

HEALTHY LIFESTYLE OF STUDENTS WITH THE HELP OF HYGIENIC FOUNDATIONS

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Abstract

On this article we will consider the role of hygienic bases of formation of culture of healthy lifestyle of schoolchildren and students of pedagogical university.

Key words

Healthy lifestyle, schoolchildren, students, valeology, diseases, health culture.

Introduction: In recent years in our country, despite some stabilisation of a number of demographic indicators, there is a clear trend of deterioration in the health of the population, especially children, adolescents and young people studying in educational institutions.

The results of medical examinations show that the health of children and adolescents deteriorates significantly during their schooling. Every third graduate has myopia and poor posture, and every fourth has a cardiovascular disease. There is a tendency towards a decline in the physical development of schoolchildren, including muscle strength. According to many authors, the leading cause is low motor activity and high educational loads, which additionally leads to disorders of the musculoskeletal system of children and adolescents.

Methods: The state of neuro-psychic health of students, which is largely related to the peculiarities of the organisation of learning activities and the nature of relationships with teachers, is of particular concern. The number of children with diseases of the nervous system increases twofold during their schooling. This group of diseases includes both functional disorders and organic diseases, including congenital and genetically determined pathology.

Among the reasons for the deterioration of students' neuropsychiatric health, the first place is occupied by overload of students, the second - the attitude of the teacher, sometimes unfair, humiliating the dignity of the student, the third - the

rejection by the children's collective, changing it; i.e. the school has become an additional risk factor for the development of diseases of students instead of performing health-improving functions.

It is known that among the factors affecting health, the largest share is taken by lifestyle and lifestyle, which is easier to influence by parents and teachers rather than medical workers, so it is necessary to increase the role of the education system in solving the problem of preserving and strengthening the health of schoolchildren through the formation of a healthy lifestyle.

Given that the pronounced deterioration in the health of children and adolescents is largely due to the low valeological culture of the population, the formation of a culture of health, which is part of a person's personal culture, is an extremely important issue. A culture of health ensures the biological potential of the organism's vital activity, which creates the prerequisites for the harmonious development of the personality and promotes a high level of social activity and a creative attitude to learning activities. The formation of a valeological culture in children and adolescents is an important area of pedagogical activity.

An important link in the system of hygienic education of schoolchildren is the formation of valeological literacy in the lessons of biology, physical education and others. Pupils acquire the knowledge and skills necessary to develop an attitude towards their own health and the health of others as the most important human value, as well as the development of the main components and factors of a healthy lifestyle and the methodology for their introduction into everyday practice. The difficult task in teaching schoolchildren is to form motivation for a healthy lifestyle and to develop an individual way of valeologically sound behaviour. The motivational background is created through the use of valeological self-analysis, the purpose of which is to teach to be healthy, to strive for self-improvement. With the help of valeological self-analysis, the teacher helps children to develop individual abilities, knowledge, skills and abilities necessary for health promotion; promotes the desire to learn independently, to find health reserves in themselves in any life conditions. With the help of self-analysis the teacher helps to reveal individual inclinations and peculiarities of each child and to direct him/her on the path of self-improvement. The technique of valeological self-analysis allows building a subjective model of one's health. The tasks have a reflexive value for the formation of valeological literacy and promote changes in one's lifestyle. It is known that the attitude to health and a healthy lifestyle do not appear in a person by themselves, but are formed as a result of the influence of a complex of various factors: self-analysis, self-study, fiction, cinema, life experience, and, of course,

certain pedagogical influence. Valeological self-analysis is able to actualise the basic needs of students in self-development, self-knowledge and self-improvement; thereby encouraging children to form their own health by their own efforts.

The use of interactive teaching methods is of great importance both at school and in higher education.

The culture of healthy lifestyle of schoolchildren should be formed both during school hours and in extracurricular activities.

Efforts in this direction in the educational process are more effective in the case of teachers who use interactive methods and various forms of teaching, including problem-based teaching and game forms of learning activities.

In addition, a number of schools have a tradition of holding sports festivals and health days with the invitation of an addiction doctor, psychotherapist, nutritionist, sportsmen, etc. In other words, valeological education is an integral part of the educational process. In other words, valeological education is not only a process of knowledge transfer, but also the organisation of students' healthy lifestyle in the system of their leisure and family life, physical development in extracurricular activities.

Results and Discussion: When forming the culture of healthy lifestyle of schoolchildren it is necessary to take into account its three components: cognitive, emotional-evaluative and behavioural.

The cognitive component involves the creation of an information environment that provides an opportunity to learn about their physical, physiological, psychological, social, moral, intellectual characteristics; it creates conditions for free creative search, problem solving related to understanding the essence of health and healthy lifestyle.

