

SHAPING A HEALTHY LIFESTYLE IN STUDENTS ON THE BASIS OF MODERN PEDAGOGICAL TECHNOLOGY

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Abstract:

The article talks about the skills of forming a healthy lifestyle in students based on modern pedagogical technology.

Keywords: pedagogical technology, healthy lifestyle, formation, physical education, sport, medicine, society.

ZAMONAVIY PEDAGOGIK TEXNOLOGIYA ASOSIDA TALABALARDA SOG'LOM TURMUSH TARZINI SHAKLLANTIRISH

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Annotatsiya:

Maqolada zamonaviy pedagogik texnologiya asosida talabalarda sog'lom turmush tarzini shakllantirish ko'nikmalari haqida gap borgan.

Kalit so'zlar: pedagogik texnologiya, sog'lo turmush tarzi, shakllantirish, jismoniy tarbiya, sport, tibbiyot, jamiyat.

Introduction

The 20th century took place in the history of the development of human society as a period of revolutions in the field of science and technology. The high speed of the development of science and technology ensured the realization of a new content of social relations while enriching the process of material production theoretically (ideologically) and practically.

"Technology" is derived from the Greek word "teche" meaning skill, art and "logos" meaning word, doctrine. Technology means a process that leads to a change in the quality of the subject as a result of the subject's influence on the object. Technology always provides for the execution of purposeful actions directed at the object in a certain sequence, using the necessary means and conditions. The basis of the technology of education is the idea of full management of the educational process and learners in order to ensure that they achieve the planned educational results under the given conditions and within the allotted time. The essence of such an approach consists in systematizing the educational process, its maximum formation by dividing it into clearly formalized and specific elements [3].



In the researches, it is thought that technology is a method and means of interaction of the participants of the educational process (educators and learners). Elements, methods, ways, tools and forms of educational technology

For educational purposes;

The complexity and content of educational information;

Psychological and physiological characteristics of learners;

Pedagogical skills and individual characteristics of the teacher;

It is used depending on the financial support of the educational institution.

According to B.Ziyomammedov and Sh.Abdullaeva, the development and implementation of educational technologies as a scientific problem involves special research. First of all, it is necessary to determine the following:

to determine the existence of socio-pedagogical bases for the scientific development and implementation of educational technologies;

defining what education means as a complex and what components it consists of;

to determine what the functional set of educational technology consists of as a process;

educational technologies - to show how they correspond to the goals of the National Personnel Training Program and how it can be evaluated;

development of a guide to control the compliance of pedagogical technology with the basic laws of the theory of sets [4].

M. Clarke, director of the audio-visual center established at the University of London, explained the original meaning of PT as follows: PT is the application of processes that are considered the main part of inventions, industrial products and modern technology in the field of education. This definition expresses the understanding of the term "technology in education" from a modern point of view. Because its meaning is interpreted as pedagogical items and processes used in teaching.

P.D. Mitchell analyzes monographs and articles on PT problems and defines PT as follows. Pedagogical technology is research and practice, and it is closely related to all aspects of the structure of pedagogical systems and activities organized in order to achieve specific pedagogical results. Based on this definition, according to P. D. Mitchell, the main task of pedagogues-technologists is to allocate human resources, material and financial resources at the most optimal level to achieve the expected pedagogical result. In 1979, the American Educational Technology and Communication Association published an official definition of educational technology about the meaning of PT. According to this definition, pedagogical technology is a complex, integrative system that includes people, ideas, aspects of knowledge acquisition, methods and tools for planning, providing, evaluating and managing educational activities. process. American scientists R. Gan'e and L. Briggs proposed the following form of teaching using the method of pedagogical technology. The teaching method is aimed at achieving specific educational goals and stimulating a productive level of thinking:

1. Concentration of students.
2. Convey the purpose of the lesson to the students.
3. To emphasize the need to remember the necessary knowledge and acquire skills.
4. Arousing interest in the learner, providing educational material that encourages action.



5. Approving and encouraging the student's response actions.
6. To be aware of students' learning.
7. To manage the thinking (thinking) activity of the student, to encourage the strengthening of knowledge and skills.
8. Assessment of student behavior [1].

According to the Russian scientist V.P. Bepalko, who was among the first among the CIS countries to comprehensively justify the need to introduce pedagogical technology into the educational process, PT is a project of the process of forming a student's personality, which can guarantee pedagogical success regardless of the teacher's skills. . Uzbek pedagogue scientist B. L. Farberman defines pedagogical technology as follows: PT is a new approach to the educational process, and social engineering is an expression of consciousness in pedagogy. It is a social phenomenon related to making the pedagogical process a standard based on the capabilities of technology and the technical thinking of a person, and creating its optimal project. The introduction of vitagen technologies into the educational process helps to solve these issues [5,6].

Vitagen - vita (Latin) means life, genesis - to be born, that is, born from life. Vitagen education is teaching based on the actualization (requirement) of the life experience of a person (student), the use of his mental (intellectual) and psychological potential for educational purposes. It means changing the life experience of a person into life experience. Life experience is information that is not lived by a person, but only related to his consciousness [10]. Life experience is the information that a person has made and stored in his long-term memory, which has become personally important for him. The Russian pedagogue A.S. Belkin developed and tested the technology of Vitagen education. Vitagen education is education based on the actualization of a person's life experience, personal and intellectual potential for pedagogical purposes. Life experience is important within the framework of Vitagen education. However, it is necessary to distinguish between life experience and life experience. According to A.S. Belkin, it has different content have completely different concepts. Life experience is vital information that is not acquired independently, but is based on a person's understanding of certain aspects of life and activity. The main task of Vitagen educational technology is as follows:

- formation of competences for students to adapt to life;
- ability to adapt to modern living conditions;
- development of the ability to self-assess and discipline;
- formation of the idea that the educational process is multidimensional.

