THE FORMATION OF GENERAL CULTURAL ATTITUDES TOWARDS THE ENVIRONMENT AMONG STUDENTS AS A FACTOR IN THE DEVELOPMENT OF A HEALTHY LIFESTYLE

Akmal Bakhramovich Juraboev
Teacher, Chirchik State Pedagogical Institute, Uzbekistan

ABSTRACT

This article examines the formation of general cultural attitudes towards the environment among students as a factor in the development of a healthy lifestyle. Since the formation of a respectful attitude to the environment is an integral part of spiritual and educational activities. It also promotes a healthy lifestyle in the most effective way.

Keywords: healthy lifestyle, environment, natural science foundations, physical education, formation, development

INTRODUCTION

Biomedical and pedagogical sciences deal with man as a creature not only biological, but also social. Socio-biological foundations of physical culture are the principles of interaction between social and biological laws in the process of mastering the values of physical culture by a person [1].

The natural-scientific foundations of physical culture are a complex of medical and biological sciences (anatomy, physiology, biology, biochemistry, hygiene, etc.). Anatomy and physiology are the most important biological sciences about the structure and functions of the human body. Man obeys biological laws inherent in all living things. However, it differs from representatives of the animal world not only in structure, but in developed thinking, intelligence, speech, features of social and living conditions of life and social relationships. Labor and the influence of the social environment in the process of human development have influenced the biological characteristics of the body of a modern person and his environment. At the heart of the study of human organs and interfunctional systems is the principle of integrity and unity of the body with the external natural and social environment [2]. The body is a harmonious single self-regulating and self-developing biological system, the functional activity of which is due to the interaction of mental, motor and vegetative reactions to environmental influences, which can be both beneficial and detrimental to health. A distinctive feature of a person is a conscious and active impact on

external natural and social conditions that determine the state of human health, their performance, life expectancy and fertility (reproductive capacity).

In modern conditions, such methods of forming a respect for the environment as didactic games, outdoor games, travel, eco-marathons, summer practical classes, which can be in the nature of distance communications, are actively used. In this case, it becomes possible to significantly expand students' ideas about environmental protection and to cultivate a respect for nature [3].

Since from the external environment into the body there are substances necessary for its life and development, as well as irritants (useful and harmful), which violate the constancy of the internal environment. The body, through the interaction of functional systems, in every possible way seeks to maintain the necessary constancy of its internal environment.

Natural and socio-biological factors affecting the human body are inextricably linked with environmental issues.

METHODOLOGY AND LITERATURY REVIEW

Ecology examines the relationship of organisms with each other and with the inanimate components of the Earth's nature (its biosphere). Human ecology studies the laws of human interaction with nature, the problems of preserving and strengthening health. Man depends on environmental conditions in the same way as nature depends on man. Meanwhile, the impact of industrial activities on the environment (pollution of the atmosphere, soil, water bodies with industrial waste, deforestation, increased radiation as a result of accidents and technology violations) endangers the existence of man himself. About 80% of modern human diseases are the result of the deterioration of the ecological situation on the planet [4]. Environmental problems are directly related to the process of organizing and conducting systematic exercise and sports, as well as to the conditions in which they occur.

As we know the means of physical culture, providing resistance to mental and physical performance

The main means of physical education is physical exercise. There is a physiological classification of exercise, in which all the diverse muscular activity is combined into separate groups of exercise according to physiological characteristics.

The body's resistance to adverse factors depends on innate and acquired properties. She is very mobile and amenable to training both by means of muscular loads and by various external influences (temperature fluctuations, lack or excess of oxygen, carbon dioxide). It was noted, for example, that physical training by

improving physiological mechanisms increases resistance to overheating, hypothermia, hypoxia, the action of certain toxic substances, reduces morbidity and increases efficiency [5].

People who systematically and actively engage in physical exercises increase mental, mental and emotional stability when performing intense mental or physical activity.

The peculiarities of functional shifts of the students' organism when performing various types of cyclic work in different power zones determine the sports result.

