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Herald pedagogiki. Nauka i Praktyka (HP) publishes outstanding educational research from a wide range of conceptual, theoretical, and empirical traditions. Diverse perspectives, critiques, and theories related to pedagogy – broadly conceptualized as intentional and political teaching and learning across many spaces, disciplines, and discourses – are welcome, from authors seeking a critical, international audience for their work. All manuscripts of sufficient complexity and rigor will be given full review. In particular, HP seeks to publish scholarship that is critical of oppressive systems and the ways in which traditional and/or “commonsensical” pedagogical practices function to reproduce oppressive conditions and outcomes. Scholarship focused on macro, micro and meso level educational phenomena are welcome. JoP encourages authors to analyse and create alternative spaces within which such phenomena impact on and influence pedagogical practice in many different ways, from classrooms to forms of public pedagogy, and the myriad spaces in between. Manuscripts should be written for a broad, diverse, international audience of either researchers and/or practitioners. Accepted manuscripts will be available free to the public through HPs open-access policies, as well as we planed to index our journal in Elsevier's Scopus indexing service, ERIC, and others.

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## **PEDAGOGICAL VALEOLOGY IN THE EDUCATIONAL PROCESS OF STUDENTS OF THE PEDAGOGICAL COLLEGE**

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*Abstract. The article provides theoretical and practical results of health-care technologies. An analysis of working curriculum on "Valeology" was carried out and an experimental model developed on a special subject "theory and methodology of formation of qualification skills"*

*Keywords: standard, monitoring, methodology, innovations, pedagogical technologies, pre-prescription youth, high school students.*

The term "Valeology" was first introduced into practice in the 80s of the last century and as an academic discipline is now gaining more and more widespread use. In the modern education system, valeology is classified in several areas: general, medical, differential, professional, family, environmental, social and pedagogical. The specificity of higher humanitarian education aimed at training pedagogical personnel for public education requires the introduction of a pedagogical valeology course into the educational process, which implies a continuous process of learning and developing human health, aimed at forming a system of scientific and practical knowledge and skills that provide value relationships to the health of the younger generation.

During the years of independence in the Republic of Uzbekistan, structural changes have taken place in the system of educational institutions, favorable conditions have been created for innovative pedagogical technologies in the system of training national personnel, based on the created National Model and the rich intellectual heritage of the people. (1,2,7,12,15)

The introduction into the pedagogical process of higher educational institutions of new disciplines aimed at the formation of health-saving technologies goes beyond medical science and moves to the educational plane, where pedagogical valeology, has determined the main direction of the educational process, inheriting the traditions of "physiotherapy exercises" and "hygienic education" activities to improve the health of student youth.

In the modern theory and practice of physical education, the problem of forming a healthy lifestyle takes a priority position.

For three years the Department of Theory and Methods of Physical Culture has been conducting research work on the implementation of a grant from the Ministry of Higher and Secondary Specialized Education on the problem of a healthy lifestyle among students. The level of knowledge of students on this topic was studied by the method of questioning; the physical development and motor fitness of girls was determined, as well as the influence of regional factors on the formation of healthy lifestyles in

them(3,10,11,13).

The scientific and technological revolution, having freed people from hard physical labor, entailed hypodynamia as a factor limiting the motor activity of young people. The role of physical culture and mass sports, as a leading factor in the formation of healthy lifestyle among students, is great.

The study of this problem revealed significant shortcomings in the pedagogical process, physical culture classes among female students were aimed at solving problems related to the fulfillment of the test standards for physical fitness provided by the curriculum, and their physical fitness as an assessment test criterion, taken as a basis, does not have a long-term stimulating factor to physical improvement.

Sociological studies among the students of the Fergana Medical College showed that most of them do not have a healthy lifestyle attitude, more than 60% need to restructure their lifestyle, and only 4% of respondents considered their state of health to be good. It was noted that 57% of girls violate their diet, sleep and only 9% are satisfied with their lives. (5,6)

The lack of physical activity of student youth, unfortunately, is associated with an insufficient number of training sessions provided by the curriculum.

