

PRIORITY OF PERSONAL HEALTH IN EDUCATIONAL PSYCHOLOGY

E.T.Mirzazhonova

Fergana State University, senior lecturer at the Department of Psychology.

Annotation: *This article highlights the problems of the development and use of new health-saving educational (pedagogical) technologies and ways to solve them.*

Keywords: *health-saving technologies, education, crisis of civilization, harmonization of the educational process, optimization and intensification of training, psychological characteristics of students, quality and intensification of training, health and personal development.*

The problem of developing and using new health-saving educational (pedagogical) technologies is updated both by the internal logic of the development of the higher education system and by external circumstances - the peculiarities of the development of society in the 21st century. In today's rapidly changing world, the education system has to respond to numerous challenges of the time. Within the framework of different national educational systems, the most pressing problems and ways to solve them are seen differently.

The concept of "health" can be distinguished into four components that mutually influence each other: psychological, spiritual, physical and social health. Each component of health influences the developing personality to varying degrees. A healthy and harmoniously developed child feels great, receives pleasure and satisfaction from educational activities, strives for knowledge and self-knowledge, mastering not only academic knowledge, but also cultural treasures. In the studies of scientists (L.E. Borisova, V.N. Kasatkina, I.V. Kruglova, V.I. Kharitonov, etc.) the problem of health conservation in education was presented. The concept of "health conservation" in science is considered as a value, system, process and result (a look at the problem of maintaining health and the valeologization of education (M.M.Yalovenko).

Education in modern society is one of the most extensive areas of human activity in terms of the number of people employed in it. The social role of education has increased significantly: the prospects for the development of mankind today largely depend on its focus and effectiveness. In recent years, attitudes towards all types of education have been changing in the world. Education, especially higher education, is considered as the main, leading factor of economic and social progress. The reason for attention to the problems of education is the understanding that the most important value and main capital of modern society is a person capable of searching for and mastering new knowledge and making non-standard decisions. All this makes it absolutely obvious that in overcoming the crisis of civilization, in solving the most pressing global problems of mankind, a huge role should belong to education. It should be emphasized that almost all

developed countries have carried out reforms of national education systems of varying scale and depth, investing huge financial resources in them. Higher education reforms acquired the status of state policy, as states began to realize that the level of higher education in the country determines its future development. In this regard, the question arose about changing the educational paradigm. In this regard, the concept of the scientists of the International Academy of Sciences of Higher Education (ANHS) V. E. Shukshunov, V. F. Vzyatyshev and others is interesting. In their opinion, the scientific origins of the new educational policy should be sought in three areas: philosophy of education, human sciences and society and “theory of practice”.

The philosophy of education should give a new understanding of the place of man in the modern world, the meaning of his existence, and the social role of education in solving key problems of humanity.

The sciences about man and society (educational psychology, sociology, etc.) are needed to have a modern scientific understanding of the patterns of human behavior and development, as well as a model of interactions between people within the educational system and the education system itself - with society.

“Theory of practice”, including modern pedagogy, social design, management of the education system, etc., will make it possible to present a new education system in its entirety: to determine the goals, structures of the system, principles of its organization and management. It will also be a tool for reforming and adapting the education system to changing living conditions and the challenges of the time. Health-saving innovative educational technologies are programs and methods that are aimed at nurturing in students a culture of health, personal qualities that contribute to its preservation and strengthening, the formation of an idea of health as a value, and motivation to lead a healthy lifestyle. (Sigaeva, E.V. Health-saving technologies in the modern educational process. E.V. Sigaeva, N.A. Gorbunova, E.V. Dronova, T.N. Seleznyova. Young scientist. 2021. No. 28 (370). With 50-53.

