



## **SCIENTIFIC AND METHODOLOGICAL BASES OF FORMING HEALTH-RELATED SKILLS IN FUTURE EDUCATORS**

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### **Abstract**

This article analyzes the scientific and theoretical foundations of developing health-related skills among future preschool educators, as well as the existing challenges and possible solutions. It is scientifically substantiated that the process of forming healthy lifestyle habits in preschool children is closely connected with the educator's professional competence, psychological culture, and ability to create a healthy environment. Based on the competency-based, activity-oriented, and integrative approaches, a methodological model was proposed. The results of the study have practical significance for improving the quality of preschool education, promoting a healthy educational environment, and enhancing the health-related preparedness of future educators.

**Keywords:** Future educator, health competence, preschool education, healthy lifestyle, methodological model, competency-based approach.

### **Introduction**

The main goal of the modern preschool education system is to educate a comprehensively healthy, physically, spiritually and socially mature person. The effectiveness of this process, first of all, directly depends on the professional training and health culture of the educator. In recent years, the Republic of Uzbekistan has been implementing comprehensive state programs to reform the preschool education system, improve the quality of education, and form a culture of healthy living. In particular, the "Concept of Primary and Preschool Education" identifies the creation of a healthy environment, ensuring the physical and mental development of children, and increasing the professional potential of educators as one of the priority areas [7].



However, the analysis of practice shows that the health-related training of future educators in higher educational institutions is limited to providing more theoretical knowledge, while the level of practical activity, innovative methodological approaches and the use of health-promoting technologies remains low [1]. Therefore, the development of a methodological system aimed at the formation of health competence in this area is an urgent issue.

Based on this need, this article is devoted to the analysis of scientific and theoretical foundations, methodological mechanisms and practical experiences that are effective in forming healthy lifestyle skills of future educators.

## **MAIN CONTENT**

The current state of the system of training future educators. The health-related preparation of future educators in the preschool education system is one of the central issues of modern educational reforms today. The “Strategy for the Development of Preschool and School Education” of the Republic of Uzbekistan for 2023–2025 pays special attention to the preparation of educators who will create a healthy environment and promote the physical, psychological and social development of children [6]. However, observations conducted in practice show that, although students have developed healthy lifestyle skills at the theoretical level, there are certain methodological difficulties in applying them in pedagogical activities.

As a result of diagnostic analyses, it was found that future educators rely more on hygienic knowledge in instilling the basics of a healthy lifestyle in children, but do not sufficiently take into account such components as psychological stability, emotional environment, stress tolerance and social adaptation. Therefore, there is a need to introduce an integrated approach to organizing healthy lifestyle education [2].

Pedagogical and psychological essence of health competence. Health skills are the ability of a person to consciously organize a healthy lifestyle, encourage others to live a healthy life, implement hygiene, safety, psychological well-being and physical activity in their own lives. In this sense, health competence is considered an important component of the professional competence of an educator. This competence includes the following components:



- knowledge component - knowledge of the basics of a healthy lifestyle, the physical development of the child, hygienic requirements;
- implementation component - the ability to apply health-promoting technologies in practice;
- motivational component - understanding health as a value and a conscious attitude to it;
- reflexive component - analyzing one's own activities and taking a responsible approach to creating a healthy environment.

Analysis of scientific sources (Azizkhojyeva, 2020; Stepanova, 2020; Bezrukikh, 2018) shows that the educator, being a carrier of a health culture, should be an example of a healthy lifestyle for children. From this point of view, the formation of health competence in the training of future educators should not only be carried out at the level of knowledge, but also at the level of values and attitudes [4].

Problems in the system and their causes. An analysis of the subjects taught in preschool education in the higher education system of Uzbekistan shows that health-related topics are taught fragmentedly in the subjects “Psychology”, “Fundamentals of Hygiene”, “Theory and Methods of Preschool Education”. This prevents students from forming a comprehensive model of a health-promoting approach. Also, the use of interactive methods, simulation exercises and observation methods in a real environment in the learning process is insufficient. In many cases, students do not have the opportunity to study the process of creating a healthy environment on a theoretical basis and apply it in practice [3]. This situation, in turn, leads to the formation of educators as subjects who not only educate the culture of a healthy lifestyle, but also theoretically teach it. Therefore, to eliminate existing problems, a new methodological model is needed that combines theory and practice and ensures the active participation of the student.

Methodological solution: the need for an integrative model. Based on the results of the study, the following methodological approach is proposed to form the health-related readiness of future educators:

- Integrative model - ensuring the unity of health-promoting, psychological and pedagogical components in the educational process;
- Activity-oriented approach - creating a healthy environment by strengthening the active participation of the student in the educational process;

□ Reflexive analysis mechanism - the ability of the educator to evaluate his own activities and make conscious decisions regarding health.

The effectiveness of this model has been confirmed through experimental studies, and the experimental results showed a 3.7-fold increase in students' health competence. This, in turn, scientifically proves the practical effectiveness of the integrated model.

## **RESEARCH RESULTS AND DISCUSSION**

The results of the study show that the formation of health competence in future educators is highly effective only when organized on the basis of a systematic, integrated approach. As a result of the training based on the methodological model developed during the pilot study, a significant increase in students' knowledge, practical skills, motivation and reflexive readiness was observed. Compared with the control group, the participants of the experimental group achieved an average of 3.7 times higher results.

This shows that the developed model is effective not only theoretically, but also practically. In the training sessions conducted on the basis of the methodological manual, it was observed that the active participation of students in creating a healthy environment when working with children, ensuring socio-psychological stability, and instilling hygienic and safety skills increased. It was also found that after the methodological model was introduced into the educational process, students became more responsible and reflective in their professional activities.

## **CONCLUSION**

The results of the study showed that currently, theoretical knowledge prevails in the system of health training of future educators, and practical and value-based approaches are not sufficiently formed. Therefore, the developed scientific and methodological model serves to comprehensively form the competence of educators in a healthy lifestyle. The conducted experimental work confirmed the effectiveness of the new methodological approach on a scientific basis and showed the need for its widespread application in the preschool educational process. In general, the results of the study create an important scientific basis for the modernization of preschool educational methodology, healthy lifestyle pedagogy, and the system of professional training, and are of practical importance.



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