A decrease in power and an increase in the duration of work is due to the fact that, in addition to the anaerobic reactions of energy supply to muscle activity, the processes of aerobic energy formation also unfold. This increases (up to the full satisfaction of the need) the supply of oxygen to the working muscles. With prolonged (sometimes many hours) work of moderate power, the body's carbohydrate reserves (glycogen) are significantly reduced, which leads to a decrease in blood glucose, adversely affecting the activity of the nerve centers, muscles and other working organs. In order to replenish the consumed carbohydrate reserves of the body during long races and swims, special nutrition is provided with solutions of sugar, glucose, juices.

The means of physical culture include not only physical exercises, but also the healing forces of nature (sun, air and water), hygienic factors (work, sleep, nutrition, sanitary and hygienic conditions). The use of the healing forces of nature helps to strengthen and activate the body's defenses in students, stimulates metabolism and the activity of physiological systems and individual organs. To increase the level of physical and mental performance of a student, it is necessary to be outdoors, give up bad habits, exercise physical activity, and engage in hardening. Systematic physical exercises in physical education lessons in conditions of intense educational activity relieve neuropsychic stress, and systematic muscular activity increases the mental, mental and emotional stability of the body during intense educational work.

In the above definition of a healthy lifestyle, the emphasis is on the individualization of the concept itself, that is, there should be as many healthy lifestyles as there are people.

In establishing a healthy lifestyle for each student, it is necessary to take into account both his typological characteristics (type of higher nervous activity, morphofunctional type, the predominant mechanism of autonomic nervous regulation, etc.), as well as age-gender and social environment in which he lives (marital status, profession, traditions, working conditions, material security, life, etc.).

An important place in the initial premises should be occupied by the personal and motivational characteristics of a given person, his life guidelines, which in themselves can be a serious stimulus to a healthy lifestyle and to the formation of its content and characteristics [4]. Studying the question - what needs to be taught to preschoolers, I got acquainted with the "Program of education and training in kindergarten" edited by M.A. Vasilyeva. the Program comprehensively presents all the main content lines of education, training and development of a child from birth to seven years. In parallel with the Program, short methodological recommendations were prepared. Among them is "Physical education in kindergarten". I studied the Program and methodological recommendations of E.Ya. Stepanenkova "Physical education in kindergarten" and the work of L.I. Penzulaeva. "Physical education with children."

RESULTS AND DISCUSSION

Let us list a number of concepts closely related to the concept of lifestyle. Lifestyle - a certain type of human life, which includes a set of various types of activities, people's behavior in everyday life.

Living conditions are the conditions that determine the way of life. They can be material and immaterial (labor, everyday life, family relations, education, food, etc.).

The standard of living (level of well-being) characterizes the size and structure of needs. These are quantitative indicators of living conditions. The standard of living is determined by the size of the gross product, national income, real incomes of the population, provision of housing, medical care, and indicators of public health.

Way of life - order, regulations of work, everyday life, social life, within which the life of people takes place.

Lifestyle - individual characteristics of behavior in everyday life. The quality of life is the quality of those conditions in which the daily life of people is carried out (the quality of housing conditions, food, education, medical care).

In defining the concept of a healthy lifestyle, it is necessary to take into account two starting factors - the genetic nature of a given person and its compliance with specific conditions of life.

The relevance of a healthy lifestyle is caused by an increase and change in the nature of stress on the human body due to the complication of social life, an increase in the risks of a technogenic, environmental, psychological, political and military nature, provoking negative shifts in health [6].

Diseases of a person are mostly due to his lifestyle and daily behavior. Currently, a healthy lifestyle is considered as the basis for the prevention of diseases and premature deaths, increasing life expectancy.

A healthy lifestyle should correspond to the student's genetic program. This is necessary both for the student's harmonious coexistence with nature and for the maximum development of health potential. A student's genetic program determines his constitution (morphofunctional type, prevailing types of nervous and mental reactions), the rate of biological reactions and, therefore, predetermines the presence or absence of various diseases [5].

In addition to genetic factors, the lifestyle is also influenced by age, gender, education, intelligence, profession, working conditions, upbringing, family traditions and foundations, material well-being, living conditions, personal motivations.