Currently, more than 500 educational technologies have been officially recorded (G.K. Selevko “Encyclopedia of Educational Technologies” M.: 2006), which, responding to the challenges of the time, make some progress towards innovation, for example: “rejection of outdated pedagogical clichés”, “emphasis on health”, “person-centered education”, “accelerated learning”, “discovery of higher abilities”, “training on a national or religious basis”, “elite training”, “training and education through work”. The features of pedagogical technology are: diagnostic goal formation; algorithmability; projectability; controllability; adjustability; effectiveness; efficiency; visualization.

It should be noted that the success of using new educational technologies in the educational process largely depends on the conditions for their implementation, which include: features of the educational institution; teacher readiness; material and technical base; choice; key competencies. A comparative analysis of these technologies allows us to identify a negative parameter of the implemented pedagogical approaches: non-

compliance with the requirements of systematicity, completeness and integrity. Another negative parameter for all permitted pedagogical approaches, according to Antonenko N.V. - Doctor of Psychological Sciences, is an avalanche-hazardous degradation of the health of children and adolescents. So, for example, according to published data from the Ministry of Health in Uzbekistan during the post-COVID 19 pandemic, only 13-14% of children entering school are considered "conditionally healthy." For every 100 graduates in Tashkent, 90 chronic diseases are officially recorded; after graduation, about 10% of healthy children remain. Because of this, the new modern requirements for pedagogy are:

- "health conservation and health development of the individual in the learning process";

- "effective assimilation of information and the ability to apply it in life";

- "formation of a creative eco-friendly worldview."

It should be noted that health conservation inertially, latently and as if "by default" was one of the principles of organizing the education system in the post-Soviet space, including Uzbekistan, but it has become the most important priority and the subject of heated scientific discussions (megatrend) at the present stage of development as a response to challenges of our time. The reform of the education system in Uzbekistan is carried out taking into account advanced international experience, which has made it possible to expand the horizon of vision of the problem. However, there are certain contradictions:

- between the need and the possibility of using health-saving teaching technologies;

- between the requirement for dosing information and the information collapse that "covers" students in the Internet space;

- between the increase in the volume of educational information and the number of subjects studied and the limited time frame of the educational process;

- between the need to take into account individual psychological characteristics of personality development in the learning process and formalization, i.e. the lack of a real opportunity for a practicing teacher to use this in the context of mass teaching;

- between the social order to preserve health and the impossibility for a number of reasons (objective and subjective) of its rapid implementation;

- between the need to form a psychological culture among all participants in the education system and the absence of such in reality;

To resolve these contradictions, it is necessary to use knowledge and the latest scientific data in the field of social and educational psychology. So, for example, teachers draw up a technological map of a lesson, but they do not draw up a psychological map of a group of students, individual students, or a lesson, although it is necessary to take into account the individual characteristics of the individual and the psychological characteristics of the group, and to harmonize these components in the educational process. As a response to the request for health conservation, optimization and intensification of training is necessary, which means the extremely rational use of educational time, taking

into account the psychological characteristics of students and without losing the level of quality of training. Intensification of training can be considered one of the promising directions for intensifying educational activities. Intensification processes are based on the interaction of individual psychological and collective psychological factors in educational activities. At the same time, the use of health-saving technologies often remains at the declaration level and is not very actively used in the real learning process due to the teacher's workload.

In order for a teacher to be able to creatively and optimally use health-saving technologies on an ongoing basis, it is necessary to develop methodological developments in the psychology of education, on the features and advantages of these technologies, the systematic use of them, their popularization, consolidation of the main points in policy documents, revision of the teaching load and textbooks, preparation teachers to the use of health-saving technologies, their interest, changes in the style and methods of managing the education system, the formation of a culture of health among teachers, students and their parents, the development of a system of competencies in the field of health-saving technologies in education, as well as the corresponding material and technical base of educational institutions that can ensure the effective use of such technologies, introduce the discipline "Health-saving technologies in pedagogical education" into the curricula of pedagogical universities.

