

# The Content and Structure of The Preparation of a Future Preschool Educator for Activities Related to The Education of Physiology and Hygiene of Children

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**Abstract:** This article is a children's educational institution of higher education in the physiology and hygiene of the sense of smell, which prepares the content and analyzes scientific and theoretical knowledge. The article was prepared by the Institute of Higher Physiology and Hygiene on the fundamental theory of fan training, the practice of the mechanism of formation of reflexivity and the component of reflexivity – pampering of native organisms.

**Keywords:** Future teachers, preschool education, child physiology, child hygiene, teacher competencies, pedagogical training, hygienic culture, physiological development, pedagogical technologies, practical skills, professional competence, educational content.

**Introduction:** In the pre-school education system, the goal is to form a child's ideas about general development, to master the basics of a healthy lifestyle, personal hygiene skills and physical education. To perform these tasks, the future specialist must thoroughly know the physiology of children and sanitary and hygienic requirements. Based on this knowledge, the internal processes that develop in the child's body, the biological mechanisms that occur in the nervous system, bone strengthening, the balance of the immune system, the proper organization of the diet and the daily lesson plan are built. [1]. The issue of preserving children's health is considered very sensitive, and it is closely related to the pedagogical process. For example, a caregiver should develop personal hygiene habits, a food culture, and a clean environment for a child. Of the hygiene skills in children, the most important are actions such as washing hands, regularly brushing teeth, caring for clothes, and maintaining proper moisture and heat balance in rooms. In addition to being an effective guide for the implementation of these habits in the group he leads, it is necessary that the teacher can also set an example to the surrounding community. After all, without the same, systematic approach to a child every day in a collective environment, he may have difficulty steadily acquiring hygiene skills. [2].

Personal hygiene is important when a child is not harmed by various factors, from the geographical environment to the family environment. To understand this, a future specialist should know the basic laws of pediatric physiology, for example, what kind of diet a child should follow on a trip or before going to bed, and reach the level of scientific explanation that reducing the content of various trace elements in food can increase a child's intolerance to diseases. At the same time, in order to control the result, the child is also monitored every day as a specialist who is engaged in creating an assessment system based on certain criteria. For example, they regularly monitor such indicators as weight, height, development of the bone system, and the ability to adapt to the external environment. [3].

One of the most important factors influencing the above indicators in preschoolers is nutrition culture. Experts believe that the nutrition process should be organized in the form of rational nutrition, which, in addition to the natural needs of the child, serves a healthy lifestyle. That is, the child can be given an idea of the amount of trace elements he needs, the composition of products such as milk, vegetables, fruits, fish, meat. In this case, the future educator is also required to know the mechanisms of strict observance

of hygiene rules, which are indicated at the table before meals. Perhaps, with the help of a common fairy tale or game, it is advisable to arouse the interest of children and introduce them to the culture of nutrition in a clean environment. [4].

In this regard, large-scale theoretical and practical classes are organized in higher educational institutions so that future specialists can firmly grasp the requirements of pediatric physiology and sanitary and hygienic standards. The theoretical part provides an idea of the biological and physiological features of the development of the child's body, reflexes that appear at each age stage, processes occurring in the nervous system, strengthening immunity, resistance to various infections and in the practical part, he gets used to working with children through specific exercises. For example, morning wellness exercises, physical culture or hand washing, handclaps, hygiene measures - all this is clearly considered as a mechanism for teaching children such daily movements. This ensures both the health of the child and the observance of sanitary requirements, which are considered important in the regional context [5].

The issue of children's physical development is also closely related to hygiene. Strengthening the body, developing various skills, and quickly adapting to environmental conditions are formed in children through physical exercises, outdoor activities, and walks. At the same time, group rooms must provide air circulation, humidity and heat balance in the middle, furniture for children is selected at a suitable height, and additional annealing options are provided during the colder months. If these processes are properly organized, the teacher will be guided by his knowledge in this field. For example, paint on walls should be harmless to children's health, rooms should be regularly disinfected, and air quality should be improved. [6].