The conceptual rules of Vitagen educational technology are as follows: Holographic consciousness - each person is considered as a combination of many aspects of development (movement). The basis of any education is human life (vita). Vitagen's educational pedagogy is aimed at promoting a healthy lifestyle among students and youth, including various components such as physical activity, nutrition education, mental health and general well-being. Some of the main elements that the student can contribute to the formation of a healthy lifestyle in young people through Vitagen educational pedagogy:



1. **Physical activity:** Encourage regular physical activity and exercise through physical education classes, extracurricular sports programs, and active breaks.
2. **Nutrition Education:** Educating students about healthy eating habits, the importance of eating a balanced diet and consuming fruits, vegetables, whole grains, and lean proteins.
3. **Mental Health Awareness:** Includes mindfulness practices, stress management techniques, and mental health education to help students develop resilience and overcome adversity.
4. **Environmental education:** teaching students about the importance of environmental sustainability and how their choices affect their own health and the health of our planet.
5. **Holistic Well-Being:** Emphasizing the interconnectedness of physical, mental, emotional, social and spiritual well-being to promote a holistic approach to health.
6. **Community Involvement:** Involve students in community service projects or initiatives that promote healthy lifestyles and positive lifestyle choices.
7. **Role Modeling:** Provide positive role models and mentoring opportunities for students to emulate healthy behaviors of adults in the school community [2].

By incorporating these components into the educational curriculum and school culture, Vitagen's educational pedagogy helps students develop lifelong habits that support their overall health and well-being. It consists in identifying and developing all abilities of the child in order to successfully solve pedagogical problems.

The effectiveness of the educational process largely depends on the cooperation of the teacher and the student, and they are as follows:

- turning life experiences into educational values. Relying on the subconscious mind of a person, his ideas about the multidimensional character of the educational process, the transition of vitagen information to life experience is carried out through several stages:
- evaluation of received information and implementation of filtering perception (that is, from the point of view of personal importance of received information);
- understand information and determine its memorization;
- an important condition for turning vital information into learning values is a valuable attitude to knowledge;
- valuable attitude to knowledge is the first and main condition for turning educational knowledge into value.

Valuable and meaningful knowledge for the learner is only in things that he personally considers important. That is, only things that are important for him and his development. The effectiveness of acquiring educational knowledge depends on how it is related to personal experience. If a child experiences, learns, or sees something for himself, he remembers it and learns it better than if he heard it. Another important point is the value attitude of the child towards ignorance. Ignorance literally means lack of information. But ignorance exists not only as a form of ignorance, but also as a method of learning in the process of education. If the child realizes that his ignorance of something negatively affects his position as a person and understands the need to fill this ignorance, we can talk about his readiness to study and possibly high results of this process. One of the means of such development is innovative technologies, that is, these are fundamentally new ways and methods of interaction between the teacher and students, which ensure the effective achievement of the results of pedagogical activity. In the



organization of the educational process based on the innovative approach, its main component is interactive educational methods, which are understood as methods that activate and encourage students to think independently, and organize subject-subject relations at all stages of the educational process. They enable the activation of pedagogical processes, the ability to apply acquired knowledge and skills in specific situations, the realization of one's potential, creative research.

Vitagen pedagogical technology can be very important for students for several reasons:

1. **Personalized Learning:** Vitagen's technology can adapt to students' individual learning needs and styles, providing them with a personalized learning experience that helps them better understand and retain information.
2. **Interactive learning:** The interactive nature of Vitagen technology can engage students in the learning process, making it more interesting and enjoyable.
3. **Access to Resources:** Vitagen technology provides access to a wide range of educational resources, including virtual simulations, multimedia content and interactive exercises that can enhance understanding of complex concepts.
4. **Collaboration and Communication:** Vitagen technology often includes features that allow students to collaborate with their peers and communicate more effectively with their teachers, providing a sense of community and support in the learning environment.
5. **Flexibility:** Vitagen's technology can offer flexible learning options that allow students to access learning materials at their own pace and schedule, accommodating a variety of learning styles and preferences.

Overall, Vitagen's pedagogical technology has the potential to significantly enhance the learning experience for students by providing personalized, interactive, collaborative, and flexible learning opportunities.

There are many interactive methods that can be used in a variety of settings such as education, training and team building activities. Some examples of interactive methods include:

1. **Role-playing:** participants act out specific roles and develop scenarios to better understand different attitudes and behaviors.
2. **Group discussions:** engaging participants in an open dialogue and exchanging ideas on a specific topic or issue.
3. **Simulation exercises:** create realistic scenarios that allow participants to practice problem-solving skills in a safe environment.
4. **Interactive Games:** Using game-based activities to promote learning and engagement, such as quizzes, puzzles or team challenges.
5. **Collaborative Projects:** Encourage participants to work together on a common task or project to develop teamwork and communication skills.
6. **Interactive Presentations:** Include multimedia elements and audience participation to make presentations more engaging and engaging.

These interactive methods can be adapted to suit different learning objectives and audience preferences, making them effective tools for increasing engagement and learning outcomes.



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