REFERENCES:

1. Ignatieva, S.G. Pedagogical conditions for preserving the health of students in the system of pre-school preparation and primary school. M.2010.
2. Modern model of medical care for children in educational organizations: a collection of articles from the VI National Congress on School and University Medicine with international participation. – Ekaterinburg: Publishing house of USMU, 2018.
3. SA Vodyakha, ET Mirzazhonova. Professional and psychological support for children with special needs as a condition for their successful socialization. Digest of articles. Psychological well-being of modern man. Ekaterinburg, USPU, 2019.
3. Mirzajonova, E. T. (2022). Gender equality as a condition and result of increasing the social activity of women. Zien Journal of Social Sciences and Humanities, 13, 1-4.
4. Mirzajonova, E. T. (2022). To study the practical problems of attention and memory processes in children with speech defects. Texas Journal of Multidisciplinary Studies, 9, 130-135.
5. Мирзажонова, Э.Т. (2023). ПЕРСПЕКТИВЫ РАЗВИТИЯ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ И УСЛУГ ДЛЯ СЕМЕЙ С ДЕТЬМИ, ИМЕЮЩИХ ОСОБЕННОСТИ В РАЗВИТИИ, НА БАЗЕ МАХАЛЛИ. Академические исследования в современной науке, 2(20), 108-116.

6. Мирзажонов, Э.Т. (2021). АКТУАЛЬНОСТЬ ПРОФЕССИОНАЛЬНО-ПСИХОЛОГИЧЕСКОЙ ДИАГНОСТИКИ В УСЛОВИЯХ ЦИФРОВИЗАЦИИ ОБРАЗОВАНИЯ. In VIII Махмутовские чтения. Интеграция региональной системы профессионального образования в европейское пространство (pp. 301-306).

7. Мирзажонов, Э. Т. (2020). Системность социокультурной адаптации детей с особыми потребностями как условие эффективности. In Актуальные вопросы современной психологии, конфликтологии и управления: взгляд молодых исследователей (pp. 5-15).

8. Mirzajonova, E.T. (2023). INKLYUZIV TA'LIM OLAYOTGAN BOLALARNING O 'ZIGA XOS XUSUSIYATLARINI PSIXOLOGIK-PEDAGOGIK O 'RGANISH. INNOVATION IN THE MODERN EDUCATION SYSTEM, 3(28), 185-192.

9. Мирзажонов, Э.Т. (2023). ЖЕНЩИНЫ В РОЛИ КОНСУЛЬТАНТОВ-МАСЛАХАТЧИ-НОВЫЙ ТИП ЛИДЕРА КАК УЧИТЕЛЯ, ПОМОЩНИКА, ТРЕНЕРА. Евразийский журнал социальных наук, философии и культуры, 3(8), 38-44.

10. Topvoldievna, M. E. (2022). To the Question of the Effectiveness of Socio-Cultural Adaptation of Children With Special Needs. Spectrum Journal of Innovation, Reforms and Development, 3, 89-94.

11. Мирзажонов, Э.Т. (2022). СОВРЕМЕННЫЕ ПОДХОДЫ К РАЗВИТИЮ ЭТНОТУРИЗМА В УЗБЕКИСТАНЕ. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 1(12), 32-38.

12. Мирзажонов, Э. (2022). ACTUAL PROBLEMS OF INCLUSION IN THE CONTEXT OF SOCIAL PARTNERSHIP. Uzbek Scholar Journal, 4, 96-101.

13. Мирзажонов, Э. (2023). EARLY DIAGNOSTICS AND PERSONALITY COGNITIVE DEVELOPMENT CORRELATION AS THE FACTORS OF THE EFFICIENCY OF TEACHING. Scientific Journal of the Fergana State University, (2), 24. https://doi.org/10.56292/SJFSU/vol_iss2/a24.

14. Мирзажонов, Э.Т. (2020). ДИАГНОСТИКА И РАЗВИТИЕ НЕЙРОКОГНИТИВНЫХ ФУНКЦИЙ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА КАК УСЛОВИЕ ОБРАЗОВАТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ. In Психологическое здоровье населения как важный фактор обеспечения процветания общества (pp. 307-310).