In practical classes, the future specialist can use interactive or innovative methods to interest children in questions of physiology and hygiene. Using various multimedia videos or familiarizing the child with viruses, microbes and ways to prevent them through cartoons will facilitate this process. However, their careful selection takes into account the youthful psychology of the child, relevant materials that are entertaining for a certain age group, but which can simply explain the necessary information. Thus, the form of the game is simultaneously harmonized with the learning process. [7]. Experts note that processes such as washing a child's hands with soap or throwing away an unnecessary sheet develop in a special way with the demonstrative actions of the caregiver in the first goal. That is, the child, seeing the behavior of the teacher, learns to observe cleanliness and hygiene by repeating

it, but at the same time, such external methods as harsh reproaches of a child in public or embarrassment of someone, sharpness can have an unconditional negative impact on the child's psyche. Therefore, a future specialist should create conditions with the help of firm motivation, even with a good understanding of child psychology [8].

In the children's team, the teacher acts as an organizer, providing a stable hygienic environment and demonstrating professional skills at the same time. This means that, in cooperation with the management of the establishment, the premises should feel responsible for full compliance with the thermal regime, additional disinfectants, necessary equipment, and sanitary requirements in catering processes. The specialist will also be directly involved in solving tasks such as organizing walks with children in the fresh air, choosing clothes necessary in the snowy or rainy season, shoes, and maintaining cleanliness in the built-up area. This gives children the opportunity to develop a wider range of qualities in a collective environment, such as exploring nature and maintaining cleanliness in the surrounding areas. [9].

In higher education institutions, subjects such as "pediatric physiology" and "sanitation and hygiene" serve as a kind of theoretical basis for a future specialist. But in order for these disciplines to have the expected effect, they must be consistent with pedagogical methods, child psychology, and the methodology of classes organized in a group. At this time, the questions of theories about the physiological processes occurring in the child's body, ways of forming hygiene skills, understanding the child's character and ensuring an individual approach in a group are becoming of serious importance. For example, some children are more mobile, serious training should more often be confused with movement, while others like silence, while it is advisable for such children to focus on a pragmatic approach in understanding [10].

In order for children's physiology and hygiene classes to develop, it is also necessary to solve several practical problems. The first is that although sometimes the teaching staff is well versed in theory, in practice the child does not receive sufficient qualifications in applying the stages of explanation. This is eliminated by increasing practice hours, attending various pedagogical and scientific seminars, and strengthening student relationships with practicing teachers. [11].

The second problem is the lack of national literature online. This situation should be solved through productive work with scientific publications, the translation of foreign sources in accordance with national conditions or the enrichment of domestic

materials. The third problem is the low material and technical base in some preschool institutions. This leads to a shortage of weapons, visual aids, and modern sanitary and hygienic equipment during practical training. Therefore, it is important to attract government programs, sponsorship funds, and equipment improvements through special projects in the development of the industry. The theoretical and educational-practical process, carefully organized in this way, lays a solid foundation for the future teacher in the field of child physiology and hygiene education. As a result, favorable conditions are created for the regularity of daily group activities, compliance with personal hygiene requirements, and the comprehensive development of the child's body. At the same time, the preservation of children's health acts as methodological support in the process of forming cognitive habits necessary for a healthy lifestyle. Because in order for any education to have an incentive, useful, attractive methods are needed in combination with a scientific basis.

## **CONCLUSION**

In conclusion, if a future specialist in preschool education, along with his knowledge in the field of child physiology and hygiene, has the skills to apply them in practice using the right pedagogical tools, then the processes of creating a common healthy environment in preschool educational institutions are strengthened based on the intended goals. This creates conditions for children who have a future in society to have deeper foundations of well-being, to be resistant to various infections and diseases, and, most importantly, to adopt a culture of personal hygiene as a way of life. Because the hygiene skills acquired at this stage directly affect all aspects of a person's life in the future.

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