An active carrier of a healthy lifestyle is a specific person as a subject and object of his life and social status. In the implementation of a healthy lifestyle, a person acts in the unity of his biological and social principles. The formation of a healthy lifestyle is based on a person's personal and motivational attitude towards the embodiment of their social, physical, intellectual and mental capabilities and abilities.

A healthy lifestyle is the most effective means and method of ensuring health, primary prevention of disease and meeting the vital need for health.

The program and organization of a healthy lifestyle for each student is determined by the following basic premises:

1. individual typological hereditary factors;
2. objective social conditions and socio-economic factors;
3. specific living conditions in which family, household and professional activities are carried out;
4. personal and motivational factors, determined by the worldview and culture of a person, the degree of their orientation towards health and a healthy lifestyle.

Quite often in history, the possibility of preserving and strengthening health has been proposed through the use of any one remedy with miraculous properties (physical activity of one type or another, nutritional supplements, psycho-training, cleansing the body, etc.). At the same time, some authors emphasize the physical component (for example, Hippocrates), some - on the spiritual (for example, Democritus), less often the main emphasis falls on social factors. Such approaches clearly do not justify themselves.

As we know, the medical and biological meaning of a healthy lifestyle lies in the adaptive capabilities of a person. This understanding of a healthy lifestyle is most often used for the following concepts [7]:

- education from early childhood healthy habits and skills;
- a safe and favorable environment for living;
- knowledge about the impact of surrounding objects on health;
- quitting bad habits (smoking, drug use, alcohol abuse);
- Moderate, physiological nutrition
- conscious choice of products;
- a physically active life, including special exercises (eg fitness);
- compliance with the rules of personal and public hygiene;
- possession of first aid skills;
- hardening.

All components of a healthy lifestyle are interconnected. The physiological state of a student is greatly influenced by his psycho-emotional state, which, in turn, depends on his mental attitudes. Therefore, the following block of components is distinguished separately in medico-biological theories of a healthy lifestyle:

1. emotional well-being: mental hygiene, the ability to cope with one's own emotions;
2. intellectual well-being: a person's ability to recognize and use new information for optimal action in new circumstances;
3. spiritual well-being: the ability to set truly meaningful, constructive life goals and strive for them, optimism.

Each student's path to a healthy lifestyle is unique, but the end result is always important. The effectiveness of a healthy lifestyle can be assessed by a number of biosocial criteria:

- assessment of morphological and functional health indicators (level of physical development, fitness and adaptability);
- assessment of the state of immunity (the number of colds and infectious diseases during a certain period; the number of exacerbations of chronic diseases);
- assessment of adaptation to socio-economic living conditions:
  - efficiency of professional activity;
  - the active fulfillment of family and household duties;
  - the breadth and degree of manifestation of social and personal interests.

CONCLUSION

Thus, it is important to understand that each student is able to change his living environment within his home, choosing the right places for rest, thereby reducing the possible harmful effects of the environment. A healthy lifestyle gives you more

freedom and power over your own life, making it more fruitful, of high quality and longer. To achieve this, the student must first of all become the bearer of the idea of health as the main priority in life - this problem is the most important task of applying social technologies in this area.

