



Article

Formation Of A Healthy Lifestyle And A Culture Of Safe Living In Education

Maxmudov Bakhtiyor Khayrullayevich¹

1. Independent Researcher at Bukhara State University

E-mail: -

Abstract: This article examines the formation of a healthy lifestyle and life safety culture in the educational process. The content of a healthy lifestyle, its main components, and its pedagogical, psychological, and social significance are analyzed. The role of the education system in developing safe behavior skills is substantiated, as well as the importance of innovative pedagogical technologies and modern teaching methods. Effective ways of forming a culture of health and safety among students are presented.

Keywords: healthy lifestyle, life safety, safety culture, educational process, pedagogical technologies, students, physical activity, health.

1. Introduction

Today, one of the key factors of social development is ensuring human health and fostering a culture of safe living. The modern education system should not only provide knowledge but also focus on the comprehensive development of the individual, including strengthening their physical and mental well-being. From this perspective, the formation of a healthy lifestyle and a culture of life safety within the educational process is becoming one of the most pressing tasks [1]. A healthy lifestyle encompasses a person's daily habits, activities, and behavior, ensuring their physical, psychological, and social well-being. At the same time, the culture of life safety equips individuals with the ability to make correct decisions in various dangerous situations and develop skills to protect themselves and others. Therefore, it is of great importance to organize the educational process in a way that integrates these directions effectively [2].

2. Methodology

In the main directions of implementing educational policy, strengthening the social orientation of the education system is defined as one of the priority tasks. In this regard, it is of great importance to implement comprehensive measures aimed at combating homelessness, antisocial behavior, and social orphanhood among children and youth. At the same time, developing a system of targeted social support for students from low-income families, persons with disabilities, orphans, and children deprived of parental care is also considered an urgent task.

3. Result and discussion

Various approaches exist to scientifically define the essence of a healthy lifestyle, among which philosophical-sociological, medical-biological, and psychological-pedagogical approaches are of particular importance. The philosophical-sociological approach interprets a healthy lifestyle as an integral indicator of a society's culture and social policy. The medical-biological approach considers it as hygienic behavior based on scientifically grounded sanitary and hygiene standards. The psychological-pedagogical approach emphasizes the leading role of an individual's motivational and value-based attitudes, consciousness, and behavior, focusing on the formation of one's socio-cultural environment, the acquisition of the competence of "being healthy," and the development of a culture of safety [3-4].

A healthy lifestyle encompasses all aspects of human life. Its main components include the culture of academic work and its scientific organization, adherence to proper nutrition and rest in accordance with sanitary and hygiene requirements, the formation of an appropriate regime of physical activity, and the organization of meaningful leisure time. In addition, eliminating

harmful habits, developing a culture of safe behavior, and improving sexual and communication culture are also essential components of a healthy lifestyle.

In the modern education system, the concepts of “health-preserving technologies” and a “health-preserving educational environment” are of particular importance. Health-preserving technologies represent an integrated system of the content, forms, methods, and tools of teaching aimed at maintaining students’ health and ensuring their development. A health-preserving educational environment, in turn, is a set of socio-hygienic, psychological-pedagogical conditions and physiological factors that contribute to the formation, maintenance, and strengthening of students’ physical and mental health.

Within a health-oriented educational environment, the teacher, peer group, and health-related activities function in close interaction. The teacher acts as a carrier of healthy lifestyle values and plays a leading role in developing the competence of “being healthy” among students. At the same time, a peer environment that recognizes a healthy lifestyle as an important value, along with socially approved activities, positively influences students’ socialization and personal development [5].

The main task of teachers is to guide students in choosing appropriate activities and to form the key competencies necessary for their self-realization in society. Among these competencies, the competence of “being healthy” holds special significance, as it reflects a set of knowledge, skills, and abilities aimed at valuing, maintaining, and strengthening one’s health. This competence enables individuals to make *правильные* decisions focused on preserving health in various life situations.

Thus, in modern conditions, the role and importance of the education system in preparing the population for life safety and in forming a healthy lifestyle are steadily increasing. Only through education is it possible to enhance the culture of safety in society and reduce the negative impact of the human factor. Therefore, in the educational process, the student should be considered the central subject, and their health should be regarded as the highest value [6-7].

