



SOCIO-PEDAGOGICAL NECESSARY OF DEVELOPING A HEALTH CARE FOR STUDENTS

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Abstract

This article deals with the formation of a healthy mindset and healthy lifestyle in students in higher education, the current state of development in the world, various socio-pedagogical trends and changes, reforms, analysis of the content of pedagogical thinking professional outlook.

Keywords: activity, worldview, artistic-aesthetic, healthy lifestyle, harmonious, elements, abilities, skills, qualifications, protection and monitoring, common sense, transformations, radical socio-political changes.

Introduction

In order to create a healthy mindset and a healthy lifestyle in students in higher education institutions in Uzbekistan today, to bring up students spiritually and artistically healthy and mature, to conduct systematic "health care" activities, to raise a healthy and harmoniously developed young generation. the necessary social and pedagogical conditions are in place. The current development of modern educational processes in the world is determined by the variety of socio-pedagogical trends and changes, reforms, the multiplicity of movements, their diversity. Thus, on the one hand, it is prone to radical socio-political changes, modern transformations, and on the other hand, in today's environment, where the reform of the education system continues in a new context, it is important to protect and monitor student health. Health care, aimed at protecting the health of students, is one of these new directions, which is a set of theoretical and practical knowledge, skills and abilities on the basics of protecting the health of the younger generation in the educational process, a set of modern requirements. Youth health is one of the most pressing socially important issues that need to be addressed in today's society, and ignoring this issue is tantamount to losing sight of the future of society.

At a time when the process of reconstruction in our country is underway, there are several peculiarities of the education system. First, the rapid development of the education system, the growing demand for the quality of the education system, the



need to protect the health of students in this process. Second, today's students are involved in the process of these transformations, that is, the process of radical socio-political changes. any well-intentioned changes in the system should not be made at the expense of student health. According to O. Jamoldinova, "The process of developing a culture of healthy living is a complex and long-term process that leads a person to perfection. The culture of healthy living is reflected in such qualities as mutual respect, cooperation, love, humanity, peace between people, as well as the ability to take responsibility for their own health and the health of society, to act as a guardian of their own health. In Western countries, too, the issues of healthy culture and its formation have long been of pedagogical interest to scientists. In foreign countries, the terms "health promotion" and "health care" are widely used, based on the ideas of healthy lifestyles.

The meaning of the word "health" corresponds to the concepts of "health", "health", "health-health". The word "care" means "to protect," "to show kindness," "to take care of." The process of fulfilling the task of shaping the values and culture of healthy lifestyle values creates a demand for people with a healthy lifestyle mindset. People with a healthy mindset are in fact equivalent to forming a reserve of healthy citizens for the state. As one of the most important factors and psychological-spiritual, spiritual-cultural features of the reserve of new citizens, a healthy lifestyle is important. Because healthy thinking is connected with the formation of citizens, which in its essence is the main foundation of a democratic and civil society, it becomes one of the most important links of civic education, one of its main directions, necessary for the state and society.

Civic education is one of the main foundations of state building as a socio-political, spiritual-ideological and psychological-pedagogical category, which today is gaining complexity and richness. If we can make the younger generation growing up healthy in civic education, we will be able to have a healthy culture for the whole society in the future.

The development of science, economic growth, the impact of technical progress on human living conditions have both positive and negative features, and sometimes very negative features. Hypodynamics - the growing distance between man and nature, the proliferation of megacities, the growing urban population around the world, man's unpreparedness for natural disasters, various difficulties and threats, the negative effects of information technology on human lifestyle and habits. factors such as the origin also put on the agenda the demand for the formation of a healthy lifestyle thinking.



Since the middle of the last century, the issues of hypodynamics and strengthening human physical activity have become important and widely discussed in Western countries. The importance of physical education for human health has been widely promoted among all segments of the population. At the heart of these efforts are the results of research. In particular, the issues of "health care" and its formation were widely studied in the research work. In the West, too, the concept of health care has long been of pedagogical interest to scientists. Thus, the concept of "health care", its social significance and benefits, pedagogical factors are one of the most pressing issues in the world scientific community, and understanding the scientific and theoretical content of the concept of "healthy care" requires in-depth study.

The commitment to work on the idea of health promotion was adopted at the Bangkok (2005) conference of the World Health Organization. According to the document, countries need to "create all the necessary measures and conditions for people to protect their health and strengthen their health".

At present, the worldview is the basis for the spiritual education of people, the effective organization of their labor process, the development of their creative potential. In this sense, a person's interest in work, creativity, the role of youth in society, social position, self-esteem, legal and moral self-awareness are directly related to the worldview

Worldview is not only a content, but also a way of assimilating the world around us, a relatively autonomous and stable system of internal determinants of human life. The worldview emerges as a complex result of the practical interaction of man with the surrounding reality - nature and society, and manifests itself as a holistic, multi-stage, complex system of social relations that has fundamental functions for the life of the individual. In the worldview system, thoughts and emotions, motivation and action, conscious and unconscious, are objectively and subjectively interrelated dialectically.

Ideas and ideals only unite the worldview, giving it a conscious character. As a result, the worldview can be seen as an actively evolving subjective reality. A professional outlook is a set of specialized knowledge, values, principles, values and beliefs that affect a person's professional development, readiness for lifelong learning, self-organization and competitiveness in the labor market. . Gnoseological (cognitive) can be distinguished in the structure of the professional worldview; axiological (value), congruent (principles, beliefs, orientation), praxeological (practical) components. The presence of these components depends on the subject-object characteristics of the professional activity. The objectivity of professional activity is based on normality, socio-economic activity of individuals and relative autonomy, the stability of the



system of their internal determinants. The subjective component of professional activity is the combination of content elements (thoughts, emotions, motivation, action, conscious and unconscious) of the professional worldview of professionals with basic functions (labor, profession, corporate culture, professional ethics). professional knowledge and skills, formation of readiness for lifelong learning, etc.). At the stage of vocational education there is the development of activity from educational-cognitive to educational-professional and from it to the real professional. The effectiveness of this process is dialectically linked to the formation of a professional worldview in students. The modern educational process in a vocational school should continue in the form of a joint creative search of the teacher and the student to solve existential (eternal, universal and secular) problems, not individual problems. The result of this process is the creation of meaning as the formation of a relationship of values and worldviews. Their application in practice can be described as the creation of life that plays an integrative and transformative role in human development.

The genesis of the professional worldview is related to the age characteristics of the individual, the specific characteristics of professional activity, the socio-economic characteristics of the development of society and includes several stages. Value-activity model of formation of professional worldview: cognitive, unifying methodological culture, acquisition of modern methodological knowledge, skills and abilities to apply the principles, methods and tools of vocational education; design and construction of the pedagogical process, knowledge, formation and creative solution of pedagogical problems, methodological reflection; Socio-philosophical problems of modern education, the structure of knowledge - its formal logical structure, development trends, means and methods of knowledge and expression, dialectical and systematic thinking, the formation of a creative approach to professional activity, access to various fields of generalized knowledge, science theory and methodology numbness; pedagogical knowledge as an integral part of the essence of the professional worldview, the stages and methods of its formation; pedagogical thinking as the ability to analyze the content of a professional worldview; the ability to focus on the student as an actively developing subject of the learning process; consistently, without deviating from the goal to understand the situation; consider everything that affects the outcome; definition of pedagogical tasks into step-by-step and operative tasks; work with the content of the training material; pedagogical prediction (forecasting), as the ability to predict the behavior and reaction of students to the beginning or end of the pedagogical situation, the ability to predict the direct and long-term consequences of solving pedagogical problems.



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