

IMPROVING HEALTH-SAVING KNOWLEDGE OF LEARNERS BY USING HEALTH-SAVING TECHNOLOGIES

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ABSTRACT

The article discusses current issues of improving health-saving knowledge in the system of continuing education through the use of health-saving technologies by students, which allows teachers, starting from preschool educational organizations, to solve life-saving tasks along with educational, upbringing and developing tasks, as well as to realize their health-saving function. This applies to educational and extracurricular activities of students both in traditional conditions and in an inclusive environment.

Keywords: Health, education, health saving, health saving technologies, competences.

INTRODUCTION

In our society, human health is a national value, his/her physical excellence, his/her possession of a healthy lifestyle culture are the property of the people. Ensuring the health of the nation, maintaining the integrity of the gene pool of the population can be positively solved through the acquisition of health-saving knowledge, implemented at all stages of education.

In the context of what has been said, a number of regulatory documents have been adopted in our Republic aimed at preserving and strengthening the health of the younger generation, such as the Law of the Republic of Uzbekistan "On State Youth Policy" [1] and the Decree of the President of the Republic of Uzbekistan "On an action strategy for the further development of the Republic of Uzbekistan" [2].

The solution to the problem of health saving is achieved through the targeted acquisition of health-saving knowledge, a clear understanding and the concept of "health saving" term.

According to the literature, health saving is the activity of people aimed at improving and strengthening health, as well as the coherence and unity of all levels in human life [3].

Health is considered as one of the most important conditions for successful socialization in society [4], therefore, it is important that it is considered as a return to ethno-pedagogical methods of upbringing and education, justifying the need for basing on the principles of folk pedagogy and nature conservation of health [5].

The bulk of researchers ascertain the fact that health saving is an urgent task in the modern educational system, and the health saving competence of teachers should be outside the framework of a particular narrow specialty of a teacher [6].

A large group of researchers studied the problem of health conservation in the system of continuing education, and first of all, factors affecting health are:

- heredity, a tendency to hereditary diseases;
- social environment and lifestyle in it;
- heredity and climatic conditions;
- age-related changes.

Taking into account the influence of these factors on the health of students is an important element of the teacher's health-saving activity. It is important to remember that the environmental, climatic and social conditions related to external influences, and heredity - to the internal [7].

LITERATURE REVIEW

Speaking about inclusive education, it should be borne in mind that the health status of students, i.e. the activity of the functions of any organ is accompanied by the appearance of pathological changes in various organs and systems of the body; disturbances in the functioning of some endocrine glands can lead to malfunctions in the reproductive and nervous systems, growth disorders, mental and psychic development, which may be more pronounced in children with disabilities.

In the context of the aforesaid, the need for step-by-step acquisition of relevant health-saving knowledge, beginning with preschool educational organizations (PEO), in which, in accordance with the state requirements for the development of early and preschool children of the Republic of Uzbekistan such sub-fields as large and fine motor skills, as well as a healthy lifestyle in the section "Physical Development and Formation of a Healthy Lifestyle" are included.

The curriculum "Ilk Kadam", introduced in the practice of a preschool educational organization, created in accordance with state requirements [8], is aimed at implementing a competency-based approach to education, during which the child acquires basic health-saving knowledge, personal hygiene skills, learns the basics of a healthy lifestyle and nutrition, follows the rules of the basics of life safety, while the teacher of the preschool educational organization, decides the health-saving function assigned to him, developing children's vital skills, dictated by the motivation for a healthy lifestyle and interest in maintaining their health and the health of others. [9]

In this regard, the words of the famous teacher and doctor Janusz Korczak, who wrote: "children just like adults want to be healthy and strong, only children don't know what to do, explain them and they will be protected" [10].

It is established that in a number of pedagogical conditions for the development of health-saving technologies are:

- 1) the formation of motivation and needs of students for health-saving activities in the educational process and everyday household practice;
- 2) systematic use of means and methods of health saving, ensuring the achievement of a health-saving effect in an inclusive education;
- 3) the humanistic content of the inclusive educational process with a pronounced health-saving orientation;
- 4) the formation of value orientations in the classroom recreational physical exercises;
- 5) the establishment of trusting relations between teachers and students in the process of subject-object communication, taking into account the peculiarities of limited Health Opportunities;

6) development and implementation of a system of occupations by improving physical exercises in combination with the use of improving natural factors..

METHODOLOGY

Crucial in the implementation of pedagogical technologies of health saving and their practical application in the educational process is the continuous improvement of the professional and pedagogical competence of teachers in mastering the technology of health saving of students taking into account the characteristics of inclusive education.

In the educational and cognitive process with a health-saving orientation of the inclusive educational process, the goals and objectives of health saving were developed jointly with students. The process of achieving a healing effect is provided in the joint activities of teachers and students.

The innovative inclusive educational process with its health-saving organization is based on the following algorithm:

1) the target basis and a comprehensive program of health-saving technology of an inclusive educational process are determined;

2) the programmatic and methodological foundations of providing a personality-oriented educational paradigm are developed in the conditions of subject-object management of the organization of an inclusive educational process;

3) the executive mechanisms for managing the educational and cognitive activities of students in an inclusive environment, aimed at studying the natural science foundations of health conservation, are determined;

4) evaluation of the useful results of the functioning of the system of educational work with a health-improving orientation (the quality of knowledge, value orientations in the choice of means of health protection) [11 p. 66].

RESULTS

Work to increase the health-saving knowledge of students, including children with disabilities, continues in elementary school in the process of their integration into educational subjects, as well as in the process of further formation of physical culture. In the middle classes, this knowledge is acquired during the study of educational subjects, especially when mastering the courses "Man and his health" or "Biology".

At the stage of higher education, students of pedagogical universities continue to acquire health-saving knowledge in the process of mastering such subjects as "Age-related physiology and hygiene", "Fundamentals of valeology", "Fundamentals of life safety", and "Physical culture".

By definition of A.G. Majugi and I.A. Sinitsyna, health-saving educational technologies is "a systematically organized set of programs, techniques and methods for organizing the educational process that does not harm the health of its participants on the basis of the qualitative characteristics of educational technologies according to the criterion of positive effects on the health of students and teachers" [12, p. 455]. At the same time, these authors give the following definition of the concept of health conservation - this is maintaining health at a given level, in particular at the one with which the child came to school.

In the course of a pedagogical experiment in the conditions of Karakalpakstan, teachers of educational institutions (schools, lyceums, colleges, universities) used such methods of health-

saving educational technologies in an inclusive environment as protective and preventive, providing for the steady implementation of the rules of personal hygiene and hygiene of training and education, stimulating, including physical education -healthy activities, methods of psychotherapy and herbal medicine; compensatory neutralizing (massage, physiotherapy, phytotherapy, psycho-gymnastics, etc.), information and training using guidelines, booklets, brochures, posters, etc.

DISCUSSION

The success of introducing the medical and pedagogical component of health-saving technologies in the learning process in an inclusive environment largely depends on the professional competence of the teachers, their responsibility, awareness of the necessity to implement the health-saving orientation of the educational process.

Thus, at the present stage of the modernization of the educational process in an inclusive environment, preservation, strengthening and the formation of a health-saving culture for both educators and students is of particular importance, and educational institutions should become an important link in the socialization of the younger generation studying in the inclusive education system, and are also called upon to strengthen development motivation to preserve the health of all participants in the educational process.

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