

PEDAGOGICAL CONDITIONS OF FORMATION OF HEALTHY LIFESTYLE SKILLS IN FUTURE PRIMARY EDUCATION TEACHERS

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ABSTRACT

This article talks about the importance and specific pragmatic features of the formation of healthy lifestyle skills in future primary education teachers. In addition, suggestions and recommendations were given for the further improvement of the pedagogical conditions for the formation of healthy lifestyle skills among teachers.

Keywords: Primary education, teacher, qualification, pedagogical conditions, pedagogical process.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Education appeared at the beginning of human society and has been serving the interests of humanity. Education provides communication between generations. Adults have taught the next generation the experiences they have gained during their life. The younger generation acquires knowledge and skills while finding solutions to new problems encountered during their activities, and further enriches the knowledge inherited from the previous generation and leaves it to the next generation. Humanity has passed through various social stages during its historical development[1:5]. Therefore, the formation of healthy lifestyle skills in children is an element of pedagogical education that has undergone historical development processes and is a pragmatic feature of pedagogical conditions. The future elementary school teacher should teach primary school students to develop intellectual thinking potential, mental development, self-awareness potential, to feel the beauty of material existence, to appreciate the opinions of others. he should be able to understand and express his personal thoughts verbally and in writing. It is necessary to start reforming the education sector, first of all, from primary education. In addition to material factors in improving the quality and effectiveness of education, the issue of improving the methodical preparation of future elementary teachers for the intellectual development of students is of urgent importance. Because, improving the methodical preparation of the future elementary school teachers for the intellectual development of students, the time itself demands the training of future generation personnel in accordance with the requirements of today's era[2:2115]. *In order to develop pedagogical conditions for the formation of healthy lifestyle skills in future primary education teachers, pedagogical observation of more healthy lifestyles, interest in and orientation towards an active lifestyle , it is required to improve pedagogical skills of teachers in the field.* Health is

understood in the broadest sense of the word. This is not only the absence of disease, but also a state of complete physical, moral, psycho-emotional, social, and intellectual well-being. A healthy lifestyle is the only possible way to preserve and strengthen human health. Necessary components of a healthy lifestyle:

- physical activity;
- positive emotions;
- vigilance;
- personal hygiene;
- daily routine;
- balanced diet;
- temperature;
- positive thinking.

Wellness activity is, on the one hand, to improve the person's self, and on the other hand, to change the value attitude towards one's own health and master the attitude towards one's own health. joint activity of a focused student and teacher-coach. The problem of maintaining health has always interested mankind. Stressful, excessive loads and serious disturbances in the environment have made this problem especially urgent in our age. It occupies an important place in the system of social values and priorities of society. Factors that negatively affect the formation of a healthy lifestyle, harmful habits and ways to eliminate them, pedagogic scientists M. Abdulaziz, M. Akhmedov, M. Akhmatov, M. Ikromova, O. Najmiddinov, I. Nasritdinov, Kh. .Rakhmatov, T. Uzokov and others were studied in the research works of scientists [3:30]. *The development of pedagogical conditions for the formation of healthy lifestyle skills in future elementary education teachers depends on the teacher's professional skills and abilities.* Orientation, quality and efficiency of education to each student is directly determined by the efforts and professional skills of each teacher. The new quality orientation of primary education imposes the following new requirements on the content of the teacher's professional activity:

- to develop the child's life experience and learn from the world around him, as well as to create conditions for him to show his activity, creativity and responsibility;
- formation of motivation for continuous education;
- relying on the individuality of the child in education;
- initiative, creativity and professional culture of the teacher.

In modern education, the main task of the teacher is to help the student to learn. It is implemented using an open learning environment that is a combination of different levels and types of resources. The teacher organizes the learning environment for the student or the whole class team and creates the conditions for the selection of knowledge opportunities.

Taking into account the above parameters, today's modern primary school teacher should be advanced in all aspects, have a deep knowledge of his subject, have pedagogical skills, love the child, know the problem in practice and find ways to solve the problem[4:4].

