

The Importance of Organizing a Healthy Lifestyle for Primary School Students

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Abstract. *The article analyzes the importance of organizing a healthy lifestyle for primary school students, and it is also important to strengthen the physical and mental health of students, improve their immunity and prevent diseases in the future. It also shows the importance of teaching and supporting a healthy lifestyle for teachers and parents.*

Key words: *Physical activity, healthy nutrition, hygiene and sanitation, positive psychological state, sleep patterns, sports activities at school, healthy lifestyle.*

Introduction. The importance of organizing a healthy lifestyle for primary school students has become one of the most pressing issues for teachers, parents, and society today. In the period of primary education, children should be trained in the formation of health, proper nutrition, physical activity, and mental stability. Because it is during this period that the foundations of a healthy lifestyle are laid for elementary school students. During this period, their life habits and lifestyle views are formed, therefore promoting a healthy lifestyle affects not only their present but also their future life. The importance of organizing a healthy lifestyle lies in the fact that it is an important factor not only in maintaining health, but also in children's good learning, development, and self-realization.

Research methodology

The organization of a healthy lifestyle is very important for elementary school students, as it has a great influence on their physical and mental development. For their healthy growth and academic success, it is necessary to consider several key factors. The following rules will help organize a healthy lifestyle for elementary school students:

Physical activity has a great influence on the growth and development of children, contributes to healthy growth and development, influences the development of strong bones, muscles, and organs. Physical exercise reduces the risk of obesity in children, improves mood, reduces stress, strengthens the immune system, and helps children resist infections and diseases. A healthy lifestyle, especially exercise, improves brain function by increasing blood flow to the brain and improving memory, learning, and problem-solving abilities.

Also, establishing relationships, participating in group activities, such as sports or team games, develops cooperation, communication, and teamwork. These interactions are positive social skills and friendship

By helping primary school students establish a healthy lifestyle, we are one of the necessary tools for their physical, emotional, and academic development, both now and in the future.

The deterioration of physical development, physical fitness, and health of primary school children is associated not only with problems of the economy, ecology, working conditions, and everyday life,

but also with an underestimation of the health-improving and educational role of physical culture and sports in society, which is reflected in the weak promotion of a healthy lifestyle.

Results and Discussion

One of the main reasons for the deterioration of the health and physical fitness of schoolchildren is the unsatisfactory state of physical education. Pedagogical observations conducted in general education schools have revealed a number of significant shortcomings in the organization of physical education and recreation work with primary school students. Physical education teachers do not pay sufficient attention to the formation of students' physical education and leisure activities. Analysis of the practical experience of teachers showed that there are special medical groups for the unjustified exemption of students with health problems from physical education classes and the organization of health improvement work with this category of children at school, but insufficient attention is paid.

The regime of secondary schools provides for the mandatory conduct of various forms of physical education classes, morning hygienic gymnastics, physical education classes, active games, additional physical exercises in health groups, and clubs for general physical education and sports. The total time for educational and extracurricular activities, including homework, for primary school children should be 8-12 hours per week.

Observation showed that the correct amount of motor activity of primary school students is not always ensured in the conditions of a general education school. This is due to the fact that in many schools, not all forms of physical education and all types of physical education tools are used during the day.

In addition, morning gymnastics, physical education classes, active games played during long breaks, club activities, physical education holidays and sports competitions, classes in health and general physical education groups, walks and excursions are not held regularly.

Sports exercises (badminton, table tennis), running, jumping, throwing a tennis ball, active games with balance elements, and relay races are rarely used during long breaks, which contributes to increased motor activity and the elimination of overload and physical inactivity.

In elementary school, it is common for children to take long breaks without sports equipment, and many of them rest passively, do not exercise. They rarely participate in action games and relay races. This leads to a decrease in independent motor activity and a deterioration in the health of primary school students.

In the process of studying the mode of motor activity of primary school students, it was established that 60% of children's movement mode is limited to only one hour per week in the first grades and two physical education lessons in the upper grades. Of course, this is not enough to meet the daily movement needs of young students. Two-day physical education classes cover only 15-20% of the required daily movement volume. Children's daily needs for movement cannot be met solely through physical education lessons without other forms of physical education.

In this regard, the search for new solutions for increasing physical activity, strengthening health, and teaching healthy lifestyle skills to primary school students is the most important task of a general education school.

The solution to this problem can be the creation of a flexible educational, health-improving environment for children with health problems and the introduction of health-improving technologies of physical education.

As noted above, insufficient attention of primary school physical education teachers to the creation of a flexible educational and health-improving environment, the use of a wide range of entertainment activities, the development of physical qualities (strength, speed, agility, endurance, flexibility) and the formation of physical qualities leads to the inability of primary school students with health problems to perform a number of exercises provided for in the school physical education program.

In addition, the use of new forms of physical education (aerobics, rhythmic gymnastics) and means of physical culture, national active games, relay races, sports games, and other modern sports

equipment and inventory allows for a more effective influence on the development of motor and coordination abilities of primary school students, improving their health and work performance.

