

## HEALTH PRESERVATION AS ONE OF THE PRIORITY DIRECTIONS FOR ENSURING THE QUALITY OF UNIVERSITY EDUCATION

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### Annotation

In this article, we study health and preservation as one of the priority directions for ensuring the quality of university education

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### Introduction

The relevance of health protection in higher education is dictated by the need to provide a comprehensive system of educational, educational, corrective and preventive measures implemented in the process of interaction between a student and a teacher, a student and a student, a student and a medical worker. First of all, society is deeply interested in ensuring that both teachers and students are physically, psychologically and spiritually healthy, in order to actively participate in the educational process, successfully ensuring its quality. As you know, the following factors influence the effectiveness of work on the implementation of health saving policy:

- The health of the teacher and his health-saving competence;
- Student's motivation to acquire health-saving knowledge;
- Creation of a health-saving educational environment.

A teacher who has a proper degree of health-saving competence has the necessary knowledge that health is the state of a living organism as a whole, that is, of all organs and systems, and that a violation of the function of any organ entails a change in the activity of other organs and systems organism. And health saving is a dynamic state that can change either towards the disease, or be on the verge of normal and pathological. At the same time, the dynamism of health is associated with the functional capabilities of the body, its resistance to the influence of external factors - natural and social. It is constantly changing and therefore health can vary depending on age, gender, profession, natural and



climatic conditions, as well as on working conditions, psychophysiological stability of the individual, social status, etc.

And from how the teacher organizes the educational process, he remembers that the students' health is affected by the use of the basic requirements of humane pedagogy endowed with a health-saving character by the teachers, compliance with the requirements of the mental hygiene of education as one of the indicators of the health-saving competence of the teacher is ensured. At the same time, every teacher, regardless of what subject he teaches, should use every opportunity to equip students with health-saving knowledge: those who teach humanitarian knowledge should focus on the formation of a common culture, including a culture of health, those who teach socially oriented subjects should educate the value health and a healthy lifestyle, and those teaching subjects of natural sciences - to talk about the ability to maintain, strengthen and increase health, in particular, when teaching physics and chemistry - to instill safety skills, the ability to foresee the possibility of factors that adversely affect health.

Thus, by analogy with the fact that the educator must be educated, the teacher must have a wide range of health-saving knowledge. All this can be successfully implemented only if the teacher has enviable health and is far from any bad habits.

The next very significant issue in the problem of health saving is the student, his interests and aspirations to acquire health-saving knowledge, as well as the high responsibility associated with their application in everyday life.

To evoke in students the necessary motivation to preserve health is, first of all, the mission of the teacher, but the main share of responsibility falls on the student himself, who should consistently develop a value attitude towards health. In this regard, the student must first of all be well aware of the factors that determine the state of human health. According to M.Kh. Karamyan, these factors include:

1. Biological and physiological factors (height, weight, predisposition to disease, type of nervous system, etc.)
2. Sociodemographic factors (age, ethnicity/nationality, gender, place of residence, city/village, country of residence, etc.).
3. Socio-economic factors (level of education, income level, occupation, financial situation of the family as a whole, etc.).
4. Socio-medical factors (living conditions, including economic and climatic, marital status, social status, access to medical care, quality of medical care, etc.).

5. Socio-psychological and psychological factors (presence / absence of psychosocial support, lifestyle, level of psychological and social tension, personality traits, etc.).

Moreover, each factor can act as a predisposing factor to the development of various diseases. In the context of the above, the attitude of young people to health, which includes three significant components, is of great importance:

- Cognitive component, which includes a person's ideas about health, healthy behavior;
- An Emotional component that characterizes the experiences and feelings of a person in connection with health and illness;
- A motivational-behavioral component associated with specific actions that maintain health and overcome illness, i.e. healthy behavior.

Along with this, the implementation of the process of health saving in the educational space of the university, which ensures an increase in the efficiency and quality of student learning, will be successful if the complex of the following pedagogical conditions is observed:

- Formation of attitude to health as a key value, reliance in the educational process on the life experience of students;
- Stimulation of reflective activity, students' awareness of responsibility for maintaining their health and those around them;
- Development and implementation of a special course on health pedagogy in the educational process of the university.

And finally, with the successful implementation of the process of health saving in the educational space, we can talk about increasing the effectiveness of education by reducing health costs, increasing the value of the results of educational activities, on the one hand, and on the other hand, by ensuring the effectiveness of education. Since only a healthy student can successfully reveal his intellectual and creative potential in the upcoming professional activity.

As a result of our study among second-year students, it was found that in order to ensure health protection in the educational process, it is necessary to keep records of health indicators, physical and mental development. In addition, the following structural components of the health-saving process in the educational space of a pedagogical university have been identified: target, content, activity, resource, and result. The following stages of health saving of future teachers of vocational training have been established: motivational-target stage, stage of assimilation of theoretical knowledge, operational-activity and creative stage. All



this will provide a proper improvement in the quality of higher education at its present stage.

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