



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

A SYSTEMATIC-PROCESS-METHODICAL MODEL OF DEVELOPING A HEALTHY LIFESTYLE CULTURE IN FUTURE TEACHERS

**Ubaydullayev Rakhimjon Murodilovich**

*Teacher of the Department of "Theory of Physical Education" of Fergana State University*

*Email: ubaydullayevrahimjon259@gmail.com*

**Annotation:** *This research develops a systematic-processual-methodical model for promoting a culture of healthy lifestyle among current teachers. Teachers play a crucial role in ensuring the spiritual and physical health of society, making the formation of a culture of healthy lifestyle among them highly relevant. The study examines the essence of the concept of a healthy lifestyle, its impact on the professional activities of teachers, and its place within pedagogical processes.*

**Keywords:** *Healthy lifestyle, healthy eating, physical activity, psychological health, pedagogical qualification, professional development, educational process, culture, traditions, values, social relationships, innovations, methodologies, educational programs, systematic process, strategic planning, monitoring, methodological model, educational methods, interactive methods, student engagement, medical recommendations, prevention, sports.*

**Introduction.** One of the important tools for achieving the goal set in pedagogical research is modeling. Based on modeling, a model of the object under study is developed.

In our study, we relied on the definition of the concept of "model" given by I.P. Podlasiy. The scientist noted that a model is an intellectual representation or a system with a material appearance that scientifically reflects the subject of research, allowing to obtain new information about a particular object.

Today, the concept of "model" is so widely used that it even applies to any knowledge and ideas about the world. For example, from a modern point of view, the goal of any activity can be considered as a model that reflects the result of the activity. Models can be classified according to various signs and properties. F.I. Peregudov and F.P. Tarasenko grouped models according to the methods of transmitting and visualizing information. In their opinion, models play a very important role in organizing any human activity, making it convenient to divide all types of activity according to the direction of the main volume of information circulating between the subject and the environment surrounding it.

Based on this classification, models can be divided into cognitive and pragmatic groups, depending on the theoretical and practical orientation of the goal.

The goal of the research was to develop a pragmatic, pedagogical model. This type of model will help to find means of managing the process of developing a healthy lifestyle





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culture in future teachers, as well as, according to V.A. Slastenin, reflect the functions of managing the processes under study, which allow to achieve a difference between the initial and final state of the level of preparation of students as a subject of the model.

Currently, interest in the axiological approach is associated with changes in the socio-cultural environment, the emergence of a new information environment. In connection with changes in society, the search for new values \u200b\u200bis of particular importance in conditions of social instability. V.P. Zinchenko notes that the 20th century can be called a period of the highest devaluation of universal human values. Therefore, in the third millennium, the scientific community is actively trying to identify, regulate and systematize the values \u200b\u200bthat should be mastered by humanity in connection with the culture of a healthy lifestyle.

The possibilities of the axiological approach to solving modern educational problems and its main aspects have been studied by foreign scientists such as L.V. Vershinina, M.G. Kazakina, A.V. Kiryakova, Z.I. Ravkin, and scientists of our republic such as J. Tulenov, Q. Nazarov, B. Khodjaev, Sh. Taylanova.

The term “value orientation” of a person was introduced in the 1920s in sociology by U. Thomas and F. Znaneski, who, in their opinion, considered social institution to be an individual process of self-awareness that determines the real and existing activity of an individual in the social world. In other words, social institution serves as a core that ensures the management of the behavior of an individual, group, and society as a whole. Before the emergence of a social institution, the individual perceives needs and conditions. The influence of society is determined by the achievement of needs satisfaction based on the receipt of certain information by society. Thus, value orientation is formed, fixed, and changes in the consciousness of the individual.

In his work "On the Structure of Social Movements," T. Parsons highlights the connection between the concepts of value and value orientation. That is, the functional needs of society arise on the basis of the manifestation of the desire for standards in social culture.

Value orientation also encompasses an individual's life experiences and aspirations. Therefore, value orientation has its own psychological characteristics, reflecting all components of the personality structure and its holistic system.

The concept of “value orientation” is also found in the literature on pedagogical axiology. Although most authors use the concepts of “value orientation” and “value orientation” as synonyms, M. Rokich was one of the first to distinguish between them. According to the American scientist, an orientation can be considered as a set of beliefs, beliefs formed over a long period of time, which are reflected in the subject’s attitude to a certain object (concrete or abstract, personal or social) or situation. Thus, if the orientation reflects the individual’s alignment with the norms of society and human





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needs, then the value orientation reflects the individual's readiness to implement this system of relationships in practical activities.

B. Khodjaev, a scientist who conducted research in the field of pedagogical axiology, noted that the essence of a value institution is determined by a person's awareness of his internal position and readiness for practical activity in connection with specific values. The institution is manifested as a set of cognitive (knowledge, information) and affective (emotion, feeling) components that reflect the state of readiness of a person for specific activity.

