

Modern Approaches and Strategic Foundations for Promoting a Healthy Lifestyle in the Pedagogical Education System

Ibragimova Nazokatkhon Qahramonjon qizi

Andijan State Pedagogical Institute, independent researcher

Abstract. *This article highlights the role of culture in developing modern approaches and strategic foundations for promoting a healthy lifestyle in the pedagogical education system. It discusses current changes in the field of physical education and sports, as well as issues related to engaging student youth in a healthy lifestyle.*

Key words: *Healthy lifestyle, education system, school, physical culture, swimming, gymnastic exercises, healthy lifestyle promotion, physical qualities.*

After the Republic of Uzbekistan gained independence, we can see comprehensive progress in all spheres. Today, it is no secret that physical, political, and spiritual changes, the renewal of the system of universal human values, the prioritization of all personal needs, demands, and interests of a person, especially the spiritual, moral, and physical capabilities of the younger generation, are increasing. A number of resolutions and decrees have been developed by the head of our state aimed at forming a healthy lifestyle in society, strengthening public health, educating a physically healthy and spiritually rich young generation, and ensuring wide involvement of the population in physical culture and sports.

It is known that the state and society have a significant influence on the social and economic spheres of their development, including the development of the educational process, accordingly determining its development parameters. The modern concept of education and upbringing requires the creation of pedagogical principles for preparing the younger generation for social life. The achievement of a competitive level in the labor market by a young specialist depends on the content of the educational process. For this, there is a need to design the educational process in the elementary grades of general secondary education. To be able to implement these projects in practice, it is necessary to create the pedagogical foundations of action programs. Article 46 of the Law "On Education" states that the duties of pedagogical workers include "taking into account the psychological and specific characteristics, physical and mental health, physiological development of students, paying attention to the creation of conditions for the education of persons with physical, mental, sensory (sensory) or mental disabilities."

The task of educational institutions, which at first glance does not belong to the pedagogical sphere, that is, caring for the health of students and forming a healthy lifestyle in them, is determined by the following circumstances.

Firstly, adults are always responsible for the children they care for. This also includes children's health. It is in educational institutions that students spend a significant amount of time under the guidance of teacher-pedagogues. Therefore, neglecting their health during this time is considered cruelty and unprofessionalism.

Secondly, among the factors influencing the health of students during their time in the educational institution, the contribution of teacher-educators is greater, and they are carried out in both desired and unwanted situations. If we take the view that all health problems must be solved by medicine, we will have to assign at least one doctor for each class.

Thirdly, modern medicine deals not with health, but with diseases, their prevention and treatment. The task of educational institutions is different - they must protect and strengthen the health of their pupils, that is, carry out preventive work. Therefore, the main person who cares about the health of students in educational institutions is the teacher.

The strategy uses the main pedagogical methods of guidance: introduction, attention, guidance, assistance, support, promotion, activation, facilitation of adequate assessment. Moreover, as a strategy, orientation is distinguished by its value-semantic content. As a result of the implementation of this strategy, a conscious choice of value orientations, the direction of personal development, and self-awareness arises in political, economic, professional, and cultural life. Thus, the age-specific characteristics of students and the important features of the pedagogical orientation strategy allow us to consider this strategy in the context of a healthy lifestyle and include the student as a subject in healthcare activities [3]. The pedagogical strategy of guiding students towards a healthy lifestyle includes the teacher's actions of an introductory, recommendatory, and supportive nature, aimed at informing the student about a healthy lifestyle, adequately assessing their lifestyle, renewing an emotional-value attitude, activating health-preserving activities, and enriching the experience of a healthy lifestyle. This includes the assimilation by the individual of certain methods of health-preserving activity, the acquisition and development of necessary qualities that contribute to the organization and maintenance of a healthy lifestyle. The general goal of the strategy for orienting students towards a healthy lifestyle is determined by the realities of the modern era of societal development and is defined by us as the development and formation of a socially adapted, healthy personality capable of active transformational activity. Practical tasks for achieving the goal of this strategy are consistently implemented at each stage of guiding the student towards a healthy lifestyle: introduction, actualization, and enrichment. Each stage of the strategy includes: the solution of specific tasks by the teacher, the implementation of pedagogical actions, the use of appropriate forms and methods, as well as the result shown in the student's activity.

We consider it necessary to present the educational material on a healthy lifestyle in the form of a specialized course "Fundamentals of a Healthy Lifestyle," reflecting the theoretical and practical direction.

Hygienic training and education of students, instilling in them the norms and skills of a healthy lifestyle should be comprehensive and continuous, awakening them to active and conscious actions now and in the future, aimed at:

- improvement of one's mental and physical condition;
- refusal in one's lifestyle from actions that harm one's own health and the health of others;
- negative attitude towards improper hygienic behavior of other people and deterioration of environmental conditions harmful to health;
- conscious participation in the protection of health and the formation of a favorable environment for health, especially working and living conditions;
- adequate actions aimed at recovery (in the case of illness);
- practical mastery of health-saving technologies.

In our society, large-scale work is being carried out aimed at forming a healthy lifestyle, creating modern conditions for the population, especially the younger generation, to regularly engage in physical culture and mass sports, strengthening young people's confidence in their will, strength, and capabilities through sports competitions, fostering courage and patriotism, devotion to the Motherland, as well as systematically organizing the selection of talented athletes from among young people and further developing physical culture and mass sports.

List of used literature:

1. Musurmanova A., Riskulova K. Oilada yoshlarni salomatlik ma’naviyati ruxida tarbiyalashning uziga xos xususiyatlari //Sovremennoye obrazovaniye (Uzbekistan). - 2021. - №. 5 (102). - S. 60-66.
2. Xudayberganova N. K., i dr. Sog’lom turmush tarzining pedagogik tizimi-yosh avlod barkamolligi asosi //Internauka. - 2017. - №. 10-4. - S. 53-55.
3. Ibragimov A. o’quvchilarda sog’lom turmush tarzini shakllantirishning metodik asoslari //sentr nauchnix publikatsiy (buxdu, ig). - 2021. - T. 1. -№. 1.