

## VALEOLOGICAL EDUCATION.

**Berkinova Charos-**

teacher of Jizzakh state pedagogical institute.

### **Abstract.**

Currently, despite the fact that most people recognize health as a global and important value, the conscious construction of their lifestyle in order to maintain and strengthen it is not inherent to everyone. So-called “behavioral diseases” are becoming more clearly identified, and people, including students, lead a risky lifestyle and irrationally use their vital resources.

**Key words:** valeological education, children, health, alcoholic, negative trends.

As shown by ongoing studies at the Surgut Institute of Oil and Gas over the course of 2016-2017, many students are characterized by inattention to their health, inability to understand themselves and their body, reasonably and timely take into account its requests and requirements. Therefore, one of the urgent problems in solving a number of social problems was the problem of youth employment in their free time, and leisure activities. Inattention to this side of youth life during the period of global social and economic transformations in Russia of recent times, accompanied by a reduction in institutions of additional education, cultural and mass institutions, has led to an aggravation of the situation in the youth environment. A shift in emphasis towards a more tolerant attitude of the younger generation towards such bad habits as smoking and consumption of alcoholic beverages (low-alcohol cocktails and beer - in particular). Currently, a problem has ripened in the Russian Federation that requires radical measures to qualitatively improve the health status of students, the formation of value guidelines for maintaining and strengthening the physical and mental health of the younger generation, which can withstand negative trends (such as drug addiction, drunkenness, smoking, asocial behavior, etc.). As noted by Bagryantsev (2008); Bazelyuk (2008); Shuaybova (2012); Reprintseva & Solomakhina (2016); mass media. Of great concern and concern is the fact that health in the system of values of the young generation does not take first or second place. The formation of a healthy lifestyle for students has its own characteristics. Student learning activities occur with significant neuro-emotional stress, which can hardly be excluded. In addition, accelerating socio-economic progress requires intensified training. Higher school is characterized by an increase in the volume and intensity of information flows, a lack of accounting for well-being, mental and physical tolerance by students of these loads. Considering that the object of influence and the subject of activity is a practically formed personality, its consciousness and purposeful orientation on the nature of labor activity acquire special significance. Therefore, a student's healthy lifestyle is not considered as an end in itself, but as a necessary condition for his successful versatile activity. The pedagogical conditions for the effective formation of a healthy lifestyle include: improving the content of professional content by including a system of valueological knowledge in it; taking into account the personal factor that determines efforts to save health activities: specification of the tasks that determine the activities of faculty and students in this direction; differentiated methodology for conducting classes. The valeological approach in higher education is implemented through the development of sustainability factors for the health of students and the elimination of risk factors. The main tasks of the valeological approach in vocational education is to provide students with healthy, optimal learning conditions for life, including the production of another; health quality monitoring; occupational disease prevention; as well as the introduction of a system of continuing valeological education. **METHODOLOGY** Valeological education is considered at the present stage as a system of educational measures aimed at the formation of valueological thinking and a healthy lifestyle. The new didactic foundations of the system of continuous valeological education fit well with the concept of developing higher education, create favorable conditions for the formation of a harmoniously developed personality, therefore, the relevance of our study is obvious. The problem of health and the ways to preserve it are the object of study by many scientists and educators. Valeological education is considered in the scientific literature from different perspectives, both theoretical and practical research in various fields of taught disciplines. Ponomareva (2009), considers the ecological and valeological readiness of future

teachers in the context of modernization of science education. The problem of social influences on lifestyle youth in the process of training and education of students in physical education classes described by Syromyatnikova & Romantsov (2009), note the need to teach valueology as an independent discipline in higher education. Medical and valueological education should be considered as an interdisciplinary program. Avchinnikova (2010); and Solomatin (2010), indicate that the effectiveness of the formation of a healthy lifestyle in the context of lifelong education is achieved as a result of a differentiated approach, which is determined by the education of primary schoolchildren and their parents of the need to maintain their livelihoods. An important place is also given to the organization of phased work on the formation of a healthy lifestyle, taking into account the socio-economic and climatic and geographical factors of the region. Researchers Yakovleva, Ivanova & Terletskaia (2012), based on the content and volume of the conceptual and terminological component of the apparatus: "health", "physical education" and identified effective factors that influence the formation of a healthy students' lifestyles in modern society and proposed individual assessment criteria for students in terms of physical fitness. Despite the number of available scientific studies, there is currently no special study devoted to the peculiarities of the formation of the valueological orientation of students of engineering specialties, in particular, oil engineers of higher educational institutions in the Far North. Moreover, in modern theory and practice, there continues to be a contradiction between the objectively increasing requirements placed by society for the development of a general personality culture, on the one hand, and the low level of valueological value orientations of students, on the other. Thus, we believe that the goal of valueology education in higher education is to expand and deepen general and special ranks on the essence of health, on the relationship of mental, physical and social components in the health of an individual.