Emotional and evaluative component is based on the personal attitude of the teenager to a healthy lifestyle and is embodied in his perceptions, orientations, which are fixed in beliefs, they result in the ideal of health, the main component of which is the attitude to it, manifested in feelings.

The system of perceptions, views, orientations, beliefs of a personality results in its orientation as an integrative characteristic of a schoolchild's personality, competent in relation to health, healthy lifestyle.

The behavioural component consists of deeds and actions. Actions reveal the attitude of a person to his/her health and healthy lifestyle. It is not only a unit of personal behaviour, but also a necessary connecting moment of relations between people.

By systematically performing deeds reflecting a healthy lifestyle, a child develops a habit, considered by psychologists as an automatic action, the performance of which in certain conditions becomes a need.

Of decisive importance is the feeling of pleasant pleasure, caused by the very functioning and associated with a decrease in the activity of the schoolchild's consciousness when repeatedly performing the same type of action by habit.

The process of formation of valeological habits, when their performance is a matter of course, characterises the highest level of development of personal health culture. Such behaviour presupposes the unity of word and deed, motive and action, the presence of an active life position.

A healthy lifestyle as a model of behaviour does not arise by itself, but is formed from an early age, first of all in the family where the child is born and brought up.

Its formation is a long process: the positive effect of a rational lifestyle sometimes takes years to manifest itself. Each person's path to a healthy lifestyle differs in its peculiarities, both in time and in content. But it does not matter in principle, because the end result is important.

Such approaches as valeological, culturological, innovative, personally oriented can be used as a basis for the formation of healthy lifestyle culture.

Culture of human health is one of the results of socialisation of a person in the public environment. The higher the priority of health in society, the higher the culture of health of each of its members. The following follows from this provision:

- 1) if a powerful health-promoting environment is created, the health culture of each of its representatives will increase significantly;
- 2) for children and adolescents, the health-promoting environment can be a school, which interacts with other social objects and is an effective institution for cultivating a healthy lifestyle.

Researchers note that a healthy lifestyle is conditioned by a person's personal and motivational characteristics, abilities and inclinations. When teaching a healthy lifestyle, it is necessary to take into account the age characteristics of schoolchildren. In adolescence, the idea of personal value of health is not yet sufficiently formed.

Studying the psycho-physiological characteristics of schoolchildren helps the teacher to intensify work on the formation of a healthy lifestyle. When teaching adolescents the basics of a healthy lifestyle, it is recommended to use such forms of work, which are mainly interactive and based on independent, creative activity of the students themselves.

Important in the educational process is the use of health-saving technologies, which can be divided into three main groups:

- Technologies providing hygienically optimal conditions of the educational process;
- technologies of optimal organisation of the educational process and physical activity of schoolchildren;
- various psychological and pedagogical technologies used in lessons and extracurricular activities by teachers and tutors.

That is why one of the main and necessary ways of education and training of students of pedagogical university is the formation of competence of health culture in them through such subjects as age anatomy, physiology and hygiene, basics of healthy lifestyle, valeology. The specificity of the pedagogical university dictates the need for students - future teachers - to know the anatomo-physiological features of students of different ages in order to develop methods of teaching and education adequate to each age period.

Teaching students the basics of the doctrine of human health, methods of its formation, preservation and strengthening will allow the future teacher to actively apply health-promoting technologies in the educational process. Formation of skills and mastering of practical skills on hygiene of children and adolescents forms the basis of medical and hygienic technologies of health-promoting pedagogy.

As research has shown, most parents of schoolchildren are ready to cooperate with teachers in the issues of preserving and improving the health of their children, but the educational standards for the formation of competences of future teachers do not provide for their work with parents in this area.

Conclusion: In order to preserve and strengthen the health of schoolchildren, it is necessary to form a culture of health of children and adolescents, which has a three-component structure. The basis for this is the improvement of the educational process at school, as well as the training of students to develop their value attitude to health and motivation for a healthy lifestyle.

An important link in the formation of schoolchildren's health culture is the training of future school teachers - students of pedagogical universities, which is based on the dual transmission of health-creating competence - the formation of knowledge, skills and abilities to preserve and strengthen their own health, as well as the ability to foster a culture of health in schoolchildren.

Acquisition of skills and mastering of practical skills in hygiene of children and adolescents forms the basis of physiological-hygienic technologies of health-promoting pedagogy.

When forming the culture of healthy lifestyle of schoolchildren and students, not only the transfer of knowledge, skills and abilities through the subjects taught, but also the organisation of healthy lifestyle in the system of leisure and family life, as well as the use of interactive methods are significant.

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