In relation to the subject of the research, the axiological approach is of great importance from the point of view of forming a system of values in future teachers regarding the observance of a healthy lifestyle culture.

Methodology. In our study, the object of modeling was the process of developing a healthy lifestyle culture in future teachers, and the subject was the content and methodological system of developing a healthy lifestyle culture in them.

The following functions were envisaged in the modeling of the required pedagogical process:

- methodological support function. The implementation of this function is associated with regulatory and legal documents and a social order that determines the theoretical foundations of developing a healthy lifestyle culture in future teachers;

- regulatory and legal support function. This function requires determining the principles, content, tasks, pedagogical conditions, and diagnostic tools for involving future teachers in activities aimed at ensuring the adherence to a healthy lifestyle;

- methodological support function. Requires clarification of the methodological (content, form, methods and means) conditions for developing a healthy lifestyle culture in future teachers;

- practical (empirical) function. This function allows solving a number of tasks: forming value-oriented attitudes and stable motives in relation to knowledge, skills, qualifications and competencies in future teachers to ensure adherence to a healthy lifestyle, analyzing the process under study and making certain adjustments; evaluating and analyzing the results, etc.

The following principles were used as the theoretical and methodological basis for modeling the process under study:

- systematic, personally-oriented, reflexive approaches;

- pedagogical design theory, modeling of a developmental learning environment;

- theoretical foundations of the creation of didactic and methodological support;

- the concept of the formation of value orientation and civic education;

- theoretical and methodological foundations of the development of information competence.

The goal-oriented component of the pedagogical model is a leader for other blocks of developing a healthy lifestyle culture in future teachers, and based on the clarification of





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the content of this block, regulatory and legal documents, state educational standards, qualification requirements, and social orders in the field of research were determined. The goals and objectives of the model were also clarified.

The development of a healthy lifestyle culture among future teachers is a social order established by the Law of the Republic of Uzbekistan "On Education", the Concept for the Development of the Higher Education System until 2030, the State Educational Standard, qualification requirements, and regulatory legal acts on the development of a healthy lifestyle culture.

An analysis of educational standards, qualification requirements, and regulatory documents in the field of developing a healthy lifestyle culture showed the need to optimize educational and educational work aimed at developing a healthy lifestyle culture among students in the higher education system.

The goal-orientedness of the system is determined by the achievement of certain results. The goal is clarified by focusing on a number of questions that the developed system must answer. In order to successfully solve the problem of developing a healthy lifestyle culture in future teachers, the final result of this process must be clearly reflected. The purpose of the model was clarified in the form of improving the technology for developing a healthy lifestyle culture in future teachers.

The following tasks were envisaged in the process of developing the model:

clarify methodological approaches to developing a model for developing a healthy lifestyle culture in future teachers;

clarify the block structure of the model;

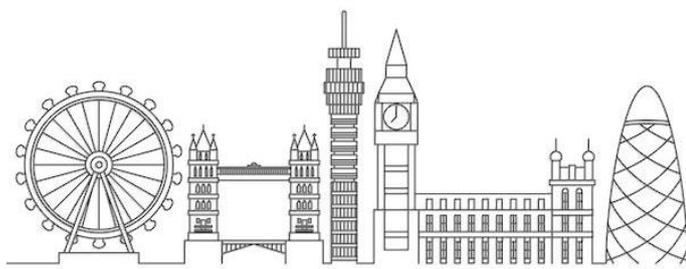
reveal the relationships between model blocks and elements;

describe the block structure and elements of the model.

The goals and objectives outlined above for developing a culture of a healthy lifestyle among future teachers are closely connected with comprehensive methodological approaches.

The concept of a methodological approach has been interpreted differently by various scholars. According to N. Stefanov, a methodological approach represents a set (or system) of principles that define the general purpose and strategy of an activity. I. V. Blauberg, on the other hand, interprets a methodological approach as a principle that guides the overall research strategy, determining the object of study and the way it is defined, thereby ensuring a consistent methodological orientation of the research.

N. Muslimov emphasizes that the methodological approach should be distinguished from the methodology of pedagogy. According to the scholar, the methodological approach is more closely related to gnoseology (the theory of knowledge). It does not yet constitute the methodology of pedagogical science itself: "Methodology should not be regarded as 'knowledge about knowledge,' but rather as a scientific system of knowledge about carrying out a certain activity, including its methods and tools."





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Supporting the views of N. Muslimov and N. Yakovlev, it can be stated that an approach differs from a method in several aspects:

the approach is broader and less specific;

it expresses more formal theories and concepts, as well as general principles and directions;

a single approach can correspond to several different methods.

The concept of an “approach,” in its generally accepted sense, is understood as a set of ways and methods used to influence something or to study a particular phenomenon. Thus, a research approach expresses the researcher’s main principle and point of view.