In the educational process, teachers are *преждевсего* required to maintain sincerity and open communication with both students and their parents. It is important to communicate with parents in a clear and understandable language and involve them in cooperation. Parents, in turn, are expected to understand the importance of additional learning activities, create appropriate conditions at home, and monitor the completion of assignments. At the level of the teaching and student community, it is essential to recognize the relevance of this issue, involve active students as assistants to teachers, and foster a sense of class honor, friendship, and teamwork. Moreover, continuous encouragement of students’ positive achievements and recognition of their successes help strengthen their self-confidence [8].

The main task of health-preserving pedagogy and school hygiene is to properly organize students’ work and rest schedules, ensure high performance during the learning process, reduce fatigue, and prevent overexertion. It is known that fatigue resulting from prolonged activity cannot be completely eliminated; therefore, it is necessary to properly distribute activities and organize rest effectively in order to minimize its impact.

At the stage of basic general education, knowledge related to maintaining and strengthening health is deepened within the framework of the topic “Ensuring Personal Safety in Everyday Life.” At the same time, skills in providing first aid to victims in various dangerous and *бытовые* situations are developed through the topic “First Aid.” In the educational process, students understand a healthy lifestyle as a system of daily behavior that contributes to the development of both physical and moral qualities. They also acquire knowledge about the principles of rational nutrition and the negative impact of harmful habits on human health [9].

At the stage of secondary (complete) general education, special attention is given to the formation of a conscious need for a healthy lifestyle within the topic “Personal Safety and Health Protection.” Students also study the legal and social foundations of family life and reproductive health. In addition, students in grades 10–11 acquire practical skills in providing first aid in complex situations, including heatstroke, electrical injuries, fractures, and bleeding, as well as skills such as artificial respiration and indirect heart massage.

The specific features of topics related to a healthy lifestyle require the use of non-traditional teaching methods in the educational process. In particular, integrated and binary lessons, excursions, meetings with medical specialists, role-playing and business games, and various competitions contribute to the development of students’ interest and positive motivation toward a healthy lifestyle. Such types of activities help develop students’ skills related to maintaining health and ensuring life safety.

For the comprehensive development of students, health-improving and sports activities play a significant role. These activities are implemented through excursions in nature, sports games, spartakiads, and *туристическиепоходы*. At the same time, through labor activities, students develop everyday, socially useful, and practical work skills.

Extracurricular activities such as school beautification and organizing cleanliness days also have important educational value [10-11].

Creative activities, in turn, serve to develop students' interests and abilities. They are carried out through various competitions, research projects, drawings, and staged performances. This helps раскрыть the personal potential of students.

The formation of a healthy lifestyle and the development of students' responsible attitude toward their own lives are carried out through pedagogical support. In this process, preventive and operational types of assistance are of particular importance. Preventive assistance is aimed at developing communication culture, establishing healthy habits, and forming personal safety skills among students. In addition, students' research activities are also an important factor in shaping a culture of a healthy lifestyle.

One of the key directions of preventive work is the development of students' sense of self-worth, that is, respect for themselves and others, and awareness of personal values. This process is implemented through class hours, individual and group discussions, and the analysis of real-life situations. Furthermore, students' creative and project-based activities, publishing school newspapers and magazines, and developing projects aimed at creating a healthy environment are also of great importance [12].

Operational assistance, on the other hand, is aimed at promptly eliminating situations that negatively affect a child's psychological state. It is carried out with the participation of the class teacher, parents, school psychologist, and social pedagogue.

Measures aimed at ensuring life safety of the population are implemented by the state and are primarily focused on protecting the population, its material and cultural values, as well as ensuring the safety of individuals, society, and the state. Throughout life, a person may encounter various dangerous situations, which often arise unexpectedly and without immediate assistance. Therefore, the ability to act correctly in such situations is crucial not only for ensuring personal safety but also for saving others.

A person's ability to behave correctly in everyday life and emergency situations determines the level of their life safety culture. This culture is formed during the study of the subject "Fundamentals of Life Safety" in school education. Within this subject, special attention is paid to preparing students to act correctly in emergencies that have local characteristics [13-14].

