

*Gulnara A. Shakhmurova,
ScD in Biology, professor,
Nizami Tashkent State Pedagogical University*

JOINT ACTIVITIES OF EDUCATIONAL INSTITUTIONS WITH NON-GOVERNMENTAL NON-PROFIT ORGANIZATIONS TO PROVIDE SOCIAL SERVICES TO STUDENTS IN CONTEXT OF INCREASING THEIR READINESS FOR HEALTH-PRESERVING ACTIVITIES

Key words: *healthy lifestyle, health preservation, the younger generation, non-governmental non-profit organizations, educational institutions.*

Annotation: *The joint work of the Center for the promotion of a healthy Lifestyle “Clear life” in educational institutions with non-governmental non-profit organizations to provide social services to students in the context of increasing their readiness for health-preserving activities was considered. This work is aimed at improving the preservation and strengthening of the health of the younger generation.*

The fourth item of the law on guarantees of the rights of the child indicates that one of the main directions of the State policy of Uzbekistan for the protection of the rights of the child is the protection of the life and health of children. Currently, in the course of democratic transformations in Uzbekistan, in the context of strengthening the role of civil society institutions in the process of renewal and further democratization of public administration and modernization of the country, the principle “from a strong state to a strong society” is being implemented. According to researchers, the essence of this principle is to enhance the role and importance of non-state public institutions in the life of society with a gradual and step-by-step transfer of the functions of state structures to them in solving many problems related to socio-economic processes. At the same time, the non-state sector should act not only as its partner, but also as a conductor of the implementation of the tasks before them (7).

To solve one of the socially significant tasks is the preservation and strengthening of the health of the younger generation directs its activities by the Center for the Promotion of a Healthy Lifestyle “Clear life”. Which for a number of years, in accordance with its charter, educational trainings have been conducting with students from three pedagogical colleges and students from two universities on the formation of a healthy lifestyle, preservation of reproductive health and preparation for family life.

The ongoing joint work of state educational institutions with NGOs - non-governmental non-profit organizations, such as the “«Clear life»” center, also it provides an opportunity to increase the readiness of students in the above educational institutions for the upcoming professional activities to implement the health-improving orientation of the educational process, both with healthy children and with children with special needs. At the trainings, we strive to form the social and personal value of a healthy lifestyle in students, to characterize the importance of social criteria of health, to prepare them for health-preserving activities.

As known, readiness is understood in psychology and pedagogy as the ability of a person to carry out any kind of activity. By characterizing the readiness of educators to implement health-preserving activities, one should rely on the available research on the problem of readiness for professional activity in general. The professional

readiness of a specialist presupposes that he has an appropriate level of professional competence, professional skill, as well as the ability of self-regulation, self-attunement to appropriate activities, the ability to mobilize his professional (spiritual, personal and physical) potential to solve assigned tasks in appropriate conditions.

Professional health-preserving activity of a teacher involves the manifestation of the following professionally significant features of the activity and requirements for the individual psychological characteristics of the teacher:

- 1) the presence of medical and hygienic knowledge, which reflects the main elements of the pedagogical system, incentives that encourage health-creative activity, and motives for maintaining health;
- 2) creation of a system and relationship of professional and pedagogical skills and abilities to preserve health;
- 3) the manifestation of orientation – a stable and interconnected system of goals and assessments, which encourages a person to overcome the difficulties of activity and to master the skill in it of focusing on the preservation and strengthening of health;
- 4) the presence of general giftedness;
- 5) the formation of character traits, such as passion for one's work, exactingness, fairness, attentiveness to each student, self-control, etc.;
- 6) some properties of temperament, among which the leading place is taken by poise, emotional stability (2).

A high level of development of pedagogical health-saving activities should be considered, the teacher's ability puts goals for the formation of self-development mechanisms and ability to transfer to students his ability for self-development, including health preservation.

