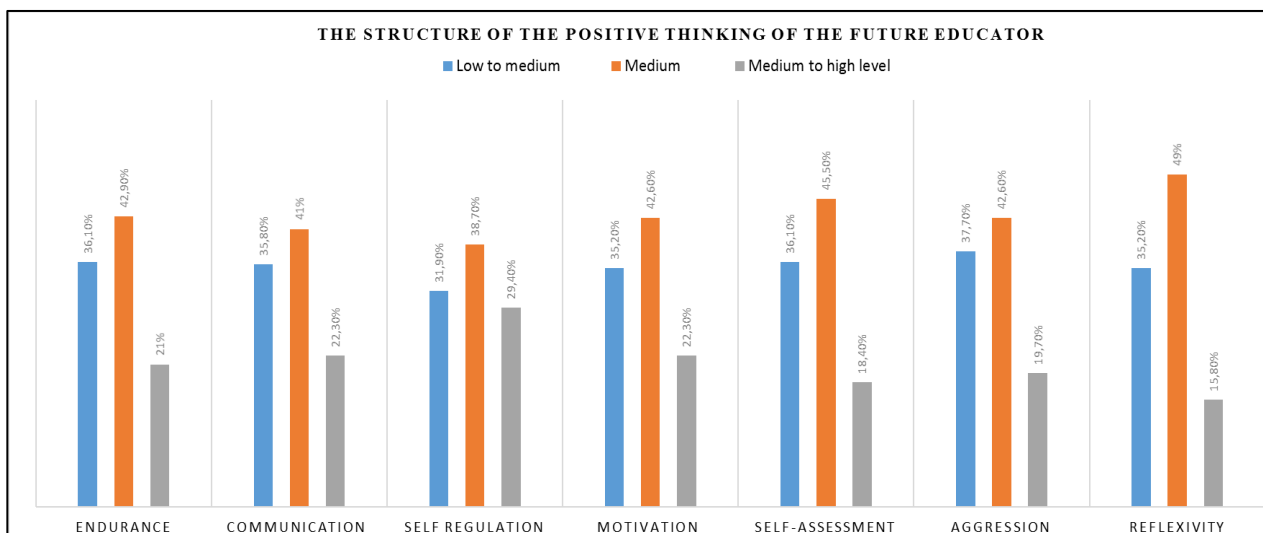
self-support in all aspects of life and sensitive period for the development of positive thinking.

One of the next tasks in our study is to study the current formal development of the component of positive thinking of the future educator. At the end, an empirical study was conducted which covered total of 310 students at different levels of education in higher education institutions from 16 to 24 years. The choice of empirical research was observed using a psycho diagnostic complex consisting of the following methods to study the development of the component structure of positive thinking the future educator is learned by the following scientists: S.Maddi's and D.Leontev's adaptation methodology "Determination of resilience";

V.F. Ryakhovsky's "Communication and communicativeness" test; A.V. Zverkova`s and E.V. Eidmann's test survey of voluntary self-management; A.A. Rean’s “Motivation for success and fear of failure” survey; S.V. Kovalev's test-questionnaire "Determining the level of self-assessment"; L.G. Pochebut's "Aggression level" test-questionnaire; A.V.Karpov's questionnaire "Determining the level of development of reflexivity".

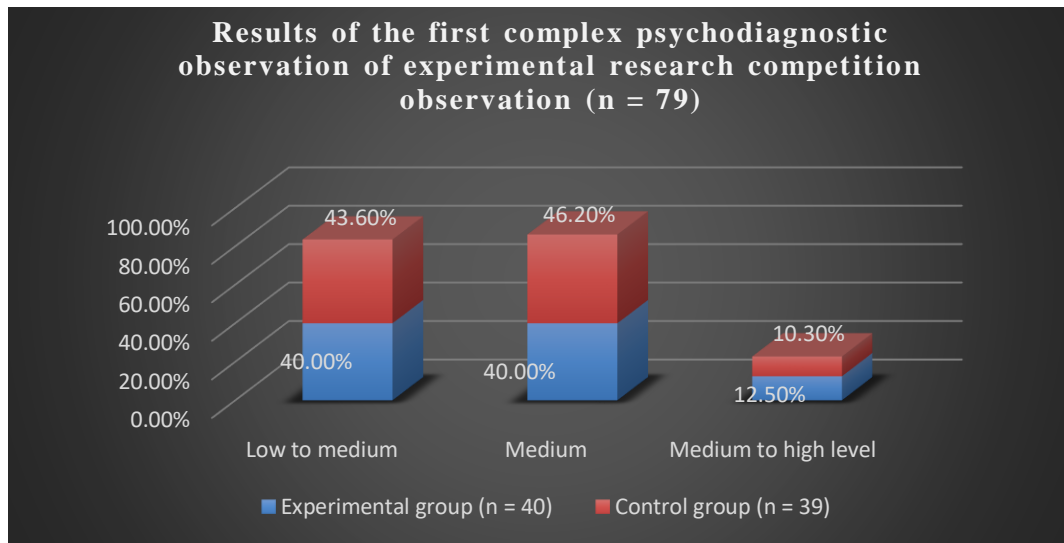
In order to study the current condition of development of the positive thinking component of the future educator, the result of the empirical study which covered a total of 310 students at different levels of education from 16 to 24 years.

