

## Theoretical Foundations of the Development of Preschool Education in the Context of Provision of the Health and Preservation of the Growing Generation

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**Abstract:** this article discusses topical issues of the theoretical foundations for the development of preschool education in the context of ensuring the health of the younger generation.

**Key words:** preschoolers, health, health saving, contribution of scientists.

To date, one of the main tasks of preschool educational institutions is the education of healthy, harmoniously developed children who have high mental and physical performance. In modern preschool education, the priority is the health of the younger generation, because how children grow up determines the future of the whole country and nation, as well as political and socio-economic progress.

From time immemorial, scientists, teachers from different countries of the world have been studying the health of children. As you know, at the age of up to 7 years, the child forms the main foundation of mental and physical health, and the quality of his subsequent life depends on how the child goes through this path. In recent years, statistics show that children going to first grade already have a number of chronic diseases, in particular, one of the most common diseases is a violation of the functions of the musculoskeletal system, since modern children spend a lot of time on gadgets, incorrectly sit at tables, lead a passive lifestyle. All these factors negatively affect the posture of the child, accompanied by a curvature of the spine in the form of scoliosis, lordosis, kyphosis. The following diseases are visual impairments, diseases of the gastrointestinal tract, ENT diseases, as well as various mental disorders. Therefore, adults (parent-educator-teacher) bear a great responsibility for the correct upbringing of the child and must instill in him from childhood a value attitude towards his health, a sense of responsibility for its preservation and strengthening [1].

Theoretical and methodological aspects of pedagogy, including preschool pedagogy, were the subjects of research by scientists from near and far abroad, as well as Uzbekistan.

Actual problems of creating a health-saving environment in preschool educational organizations (PEE) require the study of the concepts and conditions associated with the stay of a child in a preschool. In the work of O.G. Farafontova the results of a study by T.V. Klimova, who believes that a health-saving environment in relation to preschool children, includes, as a complex space, social-hygienic, psychological-pedagogical, moral-ethical, environmental, physical culture, health-improving, educational systemic measures that provide the child mental and physical well-being, comfortable, moral and domestic environment in the family and kindergarten [2].

The results of the analysis of the pedagogical heritage of famous teachers like Ya.A. Komensky, I. G. Pestalozzi, K. D. Ushinsky, A. S. Makarenko, V. A. Sukhomlinsky provide an opportunity for teachers to form practical skills in children to strengthen and maintain health.

In particular, Y.A. Komensky showed that every teacher should approach the issues of life and health of children from the standpoint of theological and philosophical reasoning, pointing out in the work "Laws of a well-organized school" the importance of fulfilling sanitary and hygienic requirements for equipping premises that contribute to the preservation the health of the younger

generation, i.e. considering the issues of formation, preservation and promotion of the health of children and adolescents from the standpoint of a preventive focus [3].

Analysis of the data of well-known researchers allows us to conclude that one of the causes of children's diseases is the illiterate organization of the use of health-saving technologies, leading to the development of overwork due to excessive mental and physical stress; poor and improper lighting of the room; in a discrepancy between the size of the furniture and the growth of the child, in a long stay in uncomfortable positions, reduced physical activity, in violation of the diet, in poor living conditions accompanied by a lack of a psychologically comfortable environment in the family in the presence of frequent stress. [4].

In the context of the problem under consideration, the description of the methods of hygienic, physical and moral education of the younger generation, presented by Johann Heinrich Pestalozzi, who believed that the teacher's concern for the upbringing of healthy children should be manifested in love for them, and love in activity, which was reflected in the developed "elementary gymnastics", including special gymnastic exercises. According to this scientist, physical exercises, recreational games and hardening, barefoot running, the influence of air and sun are means of strengthening and maintaining the health of children [5].

In many modern preschool educational organizations, in order to preserve and strengthen the health of children, they also practice: morning exercises, air hardening, water procedures, prevention of flat feet, walking barefoot, and much more.

Further development of these ideas was reflected in the studies of the Russian teacher K.D. Ushinsky, who studied the theory and practice of physical education as one of the components of a healthy lifestyle, reflected in his treatise "Pedagogical Anthropology", in which he singled out the principles of "healthy medicine" and laid the foundations for a healthy diet, daily regimen and rest [6]. It has been established that one of the main aspects for the growth and development of the child is the need for proper rational nutrition, which involves:

- usefulness, i.e. inclusion in the correct ratio of proteins, fats, carbohydrates, minerals, vitamins and water;
- diversity provided by the correct selection of products of plant and animal origin, providing full satisfaction of the need for food;
- good quality, aiming at the absence of harmful impurities and pathogenic microbes, i.e. food safety;

sufficiency, in terms of volume and calorie content, ensuring the intake of food products that replenish the expended energy necessary for the growth and development of the child's body. In this case, special attention should be paid to the sufficient intake of minerals and vitamins. [7].

All these factors can negatively affect the further development of children, as evidenced by the words of V.A. Sukhomlinsky: "What is missed in childhood can never be compensated in the years of youth, and even more so in adulthood" [8].

The regime of the day and rest is another of the main components in the formation of a healthy lifestyle of a growing organism. In the absence of a regimen, a child may experience: irritability, hyperactivity, lethargy, decreased memory, performance, etc. Non-compliance with the daily routine can directly affect the physical, mental state of the child, weakening the immune system. Compliance with the requirements for the constant timely intake of food, sleep, walks, games and classes according to I.P. Pavlov is called an external stereotype, which is a prerequisite for the proper upbringing of a child.

Thus, unquestioning observance of the daily regimen in accordance with the child's age-related capabilities strengthens health, increases efficiency and contributes to the successful implementation of a variety of activities and protects against overwork.

In the dissertation work of O.G. Ivanova, the results of studies by T.L. Bogina, N.A. Vinogradov, E.M. Kazin and others, who determined the criteria for health, presented an analysis of the “risk” factors, the conditions for the formation of children’s health protection, taking into account the age characteristics of their development, developed a methodology for approaches to a comprehensive assessment of children’s health [9].

Along with the data above, the methodological basis of our study was scientific works on the humanization of the educational process, systemic and student-oriented approaches. Along with this, research data on the problems of health protection and the formation of a healthy lifestyle for preschool children were studied [10,11].

On the issues of theoretical and practical substantiations of the socio-pedagogical essence of the formation of a healthy personality and the need to organize health-saving activities in educational organizations. To study the health-saving potential of an educational organization, taking into account the available resources. By definition of the health-saving potential of a teacher, including his health-saving competence [12,13,14,15].

In Uzbekistan, the problems of preschool pedagogy are considered in the works of S.R. Radjabov, F.K. Rashidova, N. Jamilova, G. Dzhampeisova, F.N. Vakhobova and others. The issues of a harmoniously developed and healthy generation, the health of the younger generation, the formation of a culture of health and a healthy lifestyle (HLS), were given much attention in Uzbekistan, which were reflected in the works of D.D. Sharipova, T.S. Usmankhodzhaeva and others [16]. The formation of a healthy lifestyle culture is considered in the works of O. Musurmanova, O. Jamaliddinova [17].

As can be seen, in the scientific studies of domestic and foreign authors, the issues of the formation of a healthy lifestyle, a culture of health have been considered, theoretical provisions have been developed on the philosophy of health, improving the methodology for the formation of initial ideas about health saving and life safety among pupils of preschool educational organizations in the light of modern requirements for the formulation of educational work in preschool organizations.

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