REFERENCES

1. Abdulkhayevich, A. A. (2020). Challenges, Cluster and Professional Support of Today's Early Educators' through Literacy and Language that Creates a Sense about the Concept of Early Education. *International Journal of Word Art*, (2).
2. Abdullayev, A. A. (2020). System of information and communication technologies in the education. *Science and World*, *5*(81), 19-21.
3. Abdullayev, A. A. (2020). Cluster method in the development of critical thinking technology in the lessons in primary school. *Science and World*, *5*(81), 16-19.
4. Abdullayev, A. A. (2020). Development of professional skill of teachers in the higher education institutions. *TDPU ilmiy axborotlari*, *10*, 191-194.
5. Abdullayeva, M. (2020). Bo'lajak tarbiyachilarning qobiliyatini rivojlantiruvchi asosiy omil. *Zamonaviy fan va talim-tarbiya: muammo, yechim, natija*, *1*, 112-114.
6. Abdurashidovna, M. D. (2020). Idea of philosophy and sufisis in poetry (On the example of Z.Mamadalieva's work). *Internation Journal of Word Art*, (2).
7. Atabekov, F. O. (2020). Boshlang'ich sinf o'quvchilarida jismoniy hattiharakatlarni mustaqil egallash ko'nikmalarini shakllantirish. *Zamonaviy fan va talim-tarbiya: muammo, yechim, natija*, *1*, 229-231.
8. Gimazutdinov, R. G. (2020). Theoretical basis of physical education of children of preschool age. *Academic Research in Educational Sciences*, *1*(4).
9. Hamidovna, N. R. (2020). Preparation of children in schools by making technological techniques in pre-school education. *European Journal of Research and Reflection in Educational Sciences*, *8*(2), 120-124.
10. Mahmudova, D. B. (2020). Teaching applique for older preschool children. *Academic Research in Educational Sciences*, *1*(4).
11. Narimbaeva, L. K. (2020). The Development Of The Preschool Education System Is A Requirement Of The Times. *The American journal of social science and education innovations*, *2*(11), 108-111.
12. Nosirova, R. K. (2020). Methodology for teaching outdoor games in preschool institutions. *Academic Research in Educational Sciences*, *1*(4).
13. Sanakulov, X., & Sanakulova, A. (2020). Boshlang'ich texnologiya ta'limining muhim omillari. *Zamonaviy uzluksiz ta'lim sifatini oshirish: innovatsiya va istiqbollar*, (3), 66-68.

14. Sanakulova, A. (2020). Maktabgacha yoshdagi bolalarni intellektual ta'lim va tarbiyasida innovatsion yondashuv. *Zamonaviy uzluksiz ta'lim sifatini oshirish: innovatsiya va istiqbollar*, (3), 64-66.
15. Shukurovna, B. L. (2020). The importance of literary tales in national education. *International Journal of Word Art*, (2).
16. Soatov, E. M. (2020). Psychological properties development of volitional qualities in pupils. *Academic Research in Educational Sciences*, *1*(4).
17. Xatamjanovna, N. Z. (2020). Critical text of the codex cumanicus manuscript. *International Journal of Wort Art*, (2).
18. Xurramov, E. E. (2020). Ajdodlarimiz bolalarda ijtimoiy sog‘lom muhitni shakllantirish xususida. *Zamonaviy fan va talim-tarbiya: muammo, yechim, natija*, *1*, 236-238.
19. Yuldoshevna, S. Z. (2020). History of the prophets and judges - light of spirituality. *International Journal of Word Art*, (2).
20. Абдуллаев, А. А. (2020). Халқ ўйинларидан фойдаланиш ўқувчиларни баркамол қилиб тарбиялаш йўллари. *Муаллим ва узлуксиз таълим*, *1*(1), 10-13.
21. Атабеков, Ф. О. (2020). Теория и методика обучение воллейболистов игровой деятельности. *Научный вестник ТГПУ*, *10*, 194-198.
22. Болиева, Л. Ш. (2020). Мактабгача таълимда соғлом турмуш тарзини яратишда халқ ўйинлари. *Муаллим ва узлуксиз таълим*, *1*(1), 122-125.
23. Муталова, Д. А. (2020). Мактабгача таълимда интерактив методлар – сифат ва кластер самарадорлик омили. *Муаллим ва узлуксиз таълим*, *1*(1), 131-133.
24. Тешабаева, З. С. (2020). Олий таълим жараёнида бўлажак тарбиячиларни инновацион фаолиятга тайёрлаш. *Замонавий таълим*, *1*(86), 30-34.
25. Шанасирова, З. Ю. (2020). Мактабгача таълим мазмунини оширишда замонавий технологиялардан фойдаланишда кластер тизими. *Муаллим ва узлуксиз таълим*, *1*(1), 125-128.
26. Шонасирова, З. Ю. (2020). Психолого-педагогическая компетентность учителя начальных классов. *Научный вестник ТГПУ*, *10*, 198-201.