**TABLE 1 POSITIVE THINKING OF THE FUTURE EDUCATOR STRUCTURE (N = 310)**



The survey confirms the above data relevance the concept of positive thinking of the future educators and the underdevelopment of positive thinking of students in practical need to develop effective tools for future educators. Our main goal is to develop positive thinking in future teachers in the context of higher education institutions of the Republic of Uzbekistan. Therefore, a training program "Developing the positive thinking of future teachers" has been prepared for goal-oriented group work together with enlightenment, creates a dialogical situation, supporting active forms of self-knowledge, self-development and realization of the

Table 2

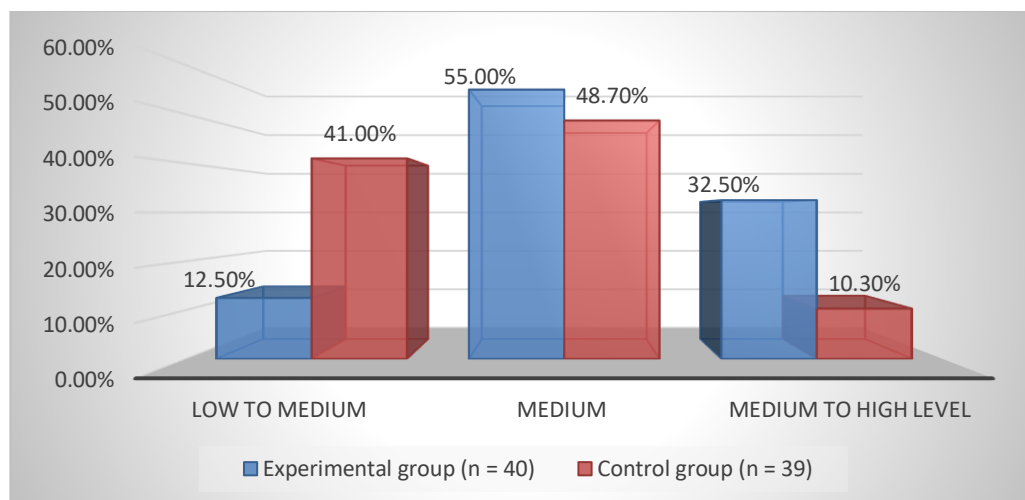


Socio-psychological potential of learners through initiative. The personal potential of students is strengthened by identifying, expanding, implementing a set of problem-solving techniques in a particular life situation. Two groups were formed to compare the data from the experimental research sample (n = 79):

Experimental group - 40 students who directly participated in the prepared socio-psychological training; the control group consisted of 39 students who did not participate in the prepared socio-psychological training.

Analyzing the results of a comprehensive psycho diagnostic examination in general can be concluded that the levels of development of positive thinking before socio-psychological preparation in comparison groups are almost the same. This fact emerges as an important condition for the objectivity of this experimental research.

**TABLE -3 RESULTS OF THE SECOND COMPLEX PSYCHODIAGNOSTIC OBSERVATION OF EXPERIMENTAL RESEARCH COMPETITION (AFTER TRAINING) (N = 79).**



The results of the second complex psycho diagnostic research survey showed that, at the end of the socio-psychological training in experimental group, quantitative indicators of the level of development of positive thinking experienced positive changes.

#### **4. CONCLUSION**

Student age is one of the appropriate stages of active psychological development, enriched with certain knowledge, skills and abilities, while studying at university comparing to other periods of life. This period requires intensive development, understanding of personal motives and needs as a period of preparation for a fully independent professional life, acceptance of all aspects of one's personality, self-support in all aspects of life, and a sensitive period for the development of positive thinking components. The sensitive period is provided by the age characteristics of the students` personality and the presence of socio-psychological conditions that allow the effective development and correction of the component structure of the studied phenomenon. It is reasonable to conclude that, the future educators gain social experience in the chosen profession, have a unique personal identity in particular future specialists determines the dynamics of positive thinking.

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