The totality of professionally determined requirements for a teacher is defined as professional readiness for teaching. It includes, on the one hand, psychological, psychophysiological and physical readiness, and on the other, scientific-theoretical and practical training as the basis of professionalism.

Speaking about the psychological readiness for health-saving activities, it should be noted that its constituent elements are the teacher's conscious need for knowledge, for mastering the theory and methodology, for mastering modern thinking, as well as showing an interest in the upcoming training and the formation of an attitude for the practical use of knowledge to be acquired (4).

Practical readiness for health retention consists of motivational, cognitive and operational components and manifests itself through externally observable pedagogical skills in health protection: organizational, communicative, etc. (10).

In the context of health, the following components of professional and pedagogical qualifications were identified: competence, morality, initiative, professional skill.

At the same time, health-preserving competence should be understood as such a characteristic of their qualifications, which presents the knowledge, abilities, skills necessary for the implementation of professional health-preserving activities.

Professional morality should be understood as such a characteristic of specialists, which reflects

personal and spiritual qualities that manifested in the process of their professional activity and determining the essence of this very activity; “Do no harm” and “Do not hurt”.

Under the initiative of a specialist, it is necessary to understand such a characteristic of their qualifications, which reflects the organizational and managerial abilities of the individual, which are necessary in the implementation of the processes of professional activity, they are associated with the health-improving orientation of educational work, as well as with professional self-education and creative application of innovations.

The pedagogical skill of educators as a characteristic of their qualifications is manifested in the practice of their professional activities, including health savings (1).

The implementation of any professional activity assumes that there are requirements for the employee, sufficient to perform the relevant functions. Since health saving is an attribute of modern education, it is natural to consider health saving activity as an aspect of professional and pedagogical, involving the use of health-saving technologies, specific information, skills, certain qualities are acquired, indicating “readiness for health saving” (5,3).

It was established, the readiness to implement of the health preservation of students is considered as a professional property of a teacher. Which is expressed the degree of assimilation of social experience in the aspect of health preservation, aimed at preserving and strengthening their own health and the health of participants in education and the ability to use this experience in professional activities (8, 12).

We should note that the motivational readiness of teachers to health saving presupposes an active position regarding the use of appropriate approaches in their professional practice. The talk is going here about the formation of a positive attitude among educational workers towards activities, aimed at maintaining and strengthening the health of students in unity with the development of their education. The presence of value orientations towards saving health, based on existing knowledge and moral qualities, the conviction of the need to carry out this activity are spoken (6).

The practical readiness of a university graduate is based on the relevant skills and represents his ability to apply measures actually in practice that contributing to the development of education and health promotion, learners in indissoluble unity. The corresponding component of readiness is based on the existing experience using health-saving educational technologies, the manifestation of creative qualities in their design, acquired in the process of university education, etc.

At the trainings, we give an attention to pupils and students to the importance of acquiring the necessary health-preserving knowledge, that giving them signs of readiness for health and saving of students: competence, morality, initiative, professional skill.

In the context of readiness for health preservation, we focus on the fact that competence means that a teacher has a necessary knowledge, which includes:

- concepts about health, health of students and factors affecting it;
- knowledge about a healthy lifestyle and its main components;
- understanding the impact of education on the health of both healthy and people with special needs;
- ideas about the health-improving orientation of education;

- ideas about health-preserving educational space, its characteristics and features;
- knowledge in the field of pedagogy, psychology, valeology and health-saving technologies;
- information about the integration of health-preserving knowledge into teaching other subjects;
- information about the means, used in the framework of health preservation, including in the taught discipline.

Speaking about the morality of the teacher, it should be noted the importance of knowledge of the psychology of relationships between the subjects of the educational process:

- the priority of the value of preserving the health of students in the educational process;
- awareness of the need for timely measures to save students' health;
- taking into account the characteristics of students in terms of their state of health, level of education;
- the desire not to harm the mind of the child, not to harm physical health, to promote their socialization;
- the formation of the need to optimize the educational process in terms of health savings.

