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PEDAGOGICAL BASIS OF VALEOLOGICAL EDUCATION FOR YOUNGER SCHOOLS

The science of valeology is studying the optimal adaptation of the body to the conditions of the external environment, human activities under their influence, as well as the relationship of mental, physical, moral and somatic health.

Valeology is the science of human health. But practice shows that with the advent of a new discipline, the problem of the formation of valeological literacy cannot be fully resolved. Additional valeological support is required on the subjects of the school course. In matters of valeological education and upbringing, an emphasis should be placed on the possibilities of such disciplines as natural history, biology, physical education, and so on.

The urgency of this problem is confirmed by the data of the Ministry of Health of the Republic of Kazakhstan, which indicate that at present the state of health of the younger generation remains alarming, demographic indicators are deteriorating, mortality rates are increasing, the birth rate and natural population growth are decreasing. In the Republic, according to incomplete data, more than a million children suffer from one pathology or another and are registered with dispensaries. The most common pathologies are diseases of the respiratory, digestive, sensory organs, bone and genitourinary systems, and the neuropsychic sphere. By the fourth grade, already 40% of children suffer from nervous diseases, more than 30% - visual impairment, more often myopia. At the end of school, up to 60% of adolescents cannot choose a specialty according to their interests and abilities due to their health condition, and cannot serve in the ranks of the Armed Forces. These indicators show

that valeological education is relevant precisely during the period of schooling. There is no doubt that the basis of a healthy lifestyle, the development of the need to comply with its rules and regulations, must begin at school age, since the foundation of human health is laid in childhood, during the period of upbringing and education at school. It is at school age that personality traits such as sociability, morality, spirituality, honesty, cleanliness and neatness are formed. Therefore, the school, in our opinion, plays an important role in the formation of valeological literacy of the younger generation.

Analysis of the history of the development of pedagogical science allows us to say that the problems associated with the study of various aspects of human health are not new, they have their own prehistory. It is known from history that even in ancient Greece, issues related to the physical and spiritual condition of a person, with his upbringing, received a very noticeable development, but only for the children of slave owners and free citizens. Physical development was closely associated with health promotion, there is an inextricable link between the physical and mental state of a person, much attention was paid to the relationship between physical, intellectual, moral education.

In modern health science, such main directions as medical, pedagogical, psychological, sports, children's valeology have been developed. The foundations of theoretical, humanitarian, experimental valeology are being developed, the outlines of psychovaleology, ethnovaleology, genetic valeology, ecoendovaleology have been outlined. Many scientists point to the dependence of human health on his lifestyle, environmental situation, there is a need for a constructive theory that determines the place of everyone (family, school, government, physical culture and other organizations, health authorities) in the implementation of these main tasks of social policy. These problems are solved by a new direction in health science - valeology.

This direction consists of two complementary blocks: pedagogical and medical valeology. The first is aimed at preserving and strengthening health by methods and means of pedagogy. The second presupposes the achievement of the same goals by scientifically based means of preventive, traditional and health-improving medicine.

Each of these areas develops, accumulating both positive and negative experiences along the way. In the conditions of the rapid growth of market relations, many new, interesting methods and directions are being created, although their usefulness and reliability are often exaggerated. A natural task arises of generalizing and introducing all useful research in the framework of building a modern valeological education system.

Analysis of the theory and practice of valeological education and upbringing of students allows us to highlight a number of contradictions in this direction between:

- the need of the state for healthy citizens and a real low level of health of schoolchildren;
- the existing directive documents of the government and the absence of a scientifically grounded methodology for organizing valeological education and upbringing;
- the objective need to improve the process of forming valeological literacy of students in primary school and the lack of guidelines.

From the above contradictions, the problem of improving the formation of valeological literacy among students in the process of educational activities follows, namely: the organization of valeological support in the subjects of natural history, physical culture, as well as the organization and conduct of a lesson in valeology, taking into account age and national characteristics and conditions.

Considering the process of the formation of literacy through the prism of valeological education, it can be argued that there is a process of formation of valeological literacy in pedagogy, which is one of the subjects of the study of pedagogical valeology.

Analysis of the theory of upbringing and education allows us to say that the following components can be included in the structure of pedagogical valeology:

- valeological education;
- valeological training;
- valeological education.

All these components are interdependent, interrelated and reflect the tasks, goals and content of pedagogical valeology.

Valeological training is designed to equip the student with knowledge and skills that contribute to the preservation and strengthening of individual health. Valeological education, influencing the motivational sphere of a person, forms in him the need to delve into the content of these pedagogical concepts, allowing him to determine the basis for the formation of valeological literacy in children. These include: valeological education, which is realized through the processes of valeological training and valeological education. They, in turn, form valeogenic thinking, which contributes to an increase in the level of valeo-readiness of a person. The presence of these components characterizes valeology, which contributes to the formation of valeological culture as a whole through the process of valeological education.

Thus, the pedagogical strategy for the formation of a healthy lifestyle for schoolchildren provides for the development of beliefs on the basis of the acquired valeological knowledge, which creates a stable motivation, develops valence, valeoliteracy and self-controlled activity in the creation of their own health.

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