Annual monitoring of the health status of female students, according to the medical station, revealed negative dynamics of subjective complaints and objectively confirmed changes in one or several functional systems of their body(16,17).

The results of motor readiness testing according to health tests "Barchina" showed their low level of development. Pedagogical modeling of the educational process with the introduction of health-saving innovative technologies requires the fulfillment of the basic pedagogical conditions of their interaction and scientific substantiation.

Valeological functions should be considered consistently throughout the entire period of their education for girls, where the role of the teaching staff should be responsible for their health.

The valeological principles of organizing the life of students should include:

1. Consistency in the formation of a healthy lifestyle.
2. Unity and synchronization of general and valeological-ecological education of students.
3. Humanization focused on the development of a socially active position of the individual.
4. Communication and control over the data obtained with the assimilation of health-preserving skills and techniques.

By ensuring a healthy lifestyle, observing the valeological principles in teaching, expanding and deepening the knowledge system through the content component of the pedagogical process, it is possible to solve the main tasks of valeological education for students of secondary specialized educational institutions:

1. Raising the need for health.
2. Formation of a scientific understanding of the essence of a healthy lifestyle.



3. Development of the need for a constant increase in physical self-improvement.
4. Mastering the methods of assessing physical development, self-control on physical culture and health-improving classes.
5. Formation of valeological culture of personality.

The valeology model in the pedagogical education system should include four basic conditions:

1. Compliance with sanitary and hygienic norms and rules in the organization of the pedagogical process in the school.
2. Organization of physical culture and health-improving work for all pupils and students and the teaching staff.
3. Regular preventive medical examinations and consultations.
4. Creation of a data bank of physical development and motor readiness on the basis of annual monitoring of the state of health of female students.
5. Organization of healthy recreation with elements of physical culture and sports activities

The valeologization of the content of education involves the deepening and expansion of special knowledge with the implementation of the following conditions:

1. Compliance with the principles of valeological education.
2. Interdisciplinary connections in the formation of valeological knowledge, skills and abilities.
3. Transition to continuous valeological education and self-improvement ..

There is a need to introduce in secondary specialized educational institutions a special course "Theory and methodology for the formation of skills in health-improving activities", which will help increase the effectiveness of the development of physical capabilities and the formation of theoretical knowledge on self-organization of a healthy lifestyle.

It is recommended to include in the program of the special course topics that will arouse the greatest interest among female students: rational nutrition, hardening of the body, health systems, methods of developing physical qualities, methods of correcting physique by means of physical culture and sports, a healthy lifestyle as an element of general culture, etc. (4,8,9,14)

The introduction of a special subject will allow solving the following tasks:

- the formation of the necessary health-preserving knowledge among students, which allows them to independently select physical exercises of a health-improving orientation and control the functional state of the body during classes;
- mastering the skills of a health-improving orientation of an adequate response to emerging stressful situations;
- update and implement a system of measures aimed at increasing the prestige of a healthy lifestyle.

Improving the health level of student youth is solved through:

- study of scientific, methodological and special literature on the self-organization of

physical culture and health improvement work;

- conducting trainings and master classes on the independent analysis of the functional systems of the body;

- mastering the technique of the simplest motor actions and the ability to compose complexes of physical exercises that contribute to health improvement;

- organization of sports events to promote a healthy lifestyle;

- monitoring of health, physical development, functional state and motor readiness of female students.

As a result of the introduction of health-preserving measures, it was revealed that a significant improvement (from 17.4% to 10.9%) in the level of physical fitness and health of students.

The conducted experimental study allowed us to draw the following conclusions:

1. A sociological survey and studies of the motor qualities of medical college students before the experiment showed low competence in the field of a healthy lifestyle and an insufficient level of physical fitness.

2. The introduction of the author's health-preserving program on physical culture into the educational process led to the formation of knowledge in the field of a healthy lifestyle among students, an increase in the level of physical activity and a positive dynamics of the development of physical qualities.

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