



Developing A Healthy Lifestyle in Primary School Schoolchildren Based on an Axiological Approach

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Abstract. The article discusses the specifics of the formation of a healthy lifestyle in primary school age from the point of view of the axiological approach. The psychophysiological and social characteristics of the younger schoolchildren are concretized.

Keywords: healthy lifestyle, axiological approach, features of the ethno-cultural development of the region, personality-oriented technology for the formation of a healthy lifestyle for younger schoolchildren.

In terms of the school period of a person's life, issues related to the psychological and pedagogical support for the formation of a healthy lifestyle are primarily considered by researchers in relation to adolescence, while the specifics of such work with children of primary school age is much less likely to become the object of scientific research.

At the same time, state educational and other structures, to one degree or another, provide, taking into account the regional features of the development of the educational space, the legal, scientific, theoretical and methodological solution to the problem of forming a healthy lifestyle. Thus, following the adoption of the National Program "Health" and the priority national project "Education" in the Namangan region, a number of regional legislative acts were adopted: "On additional measures to protect the health of children in the Namangan region", the Program of private schools "Development of physical culture and sports in Namangan and Namangan region" (2019), etc.

However, the contradiction existing in science and practice between the urgent need for the formation and teaching of a healthy lifestyle to students and the lack of a holistic theory of a healthy lifestyle as a category of pedagogical science has not yet been resolved.

The versatility of the problem of forming a healthy lifestyle for younger students determines a large number of scientific studies on this topic. Thus, a new methodological approach to determining the essence of the concept of health and the principles of a healthy lifestyle was most deeply considered in the monograph by A. G. Shchedrina and was further developed in the works of R. I. Aizman, L. G. Apanasenko, S. V. Kuchkarova, V.P. Makhmudov and others. However, the specifics of applying the axiological approach to solving the problem of forming a healthy lifestyle has not yet acted as an independent object of scientific

analysis. Junior schoolchildren as an age group, the features of their education and upbringing were studied by L. I. Bozhovich, E. A. Bugrimenko, A. L. Venger, V. V. Davletov, T. V. Rakhmanov, S. V. Kuchkarova, A. A. Rasulova, N. G. Morozova, V. S. Mukhiddinov, K. N. Pirimkulova, G. A. Usmonov and others.

The health of the nation is the leading indicator of the social development of the state, its socio-economic significant phenomenon, the level and quality of which is used to judge the state of affairs in all areas of life. In modern Uzbekistan, an alarming trend of physical, spiritual and moral degradation is becoming more and more obvious. It is becoming increasingly clear that the underlying causes of the socio-economic crisis and the catastrophic deterioration in the health of the nation are in the sphere of spiritual and moral education, in the monstrous deformation of universal human values and ideals of a significant part of the population, and especially young people. Lack of spirituality, rudeness, money-grubbing, sexual promiscuity, alcoholism, drug addiction, crime - that's what daily, hourly destroys our lives, cripples the mental and physical health of our nation.

A healthy lifestyle among schoolchildren depends on many objective and subjective factors of an environmental, social, economic, cultural nature, but primarily on the attitude of schoolchildren to a healthy lifestyle as one of the main values.

The problem of children's and adolescent health has become especially acute. In childhood and adolescence, the main models of adult behavior are formed. It is at this age that a model, an image of the future life is formed at the level of conscious and unconscious in the child's psyche, which should be based on the values of life, health, beauty, harmony and depends on many factors and conditions of family upbringing, educational environment.

As part of the problem of forming a healthy lifestyle among younger students, the main provisions of the axiological approach receive a new sound:

- the world of a child is the world of a whole person, with its internal contradictions and disharmony, the unity of rational and irrational being, uneven development of individual mental functions, mutual inhibition and "struggle" of various forces;
- the child brings meaning to everything, looks for it everywhere, and this feature is a sign that the child lives a real spiritual life;
- the creative achievements of children are equivalent, the creative forces of the child are inexhaustible, the development of the child does not move in a straight line, unevenly, continuously and is always incomplete.

The axiological approach makes it possible to choose the content of education from the point of view of the opportunities inherent in it to promote the formation of a healthy lifestyle for younger students and to solve the problem of choosing pedagogical means that make it possible to purposefully influence the development of children's emotional responsiveness.

