

FORMATION OF IDEAS ABOUT A HEALTHY LIFESTYLE IN TEACHING CHILDREN OF SENIOR PRESCHOOL AGE

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ABSTRACT

The article focuses on aspects that need to be considered in shaping a healthy lifestyle in kindergarten-age children. Also, national and foreign literature was studied and relevant recommendations were given.

KEY WORDS: Preschool children, national game, formation of a child's spiritual imagination, cleanliness in kindergartens, life experience, unity with the family and etc.

It is no coincidence that we pay special
attention to the pre-school education system,
because if we do not pay attention to the
education of young people today, tomorrow may be too late.
(President of Uzbekistan Sh. Mirziyoyev)

INTRODUCTION

In any country, the preschool educational system plays a crucial role in creating favorable conditions for the formation of preschool children's health because the concern for improving a child's health is a not only a medical problem, but also an educational one. The reason why, properly organized educational work with children often has a greater positive effect on maintaining the optimal level of their health than all medical and hygienic measures. The relevance of the research is determined by the following contradiction between, on the one hand, the social order of society to perform educational functions related to the upbringing of an individual who treats his own health seriously and understands the value of a healthy lifestyle and the social environment's influence on human health and, on the other hand, insufficient readiness on their implementation on the part of educational organizations as well as the low level of health culture among children and adults.

It is known that the process of forming a healthy lifestyle depends on the socialization of the individual, and also on educational issues. A child's development and socialization takes place in a particular social environment, which is an important factor in regulating his behavior. Based on this point of view on this issue, the obvious thing to do is to seek interaction between every subject in the system of preschool education through organization of a social partnership, which is regarded as a special type of joint activity characterized by "trust, shared goals and values, voluntary and long-term relationships, as well as recognition of mutual responsibility of the parties for the results of all the subjects of education"[1].

MAIN PART

However, if we look at the history of Central Asian culture, there is a lot of emphasis on raising children in the family. Famous scholars Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali Ibn Sina, Yusuf Khas Hajib, and Ahmad Yugnaki also discuss the issue of child rearing in their works those who run. In the study of folk pedagogy, we can see that in the works of scholars on child education and morality, the most effective method of educating children and shaping a healthy life - the game - is widely used. Game theory was developed by P.F.Lesgaft and K.D.Ushinsky, who were two pedagogical scientists of the past. At the same time, K.D.Ushinsky said that the origin of play is based on the labor process and its role in preparing the younger generation for work, the importance of game content in shaping the child's personality. Later, russian scholars focus on children's play in the study of the origins of art. According to them, in the history of mankind, games were created after and on the basis of labor, like art. P. F. Lesgaft explained, **"In the first play, the child imitates the events around him, and the play reflects the social reality."** The great

psychologist D. V. Elkonin puts forward a new idea about the origin of the game. From the earliest days of society, tools have been developed that allow children to participate in adult life and work. With the advent of toys, role-playing games have emerged. D. V. Elkonin put forward the idea that it is necessary to arouse in a child a desire to work through participation in adult labor. Through games, a child can be taught socially useful, that is, high human qualities, and thus be taught to take a step towards a healthy life. In kindergartens, during the game, all their personal qualities, interests, attitudes to the environment are clearly reflected. Preschoolers usually play alone. Through object and constructive games, a child of this age develops his perception, memory, imagination, thinking and motor skills. In role-playing games, the child mainly reflects the behaviors of the adults he or she observes on a daily basis. Role-playing activities, which are divided into specific roles, require children to adhere to the rules. Because such games cultivate in the child such positive qualities as politeness, obedience to the rules of the game, discipline, which is important in the formation of the spiritual imagination of children. Accordingly, the process of formation of a child's spiritual imagination in preschool can be divided into three stages:

- ✚ The period from 3 to 4 years - associated with the strengthening of emotional self-coordination;
- ✚ From 4 to 5 years - characterized by spiritual self-coordination;
- ✚ From the age of 5 to 6 years - the development of personal skills in children is predominant.

It should also be noted that all countries will have their own national games. In this way, young children will be able to better explore their country and focus on healthy thinking. Our country also has national games, which teach children of kindergarten age to help them grow physically strong, healthy, brave, strong, agile and resourceful. National action games are associated with sports and the values of our people, which have been developed, improved and respected over the centuries. The national folk games combine the past history, character traits, customs and traditions of the nation's spiritual and cultural development. In the process of educating children spiritually, mentally, physically and aesthetically through folk games, they learn to love their homeland, respect the heritage of our great ancestors, enjoy national melodies and songs, as well as endurance, patience. personal qualities such as endurance, speed, agility, courage are formed. Therefore, the following tasks should be performed in the organization of national folk games in preschool institutions:

- ❖ Development of types of national folk games and ways, methods and techniques of their organization;
- ❖ to inculcate our spiritual values and traditions in the process of daily life in the organization of national games;
- ❖ Targeted use of national games in the education of preschool children in the spirit of national independence;
- ❖ effective use of folk tales, masterpieces of folklore;
- ❖ creating conditions for children to play (equipment for play, attributes);
- ❖ Conducting competitions and contests on national games among preschools, families and communities.

National action games are developed depending on the age of the children, the development of actions in the game. In general, Uzbek national games teach children's health, the study and preservation of universal values, patriotism, friendship and appreciation of our national traditions. Since pre-school development is a sensitive period for the development of spiritual ideas and various moral norms, games are an important educational factor. It is true that, games help children of kindergarten age to improve their health and become physically strong.

However, it should also be borne in mind that in order for a child to be truly healthy in all respects, attention must be paid to cleanliness in kindergartens and the formation of a good environment between the educator and the foster child at kindergarten . Moreover, kindergarten-age children in particular need to follow a diet rich in more vitamins at these age. So, kindergartens should also pay special attention to the diet of young children.

According to foreign sources, the following techniques are used to make kindergarten-age children step into a healthy lifestyle, to teach healthy thinking in children, to make them proactive:

- ✚ **Life experience.** The ability to share their experiences and to listen to the opinions of others in joint actions;
- Unconditional acceptance. This means to accept a child as it is - to love him for what he is and not for the fact that he is handsome, intelligent and successful in studying;

✚ **Unity with the family and with all the surrounding space** - the main dominant of the program. The teachers developed a model of forming the foundations for a healthy lifestyle in preschool children, examined and optimized the preschool's working methods with its social partners on the formation of the foundations of a healthy lifestyle in preschool children. As a social interaction in the preschool educational system social partnership consists of three phases: 1) establishment of contacts through communication and dialogue; 2) identification of a mutual usefulness through the understanding of the subjects' standards, ideals and goals; 3) rational joint activity. The system of social partnership at preschool during the process of upbringing of a healthy lifestyle among senior preschool children consisted of several directions (blocks):

✚ **Interaction with medical and sports organizations** - medical care of the institution inmates, conducting classes with elements of yoga, getting children to take up cycling sport, forming positive motivation to a healthy lifestyle;

✚ **Mutual relations with educational institutions** - organizing and conducting training courses for preschool educators, teachers' participation in scientific conferences;

✚ **Relationship with additional educational agencies** – work on moral education, development of social norms and rules, introduction to the traditions and culture of the Ural nations; organization and holding of joint events and activities aimed at forming the healthy lifestyle habit;

✚ **Interaction with government organizations** (the traffic police and fire department) - work on upbringing safe behavior, maintaining health in everyday life through a system of complementary activities.

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