



## THE SCIENTIFIC BASIS OF ENVIRONMENTAL AND VALEOLOGY IN PREPARING FUTURE EDUCATORS FOR RECREATIONAL ACTIVITIES

<sup>1</sup>A. S. Yusupbaeva, <sup>2</sup>D. U. Umaralieva

Teacher Chirchik State Pedagogical Institute. Tashkent Region<sup>1</sup>, Teacher of the department Physical education Between faculties<sup>2</sup>

---

### ANNOTATION

The article describes the scientific backgrounds of ecological valeology as the basis of professional pedagogical training to being activities in the educational institutions. They begin with the scientific ideas and scientific works addressed to the interconnection of the well-being of the people with the well-being of the environment. However, the scientific knowledge can be formed in a different order than their backgrounds. So it happened in reality.

**Key words:** *system ecology, system valeology, ecological valeology.*

In the formation of the young generation's national idea, high spiritual qualities, in awakening national self-awareness and pride in educating young people as an active fighter for a healthy lifestyle.

The Law of the Republic of Uzbekistan "On Physical Culture and Sport" in article 16 states that the preservation and strengthening of the health of preschool children, pupils and students, the formation of their need for physical improvement is a priority for preschool and educational institutions of general secondary and higher education education. In the national training program, one of the strategic directions of continuing education reform is the protection and promotion of the health of the younger generation [1].

The prerequisites of modern ecological-valeology have a different nature, which is due to the essential difference in the factors of human formation, which include [1. C.3.):

- a) internal objective factors, for example, biological genetic, physiological, mental;
- b) external objective factors that form the surrounding natural and social environment, including the educational environment, through which a targeted external impact on a person is carried out.
- c) subjective factors of a person's influence on himself, which are based on a person's knowledge of the previously mentioned factors: cognition, which takes place both in phylogenesis and ontogenesis, the following stages: from living contemplation (sensation, perception, representation) to generalization, abstract logical understanding (concepts, judgments, conclusions).

The sequence of historical development of the expressed scientific premises of ecological-valeology can be represented in the following form [6, P.37-59].

The first stage must be correlated with the scientific and applied development of a nature-like general education carried out by Ya.A. Comenius in the XVII century. Of course, he could not use the concept of "ecology" "Valeology", and even more so, "ecological-valeology", because at that time they simply did not exist. However, he understood, deeply realized and scientifically substantiated (to the extent of science of his time) a system of such education, which is aimed at implementing an effective targeted formation of a growing

person, taking into account the internal nature of the student and teacher, as well as their external nature and even means and methods borrowed from her training, education.

He not only introduced the concept of nature conformity, Ya.A. Comenius finds, develops and recommends nature-friendly teaching methods that correspond to the natural disposition of children and youth and borrowed from nature itself [4]. Based on the analysis of historical pedagogical experience, he emphasized the special importance of nature-friendly education, which develops the health and natural forces of students, balancing external and internal forces (in relation to the student); and therefore, for proper education there is no need for coercion and violence, but just a slight excitement, which causes the students to act natural healthy forces and open opportunities. Highlighting the "nature-like formation", Ya.A. Comenius induced and generated the most important pedagogical idea, which was embodied in environmental and valeological education.

The second stage in the development of the scientific prerequisites of ecological-valeology is related to the vigorous development of domestic enlightenment and education in the 18th century and in many respects to the active scientific and organizational educational activity of M.V. Lomonosov, who, exploring the problems of "man and nature", "man and society", relied on the principle of nature-conformity and studied these problems from the perspective of physiology. Psychology and pedagogy in their entirety. In the work "On the Preservation and Reproduction of the Russian People", he considered measures to preserve and increase the population for the economic and political life of the country and presented a socio-economic program aimed at raising the country's productive forces, improving the life of the people, their well-being through the dissemination of culture, scientific and medical knowledge.

He attached great importance to the analysis of the formation and development of the personality of a young man. showing the role of heredity in the emergence of a large and healthy generation of Russians: he revealed the influence of the environment on the individual, addressed the problems of morality, sexual education of the young and adult population of Russia. And at the same time he spoke with pain about the remnants of the past and the need to eliminate them.

One of the most profound and bright followers in the field of human science, valeology and medicine V.P. Kaznacheev gives the considered stage the following assessment: "The Lomonosov period in pedagogy and enlightenment is called the period of Russian education, the work " On the preservation and reproduction of the people ", the work on the problems of educating young people allow us to consider Lomonosov the first Russian Valeologist who studied the human problem in the medical and pedagogical community" [ 3, p. 13]. Thus, M.V. Lomonosov can and should be called the first Russian environmental and valeologist, because, firstly, he brought the well-being, health of a growing person and generation beyond the boundaries of medicine, and secondly, he considered health in close connection with the "environment".

The third stage in the development of the scientific premises of ecological-valeology (XIX beginning of XX century) is correlated with the appearance of the Pleiades of Russian scientists. laid the foundations of modern valeology and future ecological valeology. One of the first to understand the evolutionary function of human health was SB. Botkin, who argued: "... the inherent property of adaptation can be significantly increased by the organism's habit of certain environmental vibrations (emphasized by us) ... a person gradually adapted to various environmental vibrations, passed on to his offspring an ever-increasing ability adaptations, which were greatly increased with the help of knowledge and art acquired through observation ... "(ibid.). Thus S.P. Botkin

considered human health as a function of evolution and adaptation to the environment, as well as the reproduction of health in the offspring. The named approaches brought S.P. Botkin to ecological and valeology.

Thus, M.V. Lomonosov, and then S.P. Botkin talked about similar phenomena: the first - about the preservation and reproduction of the Russian people, and the second - about the reproduction, adaptation and evolution of it.

In the future, the study of man was carried out in other areas, which were called "human ecology", "human biology and" social ecology. Almost simultaneously F. Galton, G. Mendel and V.M. Florinsky realized and developed the ideas of global-population evolution and raised the question of the threat to the survival of the human race. Scientists, educators and public figures are massively recognized and implemented by the relevance and necessity of solving the aggravated complex problem of purposefully forming knowledge about a person, his health, health and well-being. A significant event in this regard, including for the appearance in the future of valeology and ecovaleology, was the discovery in St. Petersburg in 1896 by P.F. Lesgaft Institute of Man.

## REFERENCES

- 1) Law of the Republic of Uzbekistan dated January 14, 1992 N 513-XII on physical education and sports "(New edition, approved by the Law of the Republic of Uzbekistan dated September 4, 2015 N ZRU-394)
- 2) Vernadsky V.I. Biosphere and noosphere [Text] / V.I. Vernadsky. - M.: Nauka, 1989. -- 262 p.
- 3) Treasurers, V.P. Fundamentals of General Valeology: textbook [Text] / V.P. Treasurers. - M.: Publishing House "Institute of Practical Psychology." Voronezh: NPO MODEK, 1997. - 48 p.
- 4) Comenius, J.A. Great didactics [Text] / Ya.A. Comenius L. Selected pedagogical compositions: in 2 vols. - M.: Pedagogy, 1984. - 1 318 p.
- 5) Orekhova I.L. The conceptual foundations of the diversification of environmental-valeological training of teachers - in the aspect of educational anthropology [Text] / I.L. Orekhova, Z.I. Tyumaseva, L.I. Ponomareva. - St. Petersburg: Publishing House of IP Nikiforov ("Asterion - Press"), 2010. - 248 p.

E-ISSN NO:2349-0721