Significant shortcomings are observed in the organization of mass sports and physical culture and leisure activities with elementary school students. In many schools, health groups for children with health problems are not organized, general physical education clubs do not operate, and additional classes are not held regularly. Primary school students with health problems rarely participate in physical education, recreation, and sports events dedicated to such important events as "Health Day," "Teachers' Day," "Defenders of the Fatherland Day."

For the development of primary school education, it is necessary to:

- Research and implementation of effective psychological methods of primary school education.
- Organizational, psychological, and methodological support for children's upbringing in the family.
- Development of modern teaching aids, technical means, toys, and games.
- Creation of necessary conditions for the spiritual education of primary school children based on the rich historical and cultural heritage of the people and universal values.
- Teaching physical exercises based on hygiene, medicine, and physical education.
- Develop skills and abilities to do morning exercises every day.
- Form a correct posture and prevent the formation of uneven legs.
- Cultivating children's endurance, agility, adaptability, accuracy and high speed of movement, and others.
- Familiarizing children with sports and famous athletes, awakening their interest in sports.

For the full assimilation of the material specified in the sports program and the conduct of sports training, as well as ensuring the full implementation of training hours, it is of great importance to take into account the sports and material base of the educational institution, sufficient equipment with sports equipment, the creation of necessary conditions, taking into account the sex and age of children, and the level of professional training of physical education teachers.

It should be remembered that as a result of effectively performing the above tasks, physical abilities develop well and the mood of primary school students can be improved.

When conducting physical education classes, the teacher should rely on a clear understanding of the age-related characteristics of the child's body structure and functions, their mental state and health level, and the fundamental laws of personality development. Only when theoretically sound methods of teaching and upbringing are applied will the pedagogical process be qualified and effective.

The study of the influence of regular physical exercises on the manifestation of motor coordination is of particular interest, and by this time, children have favorable conditions for the development of motor coordination. At this time, there are significant changes in the voluntary motor function of children. They arise from the intensive development of the frontal areas of the cerebral hemispheres, the motor analyzer, and the strengthening of its connections with the cerebellum. And these parts of the brain play a particularly important role in controlling human movements, maintaining balance, and spatial orientation.

In addition, by this age period, the physiological mechanisms that determine the manifestation of movement coordination mature. The strength and mobility of nerve processes increase, and inhibitory reactions, i.e., stopping or slowing down processes, increase. These are the processes necessary for controlling and regulating the activity of the nervous system. Through inhibitory reactions, the likelihood of transferring the ability to control and regulate one's actions increases.

The central nervous system of children is distinguished by plasticity, sensitivity, which determines the ability for unusually precise learning. This is probably why children aged 5 to 12 acquire approximately 90% of the motor skills acquired by a person during their lifetime. This situation also serves as a favorable condition for the purposeful development of coordination of actions, based on the enrichment of children with motor experience. The importance of developing motor coordination in children is confirmed by the data of the pedagogical analysis of the physical education program for first-graders. They play a key role in coordinating actions in mastering the educational material specified in the program.

At this age, more attention should be paid to the development of individual components of movement coordination, namely: coordination of movements by different parts of the body; creation of ideas about the ability to measure movements in space, time measurements, in terms of time and muscle movements. This approach corresponds to the guidelines of a number of physiologists and teachers. The development of movement coordination should begin with mastering the basic elements of movement (direction, amplitude, tension, and speed). And this is only possible if there are specific tasks for children, namely: performing the exercise at a certain time interval, at a certain pace, with full power or half-power within the boundaries of a certain space. Primary school children (seven years old) should be given exercises to develop individual components of movement coordination, teach them to perform rhythmic movements, develop the ability to move in space, and increase the speed of reaction.

At the same time, children learn to control their actions and manage them. They gain movement experience, which allows them to achieve greater results with less time and effort. With this approach, favorable conditions are created for the development of other motor qualities.

It is known that in the initial stages, the development of strength, speed, and endurance depends on muscle work and muscle coordination, the coordination of movements by different parts of the body. The coordination of movements largely determines the economic expenditure of nervous and muscular energy when performing complex physical exercises. Therefore, the full realization of children's physical abilities will be real only with perfect coordination of movement in the movement of the learned tool.

Conclusion:

Formation of a healthy lifestyle - the organization of a healthy lifestyle of primary school students contributes to the strengthening of not only physical, but also mental and spiritual health, and a healthy lifestyle includes not only proper nutrition, but also physical activity and mental health.

Also, the importance of physical activity - physical activity is an important factor for elementary school students. Organizing sports, games, and physical education classes at school and in the classroom improves students' physical condition, strengthens their immunity, and prevents many diseases.

Social skills and teamwork - social skills are also formed in the process of teaching primary school students a healthy lifestyle. Students learn to work together, respect each other, and work in a team. This will help them become effective and successful people in the future.

Prevention of various diseases - the formation of a healthy lifestyle in primary school students reduces the probability of various diseases occurring in children. In particular, it plays an important role in the prevention of obesity, cardiovascular diseases, and diabetes.

The organization of a healthy lifestyle in primary school students strengthens not only their physical health, but also their mental and social health. Continuing this process will make a great contribution to the happiness, health, and success of future generations.

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