USING OF HEALTH SAVING TECHNOLOGIES IN EDUCATIONAL INSTITUTIONS

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Abstract. It is known that health of the population testifies to wellbeing and prosperity of the country. Each country concerning preservation of health of the population, protection of motherhood and the childhood, education of healthy generation, formation of a healthy lifestyle is urged to carry out broad transformations in various spheres of activity for achievement of the high purposes. Low efficiency of activity of modern health-educational institutions due to an insufficient level of competence of teachers in matters of health protection and promotion of pupils as a teacher who is aware of the need to strengthen their health will be able to contribute effectively to the normal physical and mental development of the younger generation.

Keywords: health, education, educational technologies, school of health, health of population.

In the solution of questions of preservation of health of affected generation and the prevention of diseases, including so-called "school diseases" much attention is paid to carrying out medico-preventive actions, and also realization of policy of health protection at all stages of continuous education.

The overall performance which is carried out in this direction by teachers, tutors, doctors and parents is high. Each educational institution at the present stage of development of society can become "School of health" in which, first of all the health saving environment has to be created, due health saving competence of medico-pedagogical collective is provided, and also introduction of health saving technologies at all grade levels and education is reached. In these "Schools of health" working under the slogan "Anybody from Students Does Not Remain without Care and Attention" the object was set: to expand a framework of works in this direction, to increase attention to physical, mental and spiritual health of Students.

At the present stage of a development of education and functioning of "School of health" the leading task is preservation of health, optimization of educational process, development of health saving technologies of training, formation of values of health and a healthy lifestyle taking into account influence of factors of environment.

Health saving technologies can be considered as set of those principles, receptions and methods of pedagogical work which supplementing traditional technologies of education, allocate them with health-saving signs with respect to the environment.

In educational practice three sources of threats for health of students and teachers are allocated:
– Hygienic, environmental factors;
– Organizational-pedagogical factors;
– Psycho-pedagogical factors.

Health saving educational technologies, first of all, concern the third group of factors that puts in the forefront a problem of formation of the corresponding competence at all employees of educational institutions. To three standard factors of threat for health trained, it is necessary to refer insufficient literacy in health issues: not less than half of the health problems a person creates himself! Thus health saving educational technologies can be considered as alternative to health threats emanating from all sources in one way or another connected with the educational process.

Forming students' responsibility for maintaining the health of others, including for their own health – a multi-faceted educational process, which should be regarded as one of the most important tasks of educational institutions.

Before a man who has realized the responsibility for his own health, felt the need to take care of it, the question arises of how to do it correctly. And here it is necessary to turn to a health-saving technology, to teach a child, a teenager, a young man with the general principles and methods of health promotion.
The health-saving problem definition in educational process can be considered in two options – an immediate goal and a task optimum. The immediate goal answers the fundamental principle of medicine and pedagogics: "Don't do much harm!". Implementation of its program includes identification of the factors making harmful effects on the student's organism – his physical, mental (psychological), reproductive, spiritual and moral health, and further, elimination of these factors or mitigation of their impact on students and teachers.

The task optimum includes the solution of an immediate goal, and also formation at the student of physical, psychological and spiritual and moral health, creation of motivation on maintaining a healthy lifestyle.

Criterion of health saving indicators of educational technologies is the state of health of students and teachers. According to researches the following classification of health saving technologies is accepted now:

– Medico-hygienic technologies;
– Sports and improving technologies;
– Ecological health saving technologies;
– Life safety technologies;
– Health saving educational technologies;

Which are divided into three groups:

– Organizational-pedagogical technologies;
– Psycho-pedagogical technologies;
– Teaching and educational technologies;

A special place is occupied by two groups of technologies to be included in the work of educational institutions:

– Socio-adapting and the personal developing technologies – formation and strengthening of psychological health of students; increase of resources of psychological adaptation of the personality (socio-psychological trainings, programs of social and family pedagogies);
– Therapeutic technologies make independent medical and educational areas of knowledge: curative education and exercise therapy, the effects of which ensure the recovery of the physical health of students.

The basic model of system complex work on preservation and promotion of health in educational institutions is accepted. It consists of six modules:

1. Health saving infrastructure of educational institutions.
2. Rational organization of educational process.
3. Organization of sports and recreation activities.
4. Educational work with the student directed on formation of value of health and a healthy lifestyle.
5. Organization of system of educational and methodical work with teachers and experts to improve the skills of educational institution's employees.

Upon entering an educational institution, the student will face the impacts that will be unbearable for him, because he is not willing to cooperate with them. Prepare students for independent living, so they create adequate mechanisms of adaptation, physiological, psychological, social. Educational institution should do it through health saving educational technologies training, teaching, nurturing. Creating real-life conditions in the classroom are bridges that allow the student to continue to use the acquired knowledge, skills in practice.

Educational institutions have sufficient resources to help their pupils to the preservation of health, both during training and after graduation. It's educational and training programs and extra-curricular work and influence through parents. Facilitating the process of formation of adaptive resources of students, ability to withstand environmental hazards, both natural and social is an important strategic task to be solved by available means of educational institutions, training, promoting the development of students as well as the promotion of healthy lifestyles.

The definition of health saving technology can be seen that the main purpose of the introduction of health saving educational technologies in the educational process is to develop in students a culture of health. Culture of health should not be studied it should be raised. The psychological basis for this is the motivation for a healthy lifestyle. For the preservation and strengthening of health need to change the relationship of man to his health. Attitude to Health integrates components such as cognitive, axiological, emotional, behavioral.
An integral part of the culture of health is awareness of health and healthy lifestyles. How to succeed, how to avoid becoming a victim of alcohol or drugs, to join the culture of health, for answers to these questions, students are turning it to the teacher. Then the information obtained from them has a chance to be used in practice. Thus, health education, promotion of a culture of health, use of health-technology are integrated – the way to preserve and strengthen health.

It should be noted that the operation model comprises three stages. In the first phase the teacher tells the student information (tells, reads, shows) constructed in such a way that would encourage their questions. At the second stage, students ask questions. In the third fase the teacher to answer them. Encourages both asking questions and trying to answer the question.

The present level of civilization and culture considers one of the most important tasks for a person to learn how to be healthy, be healthy.

The effectiveness of innovative activity in modern educational institutions is considered in relation:

– to traditional forms of health preservation;
– to the subjects of health-activities;
– to the educational system;
– to educational space.

So innovative activity, acts as an adapted version of the traditional forms of health preservation, and proven innovation.

The effectiveness of innovation in relation to the educational system, the educational system is being developed in the direction of health preservation, preservation of the traditional system of healing, with the introduction of innovative elements of recreational activities, the introduction of changes in the structure and content of the health-education activities in education system.

Low efficiency of activity of modern health-educational institutions due to an insufficient level of competence of teachers in matters of health protection and promotion of pupils as a teacher who is aware of the need to strengthen their health will be able to contribute effectively to the normal physical and mental development of the younger generation. In this case he favorably differs from that specialist who is not able to mobilize students with his personal example and maintain a healthy lifestyle in words only. In developing the criteria for health-readiness of teachers to work and use of health-technology in the educational process and outside the classroom should be considered:

1. Have the students the necessary medical and hygienic knowledge;
2. Vocational and pedagogical knowledge and skills of student’s health saving;
3. The degree of adaptation to innovative initiatives in the practice of health preservation;
4. Creative potential of health saving subject;
5. Skills student-centered learning;
6. Systemic knowledge and health-saving skills;
7. The ability to generate a healthy lifestyle;
8. The knowledge and skills of health-exercise.

References

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