At the same time, it is necessary to develop pedagogical conditions for the formation of healthy lifestyle skills in future primary education teachers, to develop their professional competencies in order to increase the training of future primary school teachers. After all, the acquired theoretical knowledge is improved in practice and creates the basis for the formation of professional skills. The main goal of pedagogy is to determine and improve the level of knowledge, skills, professional abilities, potential and manners of future elementary school

teachers in applying their theoretical knowledge from pedagogy, psychology, and special methodology[5:44]. These needs are also of great importance in the formation of healthy lifestyle skills in future primary education teachers. In the process of studying the work of a teacher, it is expected to observe a number of conditions. According to A.K. Markova, it is necessary not only to use the long past experiences in the teaching profession, but also to define the nearest and distant perspectives of the teacher's professional development. For example, it is important to determine the perspectives of pedagogically effective methods of forming healthy lifestyle skills in future primary education teachers. Currently, from the point of view of modern reality, there is a serious need to improve the pedagogical conditions for the formation of healthy lifestyle skills in future primary education teachers and to scientifically study its pedagogical aspects. Revealing the essence of healthy lifestyle skills as a pedagogical phenomenon in future elementary education teachers, clearly defining its components, not only healthy lifestyle, but also stable attitudes of children towards healthy thinking it is necessary to determine and form the determining factors.

The development of the internet, the development of the Internet, the determination of the skills of a healthy lifestyle and the factors affecting it, the pedagogical conditions and scientific research, the unparalleled height of the battle of various modern ideas and thoughts in elementary education. requires the formation of healthy lifestyle skills in teachers. So this process requires a systematic and active approach. Based on this, the future teachers of primary education should not be limited only by the information provided in the textbooks. There is a great need to improve the pedagogical conditions for the formation of healthy lifestyle skills using the modern internet and foreign pedagogical resources. In order to create a healthy lifestyle through pedagogical skills and social relations, it is appropriate to use the methods and methods used by our ancestors in everyday life.

In order to form a culture of healthy lifestyle in the future teachers of primary education, it is necessary to scientifically and practically justify the importance of educational processes and to further develop the system of conducting scientific research in the field. It is important for future primary education teachers to conduct health lessons in a creative and innovative way. Below we present the lesson process for organizing a health lesson. This is one of the main elements of the development of pedagogical conditions for the formation of healthy lifestyle skills in future primary education teachers. Organization of health lessons: the purpose of the lesson is to teach students to answer the question of what to do to be healthy. By using special concepts during the lesson, it enriches and improves the worldview of students in this regard. They learn that adopting a healthy lifestyle is important for health. Acquiring knowledge necessary for health will help students to get comprehensive education. On the one hand, it serves to enrich knowledge about a healthy lifestyle, educates, improves morally and spiritually. Teaching equipment: a table where concepts are grouped, pictures showing the content of concepts, models. A card with a task for each student. Teaching method: Demonstration, conversation.

Course of the lesson: The teacher says: "Today we will once again remember the agenda with you and place them in the table below". Then the board is divided into four parts with chalk:

1. Get up early.
2. Performing physical exercises.
3. Correctly organized activities.
4. Rest.

Together with the class, we will discuss each agenda and discuss its impact on the culture of a healthy lifestyle. With the help of information and telecommunication tools, materials related to a healthy lifestyle are provided [6:96]. As the main pragmatics of the pedagogical conditions for the formation of healthy lifestyle skills in the future elementary education teachers, the formation of a class environment in which the group of children is interested in a new lesson is the main factor of the pedagogical conditions. *The tactics of team development in the lesson also depends on the skills of the teacher. The development process of the children's team is divided into the following three stages:*

- a) preliminary consolidation of the team;
- b) individual development of each member based on team formation;
- c) establishing the general activity of the team.

