



ENVIRONMENTAL DEVELOPMENT - VALEOLOGICAL CULTURE STUDENTS

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ABSTRACT

The article deals with the development of ecological and valeological culture of university students. The article is devoted to introducing students to the issue of a healthy lifestyle and solving this problem.

KEYWORDS

Ecology, valeology, ecological and valeological culture, health, motivation, activity, nature, man, ecological and valeological knowledge, healthy lifestyle, self-improvement.

INTRODUCTION

Public health problems, in particular the health of the younger generation, are a cause for concern for both the state and the citizens themselves.

A healthy person is the creator of any society, has an energy-transforming potential, and is a source of joy, intellectual and physical performance. As T. V. Poshtareva notes in her research, each person, when born, has a genetically inherent health potential, which is realized in ontogenesis. However, no matter how favorable the genetic code of an individual is, in the

process of his development, a person constantly interacts with the environment, which can contribute both to the development and improvement of existing inclinations, and to their oppression, transformation, which has negative consequences. In this regard, the problem of the formation and development of health is relevant, the conceptual ideas of which were considered in the works of famous Russian scientists (I. I. Brekhman, Yu. P. Lisitsin, G. I. Tsaregorodtsev, A. G. Shchedrin, etc.), which can rightfully be called the

theoretical-methodological foundations for the formation of a healthy lifestyle.

The current state of society, the highest pace of its development, make ever new, higher demands on a person and his health. Health as a condition of freedom of life is the main factor in the system of the most important human values. Man's desire for a healthy lifestyle in natural and social nature stems from the needs that have developed in the process of historical development.

The phrase “ecological and valeological knowledge”, introduced by Z.I. Tyumaseva and used by us, reflects not just the fact of combining ecological and valeological knowledge, but a deep relationship, interdependence of these types of knowledge. Health integrates the ecological and valeological unity of the organism, personality and environment.

Ecological and valeological competence is understood as the level of education, which is characterized by knowledge about valeological and ecological culture and the basics of safe life, as well as the ability to solve various life problems based on this knowledge and methods of practical activity. Education of ecological culture (ecological education) is a purposeful work of teachers to form a system of knowledge among schoolchildren about nature and the rules of interaction with it, to create conditions for students to realize the value of nature for society and man, to stimulate, motivate and organize ecological (environmental) activities of students, in mastering by them the experience of emotional-volitional, moral-aesthetic attitude to nature.

The tasks of educational work in this direction are defined: helping students in mastering the system of knowledge about natural phenomena and processes, in understanding the consequences of the impact of

man and society on the environment and their livelihoods; formation of value orientations of an ecological nature, humane, responsible attitude to nature; formation of readiness for nature protection activities.

The main criteria for the formation of the ecological culture of students are: the presence of ideas about the interaction in the system "man - society - nature", knowledge about the nature of the native land, local, regional and global economic problems; responsibility for the preservation of the natural environment, compliance with the norms of environmentally friendly behavior, participation in various activities in the field of nature management and environmental protection.

A healthy lifestyle is manifested in relation to one's own health and the health of others as values, in the awareness of one's responsibility for one's own health and the health of future generations, in the ability to resist forms of behavior that are destructive to health, in the formation of skills and abilities to preserve, promote health, and personal hygiene skills.

A healthy lifestyle is a way of life that contributes to the effective performance of professional, social, family and household functions by a person in optimal conditions for health and determines the direction of the individual's efforts in preserving and strengthening individual and public health. So, health, a healthy lifestyle is the foundation of a full-fledged existence and life of a person, a necessary condition for the versatile harmonious development of a person.

A value attitude to a healthy lifestyle, knowledge of the means of maintaining and improving physical form, the need for reasonable physical activity as the basis of mental, moral, aesthetic development constitute the essence of the physical and valeological culture of the individual. The theoretical basis for the formation of a

healthy lifestyle is valueology - the science of the formation, preservation and promotion of health, a healthy lifestyle. In accordance with this, the content of valeological education includes: knowledge of the rules of personal hygiene, nutrition culture, methods of organizing one's life activity, taking into account the biological rhythms of one's body, knowledge of the means of stress resistance and physical self-improvement, etc.

In his work, V. V. Kirillov emphasizes that the ecological imperative implies the humanization of society, the rise of its culture, the promotion of moral values, and the spiritual development of the individual. I. N. Ponomareva sees the possibility of educating the ecological culture of a person in ecological culture as the most important part of the general culture of a person, manifested in his spiritual life, actions, everyday life; as a special property of the individual to understand the value of nature, characterized by a body of knowledge on ecology, a humanistic attitude to all living things and to the environment.

As ID Zverev points out, the development of ecological consciousness plays a key role in achieving the goal of forming an ecological culture. Ecological knowledge is helpless if the ecologization of consciousness has not occurred, if the emotional sphere is not affected in the pedagogical process. We adhere to the point of view that the upbringing of a person with a high level of ecological culture presupposes the presence of the following components in the educational process: intellectual, activity (experience of ways of activity), emotional-sensory, aimed at the formation of a value-based attitude to nature.

Researchers have a different idea of the valeological culture of the individual. Thus, E.N. Weiner characterizes it as a person's awareness of the value of health in a number of life priorities and a careful

attitude to one's own health and the health of those around them. VV Kolbanov speaks of VC not only as valeological awareness, but also as a dynamic stereotype of behavior developed on the basis of true needs that promote a healthy lifestyle and determine a careful attitude to the health of people around. From the point of view of the authors (L.I. Aleshina, S.Yu. Lebedchenko, M.G. Marinina, E.A. Shulgina), VC is understood as an integrative personal education that ensures the formation, preservation and strengthening of health in the presence of valeological knowledge, understanding principles of a healthy lifestyle, disclosure of their potential abilities and capabilities.

A number of researchers and educators see in VC an individual and social quality of a person, reflecting the nature of an interested personal attitude to a healthy lifestyle and the environment and manifesting itself in the process of individual participation in spiritual and practical activities for the knowledge, development, transformation and preservation of one's own health as a personal energy capital of a successful life activity (N.F. Maslova, A.M. Mityaeva).

At the same time, it is believed that the main reason for the degradation of the individual and, as a result, the deterioration of the quality of her health and life is insufficient spirituality, which is expressed in "noogenic neurosis" (V. Frankl). According to V.M. Karlyshev, values are a powerful factor in motivating and regulating individual behavior, so they should be the object of education. Thus, the unfavorable trend of deteriorating health of the population can be changed by forming a new hierarchy of life priorities in a person, where the highest value is health, which makes it possible for the self-realization of the individual.

Based on this, the ecological and valeological culture of a person can be defined as a system of life values based

on knowledge about the essence of health (including the ways and methods of its formation, preservation and strengthening) and regulating people's behavior in the process of life.

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