15. Мирзажонов, Э. (2018). К ВОПРОСУ ОБ ЭФФЕКТИВНОСТИ СОЦИОКУЛЬТУРНОЙ АДАПТАЦИИ ДЕТЕЙ С ОСОБЫМИ ПОТРЕБНОСТЯМИ. Scientific journal of the Fergana State University, (1), 23-23.

16. Мирзажонов, Э.Т. (2022). Развитие человеческого капитала и качества жизни как условие социально-психологической безопасности. In Человеческий капитал как фактор социальной безопасности (pp. 185-191).

17. Мирзажонов, Э., & Машарипов, Д. (2023). СПЕЦИАЛЬНОЕ ДОШКОЛЬНОЕ ОБРАЗОВАНИЕ В СОВРЕМЕННОМ МИРЕ: ПРОБЛЕМЫ И ПУТИ РЕШЕНИЯ. Journal of Academic Research and Trends in Educational Sciences, 137-144.

18. Мирзажоннова, Э., & Афзалов, Х. (2023). Эффективная деятельность молодёжных лидеров как одна из приоритетных задач государства. Цифровизация современного образования: проблема и решение, 1(1), 127–130.
19. Mirzajonova, E., & Aminjonov, I. (2023). ENSURING INFORMATION SECURITY FOR YOUNG PEOPLE: GENERAL PROVISIONS AND PRINCIPLES. Theoretical aspects in the formation of pedagogical sciences, 2(18), 36-43.
20. Topvoldiyevna, M.E., & Adxam o'g'li, X. A. (2023). ИССЛЕДОВАНИЕ ПРОЦЕССОВ МЫШЛЕНИЯ ДЕТЕЙ С НАРУШЕНИЯМИ РЕЧИ, ОБУЧАЮЩИХСЯ В УСЛОВИЯХ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ. Finland International Scientific Journal of Education, Social Science & Humanities, 11(1), 217-225.
21. Mirzajonova, E. T., & Parpiyeva, O. R. (2022). Modern special preschool education: problems and solutions. Journal of Pedagogical Inventions and Practices, 9, 100-106.
22. Parpiyeva, O. R., & Mirzajonova, E. T. (2022). The role of psycho-oncology in the treatment of cancer patients. Texas Journal of Medical Science, 9, 14-17.
23. Parpiyeva, O. R. (2022). Basics of a healthy lifestyle in the educational process. Journal of Pedagogical Inventions and Practices, 9, 89-94.
24. Parpiyeva, O. R., & Dzhaldinova, O. O. (2022). The role of Valeology in raising a healthy generation. Texas Journal of Multidisciplinary Studies, 13, 1-3.
25. Parpiyeva, O. R., & Ostanaqulov, A. D. (2019). SCHIZOPHRENIA DISEASE. Теория и практика современной науки, (6 (48)), 18-20.
26. Parpiyeva, O.R. (2019). PSYCHOLOGY OF PATIENTS WITH ONCOLOGICAL DISEASES. Theoretical & Applied Science, (6), 642-645.
27. Parpiyeva, O. R., & Marifjonovna, B. N. (2019). The effect of harmful habits on human health. Мировая наука, (5 (26)), 76-78.
28. Parpieva, O. R. (2023). HEALTH IS THE HIGHEST VALUE. Новости образования: исследование в XXI веке, 1(11), 760-763.
29. Parpiyeva, O. (2017). FEATURES OF AUDIOLINGUALISM AND THE COMMUNICATIVE APPROACH. Вестник современных исследований, (2-1), 125-127.
30. Parpiyeva, O. (2017). SCIENTIFIC FOUNDATION OF ENVIRONMENTAL EDUCATION. In Научно-практические пути повышения экологической устойчивости и социально-экономическое обеспечение сельскохозяйственного производства (pp. 215-216).