



## **THE ROLE OF PEDAGOGICAL CONDITIONS IN DEVELOPING HEALTHY LIFESTYLE SKILLS**

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### **ABSTRACT**

The article reveals the decisive role of pedagogical conditions — hygienic, moral-ethical, and social factors — in the formation of healthy lifestyle (HLS) skills. The impact of stress, technological pressure, and hygiene requirements in the educational environment is scientifically analyzed. The necessity of an integrated, interdisciplinary approach to promoting HLS is substantiated, and practical solutions to current problems are proposed.

### **KEYWORDS**

Healthy lifestyle, hygiene, moral-ethical education, pedagogical conditions, stress, technological risks.

### **INTRODUCTION**

In contemporary pedagogy, ensuring the effectiveness of the educational process and directing it toward practical results remain a focus of the global academic community. Research indicates that one of the primary conditions for improving the education system is the identification, scientific justification, and purposeful organization of pedagogical conditions.

Modern studies define the concept of pedagogical conditions through various methodological approaches. V.I. Andreyev and N.M. Yakovleva interpret them as a set of pedagogical methods, forms, and tools [2], [14]. N.V. Ippolitova, N.S. Sterkhova, and M.V. Zvereva view them as a structural component formed by the integration of internal and external factors of the pedagogical system [5], [6]. B.V. Kupriyanov approaches this concept as a system-methodological activity that ensures stable connections in the educational process and enables the evaluation of results [7].

These diverse approaches make it possible to understand pedagogical conditions more deeply and apply them purposefully and effectively in practice.

In our research, pedagogical conditions are considered as a set of deliberately selected and harmonized internal and external factors ensuring the efficiency of the educational system. They are analyzed not only as a theoretical construct but also as an effective practical mechanism.

#### **Pedagogical Conditions in Primary Teacher Training**

To effectively develop healthy lifestyle (HLS) skills in future primary school teachers, optimal pedagogical conditions are necessary. These conditions — primarily hygienic, moral-ethical, and social — are interrelated and directly influence the efficiency of the educational process.

#### **Hygienic Factors**

These include creating a healthy learning environment, fostering personal hygiene culture, ensuring physical activity, and meeting sanitary requirements. Clean air, sufficient lighting, and opportunities

for free movement are essential in shaping hygienic culture. In this regard, the Healthy Lifestyle platform, launched under the Cabinet of Ministers Resolution No. 253 of April 28, 2021, promotes the implementation of sanitary-hygiene standards in educational institutions.

## **Moral-Ethical Factors**

These relate to an individual's inner world, moral outlook, and social values. A primary school teacher should act not only as a knowledge provider but also as a moral role model. Sh.A. Amonashvili emphasizes that education should be based on the principle of humanism and align with learners' inner needs [1]. Methods such as case studies, role-playing games, and interdisciplinary integration can help develop moral immunity and ethical behavior.

## **Social Factors**

The educational institution's community, student associations, and local community activities significantly contribute to fostering HLS skills. A positive atmosphere of cooperation and mutual respect creates a supportive social environment.

Participation in sports competitions, healthy lifestyle trainings, and eco-clubs cultivates teamwork, social responsibility, and personal example. According to A.A. Verbitsky's contextual learning theory, knowledge connected to real-life contexts leads to sustainable skills through active practice [3].

## **Challenges in Uzbekistan's Education System**

Despite efforts, several challenges persist in Uzbekistan's educational institutions. For example, insufficient access to clean drinking water, sanitary facilities, and adequate washing areas in some regions fails to meet HLS standards, negatively affecting the development of HLS skills in future teachers.

Statistics show that 60% of school-aged children lack adequate physical activity, impacting their physical, mental, and educational engagement. Expanding physical education classes, active breaks, and sports clubs is therefore an urgent task.

Moreover, Uzbekistan's teacher training system lacks a specialized theoretical-methodological platform for hygiene education. Existing research is limited and often addresses general HLS issues, with insufficient attention to hygiene as a standalone pedagogical priority [11].

## **The Role of Hygiene in Education**

Hygiene — as a set of theoretical and practical measures aimed at preserving health — in the educational context takes the form of educational hygiene, which studies the influence of the learning environment, teaching formats, and workload on students' bodies. Factors include sanitation, lighting, physical activity, lesson schedules, and classroom furniture.

Hygienic skills encompass abilities related to personal hygiene, nutrition culture, physical activity, rest, and emotional stability [8]. Their development requires both pedagogical (integration into the learning process) and medical (preventive measures and a healthy environment) approaches [10].

## Modern Risks and Stress Factors

In today's educational environment, digital technologies, prolonged screen time, and academic pressure exacerbate hygienic risks such as stress and mental fatigue. WHO and BMC Medicine studies also highlight these concerns [12].

Educational stress weakens immunity, reduces attention to personal hygiene, and lowers professional efficiency. The OECD's TALIS analysis indicates that high workload, assessment pressures, and time constraints increase teacher stress [13]. Technological stress from excessive gadget use leads to reduced health and concentration [4].

In inclusive settings, additional stress arises when teachers lack sufficient knowledge to work with students with special needs, as seen in Germany and the UK, hindering the development of hygienic culture.

## Proposed Comprehensive Measures

To address these issues systematically, the following measures are proposed:

Improving the hygienic environment: Develop a "Hygienic Safety Map."

Psycho-hygienic preparation: Introduce a "Healthy Lifestyle and Psycho-Hygiene" subject.

Technological stress prevention: Conduct "Technological Hygiene" trainings.

Inclusive environment adaptation: Provide ergonomic equipment and special pedagogy programs.

Interdisciplinary integration: Develop HLS skills through biology, labor education, physical education, and psychology.

These measures aim to create a healthy educational environment, ensure mental resilience, and form hygienic competencies in future primary school teachers, enabling them to serve as role models for their students' healthy lifestyle skills.

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