Highlighting each important stage in the life of the team does not contradict the above-mentioned ideas, but emphasizes the leading importance of the team in the development of the individual. A.S. Makarenko attached great importance to the internal characteristics of the relations between team members. The pedagogue singled out the following most important signs formed in the team:

- 1) constant alertness, students' readiness for activity (movement);
- 2) to understand the essence of the values of one's community, to realize one's value based on pride for it;
- 3) friendly unity among team members;
- 4) friendly unity in every member of the team;
- 5) educational activity leading to work;
- 6) the ability to control emotions and follow communication etiquette.

Uniform requirements for team members and their activities are of great importance in forming a team. The only requirement includes the rules of behavior of students in the course of the lesson, during recess, during extracurricular activities, as well as in public places and in the family. The regular implementation of the well-thought-out system of requirements ensures the establishment of a certain order in the school. The requirements set by the teachers will give positive results in the following conditions:

1. The requirements should be combined with a sense of respect for the personality of the student.
2. Requirements should be set taking into account the existing conditions in a particular school or class.
3. The requirements for the team should be clear.
4. The requirements for students' appearance, dress, behavior and behavior must serve to form their spiritual culture.

The student should not only know the volume and system of requirements, but also master the methodology of making requirements. The method of setting requirements for the group of students consists of introducing children to the content of the requirements, explaining the importance of the requirements, gaining experience, and regularly monitoring the students' activities and the fulfillment of the requirements[7:18].

The future elementary school teacher will search for new targeted information, create an author's school, and share his experience with others. Intuition, innovative imagination, and improvisation play an important role in the activities of such teachers. It is well known that not all primary school teachers react to news in the same way and do not receive it at the same time. The problem of independent, creative, practical training of future elementary school

teachers for innovative professional activities has always been the focus of psychology and pedagogy researchers.

Quality changes and high efficiency in the field of education are related to their compatibility with world educational requirements and the level of practical application of acquired competences of pedagogues in their future work activities. The teacher is described as a person who has a creative approach, is inquisitive, and embodies pedagogical ideas[8:95]. According to our approach, the future primary school teacher should have: - child care; - love his profession; - to be pedagogically active; - constant work on himself. Based on this approach, the training of future primary school teachers in the process of higher pedagogical education will be in line with the goal. In this regard, it is necessary to pay attention to the following conceptual directions adopted in international pedagogical experiences: a) providing professional, psychological and pedagogical knowledge to future primary school teachers; b) equipping future primary school teachers with pedagogical skills; g) formation of the psychology of working with children. Based on this approach, the training of future primary school teachers will undoubtedly bring the expected results[9:228].

Therefore, the formation of healthy lifestyle skills in primary education teachers has its own pragmatic features, and it is mandatory to analyze them from a theoretical and practical point of view, on the other hand, conducting additional research on this will help to learn new innovative directions and technologies for the development of pedagogical conditions.

I believe that the pedagogical conditions for the formation of healthy lifestyle skills in future primary education teachers will be more perfect if they are familiar with the following suggestions and recommendations.

Firstly, if primary school teachers mastered pedagogical skills and technologies during their student years;

Secondly, if the teacher regularly works on himself, is constantly aware of the world and local news related to healthy lifestyle skills;

Thirdly, if the pedagogue organizes the pedagogical conditions at a high quality level before the lesson and is able to apply them correctly in his lessons and use them effectively;

Fourthly, he learns and knows how to analyze the content, forms and tools of pedagogical conditions and technologies, the methods of correct and effective use of pedagogical technologies in education, and the innovations in the field of education in order to achieve a guaranteed result;

Fifth, if the future primary education teachers can determine the practical importance of scientific substantiation and practical use of the pedagogical conditions for the formation of healthy lifestyle skills and effectively use them in the lesson.

Sixth, since the educational process is an extremely complex process, the effectiveness of education depends on the activity of the pedagogue and student, the availability of educational tools, scientific and methodical excellence. Therefore, in the development of pedagogical conditions for the formation of healthy lifestyle skills in future primary education teachers, it is necessary to deeply study and apply the methods of increasing the interest and activity of students in class.

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