

HEALTH-PRESERVING TECHNOLOGIES AS A BASIS FOR PREPARING SENIOR AND PREPARATORY GROUP CHILDREN FOR SCHOOL

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Abstract. This paper examines the potential of applying health-preserving (health-improving) pedagogical technologies in preparing children in the senior and preparatory groups of preschool educational institutions for school education. It analyzes the essence and types of health-preserving technologies, as well as the ways in which they can be integrated into the upbringing and educational process.

Keywords. health-preserving technologies, preschool education, school readiness, physical readiness, psychological readiness, valeological education, hardening, breathing exercises, finger exercises, eye exercises, psycho-gymnastics, active games, daily routine, healthy lifestyle, motivational readiness.

In the Republic of Uzbekistan, developing the system of preschool education and comprehensively preparing children for school are among the priority directions of state policy. One of the essential conditions for preparing a child for school - alongside their all-round physical, intellectual, moral, aesthetic and social development - is ensuring that the child is in good health. In modern pedagogical science, health-preserving technologies are regarded as an important means of ensuring not only the child's physical but also their psychological and social readiness.

Children in the senior and preparatory groups stand on the threshold of school life, on the verge of transitioning to formal educational activity, and their bodies are undergoing a period of intensive growth and development. It is precisely during this period that the load placed on the neuromuscular, cardiovascular and respiratory systems increases considerably; this is why the systematic application of health-preserving technologies plays a crucial role in helping children adapt successfully to the demands of schooling.

Health-preserving technologies refer to a set of pedagogical methods, tools and measures aimed at protecting and strengthening a child's physical, mental and social health, and at shaping in the child's mind the foundations of a healthy lifestyle. Their systematic implementation in the daily routine of a preschool institution covers the following areas:

- Physical education sessions and morning exercises - develop children's motor activity, endurance and coordination;
- Breathing exercises - expand lung capacity and help form correct speech breathing, which is important for readiness to acquire literacy;

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- Finger exercises and fine-motor-skill activities - ensure hand-eye coordination and readiness for writing;
- Eye exercises - reduce visual fatigue and increase the capacity for sustained attention;
- Psycho-gymnastics and relaxation exercises - foster emotional-volitional stability and self-regulation skills;
- Hardening measures (air and water procedures, sunbathing) - increase the body's resistance to illness;
- Posture-forming exercises - prepare the child physically for prolonged sitting at a school desk;
- Active and sports games - develop teamwork, rule-following and the ability to behave appropriately in a competitive environment;
- Proper organization of the daily routine and rational nutrition - a necessary condition for restoring the body's resources and preparing it for the academic workload.

A distinctive feature of applying these technologies in the senior and preparatory groups is that the exercises become more complex, greater emphasis is placed on independence and initiative, and play-based activity is gradually combined with elements of cognitive-educational activity. For example, morning exercise routines come to include tasks involving counting, keeping rhythm, and quickly responding to commands; this develops the child's voluntary attention and ability to regulate their own behaviour - both of which are key indicators of psychological readiness for school.

Research shows that in groups where health-preserving technologies are applied systematically, children's morbidity rates decrease, their working capacity and resistance to fatigue increase, and their attention span lengthens. Moreover, such children develop more stable early notions of self-care, hygiene practices and a healthy lifestyle. All of this creates a favourable foundation for the child's successful adaptation to school.

Cooperation between educators and parents is likewise an important factor. Observing the daily routine at home, maintaining a consistent sleep-wake schedule, and limiting excessive screen time, when combined consistently with the health-improving work carried out in the kindergarten, help ensure that the results achieved are lasting.

In conclusion, the systematic and purposeful integration of health-preserving technologies into the upbringing and educational process of senior and preparatory group children is an important factor in preparing them for school in a physically, psychologically and socially mature way. The effectiveness of these technologies depends on their consistency, their suitability to children's age-related characteristics, and cooperation between the family and the kindergarten. For this reason, further improving health-preserving technologies in preschool educational institutions and implementing them more widely in practice remains one of the pressing tasks of today.

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