In the aspect of choosing the content of the education of emotional responsiveness and the formation of a healthy lifestyle among younger students, the position of the axiological approach that the world of values is the very socio-cultural reality in which the child grows, including, according to Makhmudov, the world of objects, phenomena and their properties, becomes important. necessary for a person as a means of satisfying his needs for security, comfort; relationships that give a feeling of love, understanding; positively

significant events, ideas that act as norms, ideals, with an orientation towards which people around the child live.

The values of life, on the one hand, become the content of education, on the other hand, being refracted by the consciousness of the child, determine his attitude to the knowable, to the people around him, nature, to himself (in the form of attitudes, beliefs, interests, aspirations, desires, intentions).

The upbringing of emotional responsiveness and the formation of a healthy lifestyle in younger students on the basis of an axiological approach, therefore, is built as a process of mastering values, their internalization by a child.

In terms of the choice of pedagogical means that allow to purposefully influence the development of children's emotional responsiveness, it is important from the standpoint of the axiological approach to transform the system of "teacher-student" relations.

Rasulova rightly notes that in school practice, relationships are not uncommon that not only do not contribute to the development of the student's personality, but also lead to large deformations in responding to the environment at the level of emotions. In the context of the education of emotional responsiveness and the formation of a healthy lifestyle among younger students, the provisions of the axiological approach are specified as follows.

- The leading qualities of a teacher and the most important prerequisites for the formation of a child's ability to take into account the feelings and thoughts of other people are goodwill, empathy, sympathy for the student, a sense of belonging to all his victories and defeats, the ability to put oneself in the student's place, to see everything that happens through the eyes of a child, without prejudice to perceive his small and big problems, to understand the causes that give rise to them, to understand children as they feel and perceive themselves from the inside, to identify the good, the positive in each pupil. B. G. Ananiev, A. A. Bodalev, L. N. Kulikova, V. N. Myasishchev, K. Rogers, L. N. Tolstoy and other scientists speak about this ability of the teacher to decentration and reflection in their works.

- According to Morozov, the intensive evolutionary self-development of a person was determined by the differences in the psychological sphere of modern junior schoolchildren from their peers thirty years ago. The systemic-semantic consciousness characteristic of modern children, in contrast to the systemic-structural consciousness characteristic of the child of the end of the last century, determined that the modern child is interested not only and not so much in the cause-and-effect relationships of objects and phenomena, but in their meaning. According to Davletov, facilitation (activation, support) of a meaningful teaching aimed at the child's assimilation of meanings as elements of his personal experience assumes that the teacher respects what the child brings from the characteristics of his mental world, his personality, uses the ideas of students in the educational process, connects educational material with the specific experience of individual students, listens to the judgments of the child, does not impose his opinion.

In his work, the primary school teacher must determine the following tasks for the formation of a healthy lifestyle:

- 1) formation of a system of knowledge about the health and healthy lifestyle of students;
- 2) the formation of the need for health and a conscious attitude towards it of students;
- 3) health improvement of children, disease prevention;

4) the formation of moral culture, self-knowledge, skills and abilities for physical and moral self-improvement;

5) to teach how to use the acquired knowledge in everyday life.

In the implementation of the tasks set, the teacher is guided by the following features:

- educational and educational - broadening one's horizons, the formation of health-improving and hygienic knowledge.

- scientific - expanding knowledge about the human body, its opportunities and reserves, harmful and beneficial effects of the environment on the child's body.

- educational - the formation of the personality of the child as a carrier of a healthy culture.

- social - socialization of schoolchildren in a modern environment, the ability to interact in society.

Thus, the essence of the formation of a healthy lifestyle among junior schoolchildren as an important task outlined in the state educational standard corresponds to the provisions of the axiological approach, which determines the content of the education of schoolchildren of the values of human life, the emotional experiences of children and their practical actions that will maximize the development of the child. visions of other people, animals and plants from humanistic, emotional-aesthetic and emotional-ethical positions. The provisions of this scientific approach receive a new sound and concretization in the process of forming a healthy lifestyle among primary school students.

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