Effective approaches to developing a culture of a healthy lifestyle among future teachers include the following:

Systemic-process approach – serves as the general foundation of research, reflecting the logic of scientific inquiry. It is characterized by problem-setting, clarification of main and specific goals, identification of contradictory opinions and perspectives, and provides the basis for developing a model for fostering a culture of a healthy lifestyle among future teachers.

Axiological and reflexive approaches – act as the theoretical and methodological basis of the strategy. They help determine the system of values and ensure feedback in the process of developing a healthy lifestyle culture among future teachers.

Personality-activity approach – functions as a practice-oriented strategy aimed at achieving the set goal through defining mechanisms and procedures for organizing the activities of teachers and students. It focuses on identifying the specific features of applying the studied phenomena in practice.

The complexity and multidimensional nature of environmental phenomena, as well as their interconnectedness and interdependence, require the use of the above-mentioned approaches, which provide reliable, objective information and help to form a holistic picture of the studied phenomenon.

In our opinion, it is essential to analyze these approaches in an integrated and complementary manner. Only through their comprehensive application is it possible to objectively study the problem of developing a culture of a healthy lifestyle among future teachers.

Let us now consider the essence and meaning of these methodological approaches in more detail.

The systemic approach is a direction in the methodology of scientific cognition and social practice based on the idea of perceiving objects as systems. This approach guides the researcher to reveal the integrity of the object, identify different types of relationships within it, and unify them into a single theoretical framework. According to N. Muslimov, the methodological uniqueness of the systemic approach lies in its orientation toward the following: revealing the integrity of the object and the mechanisms that ensure it; identifying various types of complex interrelations and unifying them into a coherent





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theoretical structure; as well as forming representations of a hierarchical system of interrelated models that define the object's structure and dynamics.

Thus, the systemic approach implies that the specificity of a complex object (system) does not deny the distinctive features of its individual components. On the contrary, it creates connections and relationships between these components, ensuring the holistic functioning of the system as a unified entity.

Results. The principles of the systemic-process approach are reflected in the proposed model as follows:

1. The possibility of expressing the research object as an integral, stable, and self-organizing structure consisting of components, functional connections, and relationships.

2. It is considered appropriate to view the development of a healthy lifestyle culture among future teachers as a systemic process that includes the purposeful, theoretical-methodological, meaningful-procedural, organizational-pedagogical, and result-oriented components and their interrelated functioning as a unified whole.

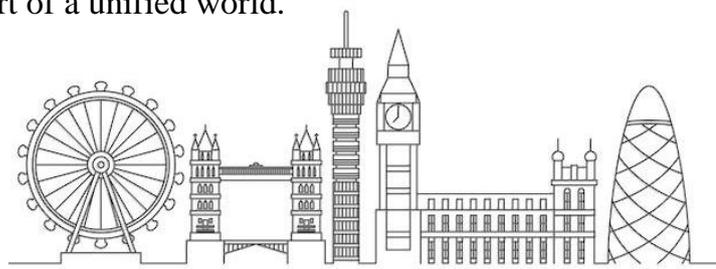
3. Due to the multidimensional nature of this approach, management is manifested as a complex of interrelated and universal control processes (planning, organization, motivation, monitoring, and related processes). In our study, this process is reflected in the methodological support (assistance, supportive relations, consultation, and the development of a culture of a healthy lifestyle among future teachers).

4. As a result of training specialists in higher education, the focus is placed on meeting the needs and satisfaction of all educational participants, as well as ensuring continuous improvement. The greatest advantage of the systemic-process approach lies in the fact that the "output" results of each process are objectively dependent on its "input" (needs) state. In this way, through the integrity and continuity of all components of the process and the model, it becomes possible to utilize the pedagogical potential of the "Pedagogical Valeology" circle to promote the development of a culture of a healthy lifestyle among future teachers.

Each methodological approach is associated with a system of specific principles that make it possible to achieve the stated goals. A principle refers to the fundamental rules and requirements that are applied in the process of designing pedagogical models and systems. Principles reflect the objective requirements for shaping the research direction.

Within the framework of this study, the main principle of the systemic approach is the principle of integrity, which requires analyzing the system for developing a culture of a healthy lifestyle among future teachers both as a whole and as a set of parts (blocks). This principle is aimed at analyzing the system while preserving a holistic understanding of it, "looking into the internal structure" of the system.

The model for developing a healthy lifestyle culture among future teachers can be viewed as a system consisting of interrelated blocks and elements. This principle not only allows one to examine the learner's individual behavior and attitudes but also helps to teach them to perceive reality as an integral part of a unified world.





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During the research process, the systemic-process approach was extensively used in developing a culture of a healthy lifestyle among future teachers. This made it possible to understand the studied pedagogical phenomenon as a unified structure, taking into account the processes occurring within each block of the model—its components, functional relationships, and control mechanisms.

It is through the synthesis of systemic and process-oriented approaches that an objective and comprehensive picture of the studied problem can be obtained. This approach is characterized by gradualness, manageability, and effectiveness.

Moreover, in designing the model for developing a culture of a healthy lifestyle among future teachers, the

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