Special attention of students is paid to the fact that an equally important sign of readiness for health preserving is the teacher's initiative, which presupposes active involvement in health-preserving activities; his desire is to participate in health-preserving educational process. According to researchers, activity in the creation, development and implementation of health preservation is a characteristic sign of the teacher's initiative, manifested in:

- The desire to organize their activities to ensure the parity of health and education of students;
- Activation of activities for the selection and implementation of the most effective means of health preservation of students, the development of health preserving technologies on their basis;
- The manifestation of innovation in terms of health preservation, including an attempt to develop their own technologies in the aspect of preserving the health of students and ensuring an adequate level of education; designing and testing them in the educational process; adjusting the developed technologies (11).

Students firmly assimilate that pedagogical excellence is characterized by a well-formed skills and abilities that contributing to the increase in the effectiveness and quality of the health-preserving educational process. In this context, the main features of the teacher's skill are:

- the presence of professional experience for the use of well-chosen health-preserving and health-forming information, means for a specific subject, topic, conditions of the educational process;
- the ability to focus on the health-preserving orientation of objects and individual topics;
- The ability to clearly define the functions so that they correspond to the maximum extent to the tasks of preserving the health and development of students' education;
- creation and implementation of own health-preserving technology;
- the ability to select health-preserving technologies, to carry out operational diagnostics, to take into account its results, the operational impact of adjustments in the course of classes (9,10).

Among the employees of the center "Clear life", there are teachers, psychologists, medical workers, philosophers, practitioners with a high competence in health preservation who are quite productively conducting coaching work in the context of increasing the readiness of future teachers to implement health-preserving activities in educational institutions.

References:

1. Abaskalova NP, Zverkova AYu. *A systematic approach to mastering the key competence "to be healthy" in the context of lifelong education: Siberian Pedagogical Journal, Novosibirsk, 2013, No.5; 182-188.*
2. Belousova OD. *Organization of methodological work on the formation of teachers' readiness for the implementation of health-saving technologies at school: Methodical recommendations. Pereslavl-Zalessky, 2012; 62.*
3. Borisov AA. *Implementation of health-forming educational technologies in the field of pedagogical education: AA. Borisov, LI. Syromyatnikova, LP. Borisova: Young Scientist, 2012, No. 6; 375-377.*
4. Gubanova MI. *Pedagogical support of social self-determination of senior pupils: theory and practice of the teacher: monograph. Kemerovo, 2002; 207.*
5. Kislyakov PA. *Social security and health preservation of youth students. Moscow, 2011.*
6. Petrov KL. *Health-preserving activity at school: Education of schoolchildren, 2005. No. 2; 19-22.*
7. Saidova L. *The role of non-governmental non-profit organizations in the implementation of socio-economic and socially significant tasks: Materials of the international conference "Formation of civil society in Uzbekistan: state, achievement and prospects, Tashkent, 2008, 77-80.*
8. Smirnov NK. *Health-saving educational technologies in the modern school. Moscow, 2002; 62.*
9. Chubarova S, Kozlovskaya G, Ereemeeva V. *New health-saving technologies in education and upbringing of children: Personal development, 2005, No. 2; 171-187.*
10. Shakhmurova GA, Egamberdiyeva LN, Shakhmurova MA. *Health protection activity of a teacher in formation of students' personality: European science review, Vienna, 2017, No 3-4; 85-86.*
11. Shakhmurova GA. *Increasing the health – saving literacy of students – as the important factor of strengthening of their reproductive health: International Journal of Scientific and Research Publications, 2018, Volume 8, Issue 5; 5-7.*
12. Sharipova DD, Shakhmurova GA, Karimova SI. *Development of Health Competence in Training – Effective Mean of Improving Education Quality: Eastern European Scientific Journal, Germany, 2017, No 2; 54-56.*