**RESULTS** The goal of valueological education is not only the assimilation of valueologic-hygienic and biomedical knowledge, but, above all, the education of valueological culture, the instilling of moral, ethical and aesthetic skills of a good, respectful attitude to one's health, the health of those around and future generations. Without realizing this goal, education cannot affect the most important moral and value direction of personality development - a healthy lifestyle and is not able to form valueological knowledge, develop skills and foster hygienic behavior. The value of valueological education lies in the improvement of valueological and hygienic knowledge, skills, which should include the inclusion of valueological issues in the curriculum (Boyчук, 2013). Knowledge, understanding and practical application are three key points of valueology education. The most important component of valueology education is student activity. An essential element that allows us to judge the level of valueological education of a person is knowledge. In the process of their assimilation, the very essence of the valueological problem is realized. The consolidation of valueological knowledge among students can be carried out through the development of certain skills, habits and experience in organizing healthy activities, which contributes to the growth of valueological consciousness, the conviction of the need for careful attitude to health and rationalization of lifestyle. An important condition for the effective education of a positive lifestyle is: focus, continuity, emotionality, content, along with the personalization of valueological knowledge, in the presence of a transition from narrow to wide propaganda and informing healthy lifestyles. It is necessary to classify information about the environmental and human problems of a person related to health and dispersed in various academic disciplines so that students can see the essence of all its aspects. Based on our pedagogical experience, we give some recommendations on the modernization of the educational process in the framework of valueological education in higher education: valueological issues on the formation of a health culture that can be considered in educational courses in the discipline «Physical Culture and Sport»:

- - The formation of value orientations for the preservation of health, and instilling scientific, humane and merciful views on one's health and the health of others;
- - the state of psychological status, the nature of behavior, the correct attitude to one's health and the health of others, based on an adequate level of sanitary skills and sanitary and hygienic knowledge;
- - social well-being and social environment;
- - friendly relations behind him in the family and the team, contributing to beneficial work (study) and good rest, the diverse development of the individual. The most important task of the university is to prepare a competitive specialist with professional competence, a creative attitude to business, psychophysical endurance and the ability to work intensively. These indicators depend not only on living conditions and heredity, but



also on the person's own attitude to health, its orientation towards health-saving activities. A healthy lifestyle is both a condition and a prerequisite of a person's social activity, productive production activities, which necessitates the formation of knowledge in the first place about maintaining and improving personal health, maintaining a healthy lifestyle, psychophysical regulation, and attitude to health as a value in itself.

**CONCLUSIONS** Thus, valeological education has its own characteristics, the essence of which is the presence of an emotionally active component that contributes to the formation of a value orientation at a subconscious level of valeological education of young people; the implementation of the valeological approach to the formation of a healthy lifestyle for students in the physical education and sport classes contributed to the formation of valeological knowledge among students; the formation of a value attitude to health, physical education; installation on the development of self-awareness, belief, responsibility for ensuring and maintaining their own health, interest in physical education classes; the development of skills of diverse physical culture and sports activities of students outside school hours; increase their mental status (due to high motivation and a positive emotional background of classes); socialization of children.

## REFERENCES.

1. Berkinova C. I. Maktabgacha ta'lim tashkilotlarida pedagog tarbiyachining nutqiy faolliyatini o'ziga xosligi //Academic research in educational sciences. – 2021. – T. 2. – №. 10. – С. 771-775.
2. Berkinova C. Maktabgacha ta'lim tashkilotida ta'lim faoliyatini to'g'ri tashkil etishning mazmuni //Мақтабгача таълим журналі. – 2021.
3. Berkinova C. Musiqa fanining mavzularini o'qitishda muammoli ta'lim metodlari: musiqa fanining mavzularini o'qitishda muammoli ta'lim metodlari //Мақтабгача таълим журналі. – 2021. – Т. 3. – №. Preschool education journal.
4. Berkinova C. МАТЕМАТИКА ДАРSLARIDA DIDAKTIK O'YINLARDAN FOYDALANISHNING AFZALLIKLARI //Мақтабгача таълим журналі. – 2021. – Т. 4. – №. Preschool education journal.
5. Berkinova C. Maktabgacha ta'lim muassasalarida innovatsion pedagogika tushunchasi //Мақтабгача таълим журналі. – 2021. – Т. 3. – №. Preschool education journal.
6. Berkinova C. МАКТАБГАЧА ТА'ЛИМ ТАШКИЛОТЛАРИДА МУСИҚА МАШГ 'ULOTLARINING АНАМИЯТИ //Мақтабгача таълим журналі. – 2021. – Т. 4. – №. Preschool education journal.
7. Berkinova, C. 2022. Валеологическое воспитание детей дошкольного возраста. Общество и инновации. 3, 3/S (май 2022), 266–271.