Within the framework of educational programs designed for students in grades 5–9, preparing them to act in emergency situations includes the following objectives: fostering a responsible attitude toward the environment, personal health, and safety; developing physical and moral qualities that enable appropriate behavior in dangerous situations; forming knowledge about dangerous situations and their consequences; and developing skills to predict risks, make correct decisions, and plan appropriate actions.

The achievement of these goals is ensured through the study of various topics within the subject "Fundamentals of Life Safety." In particular, such topics as "Household Safety," "Safety on Roads and in Transport," "Personal Safety in Criminogenic Situations," "Active Recreation in Nature," and "Autonomous Living in a Natural Environment" occupy an important place [15].

When studying the topic "Household Safety," issues such as fire hazards in residential areas, electrical safety, safe use of household gas, rules for handling chemicals, proper use of equipment, safety during physical education classes, correct use of computers, and risks of flooding are examined. In this process, students learn the causes of dangerous situations and the rules for protection against them. In addition, mastering evacuation algorithms in emergency situations has significant practical importance.

During the study of safety on roads and in transport, attention is given to pedestrian safety, rules of behavior in public and private transport, safety in metro and railway systems, movement on ice, safety in water and air transport, and behavior in crowded places. Students acquire practical skills in acting correctly in dangerous situations, including fires, panic, water accidents, or falling through ice.

Within the framework of criminogenic situations, students learn how to protect themselves from crime, ensure home safety, and follow safe behavior rules in streets and public places. They also develop the ability to make correct decisions in threatening situations, such as being alone at home or encountering strangers.

The topic of active recreation in nature includes the study of extreme situations, preparation for tourism, and rules for movement in unfamiliar areas. Students acquire practical skills such as orientation, building temporary shelters, making fire, finding water and food, and ensuring safety in natural environments.

In the topic "Autonomous Living in a Natural Environment," important issues such as acting independently in forced conditions, assessing situations, making decisions, and developing action plans are considered. Through practical training, students develop survival skills, while methods such as situational analysis and problem-based learning are widely used.

During the study of topics related to local characteristics of emergencies, students acquire basic

knowledge of ensuring personal safety in everyday life (at home, on the street, and in nature) already at the primary education stage. However, practice shows that in order to strengthen this knowledge and develop practical skills, it is advisable to allocate at least one hour per week during grades 5–9.

The acquisition of general skills and abilities, which are an essential component of safety culture, is a necessary condition for students' personal development and socialization. This requires the use of effective teaching methods in the process of teaching the subject "Fundamentals of Life Safety."

To develop students' cognitive activity, it is necessary to widely use methods such as observation, measurement, experimentation, modeling, and practical investigations. These methods help students understand the structure of studied objects, identify functional relationships between their components, divide processes into stages, and comprehend cause-and-effect relationships.

The problem-based teaching method develops students' intellectual abilities, such as selecting appropriate methods for solving situational problems, applying algorithms in different conditions, analyzing, comparing, classifying, and generalizing. In addition, practical and laboratory work, independent creative tasks, project-based activities, and simple experiments contribute to the development of creative thinking.

The use of role-playing and business games in the educational process enhances students' communication skills, enabling them to present information concisely or in detail, engage in dialogue, and respect others' opinions. It also develops their ability to work with various sources of information, including encyclopedias, dictionaries, and internet resources.

Tasks aimed at organizing independent learning activities help students develop skills such as goal-setting, planning, self-monitoring, evaluation, and predicting possible outcomes. This increases their ability for self-development and independent decision-making.

The use of group work methods forms teamwork skills among students. They learn to coordinate their actions with others, evaluate their contribution to common tasks, understand social roles, and follow ethical and legal norms.

Taking into account students' age characteristics is essential for the effective organization of the educational process. Therefore, traditional lessons should include frequent changes of activities and the use of various visual materials. It is also important to combine explanation, discussion, and demonstration methods with practical activities and involve students in working with both natural and artificial teaching aids.

Giving priority to research-based and inquiry-based methods in education promotes the development of independent thinking, creativity, and активность among students. Relying on students' life experience and activating their prior knowledge helps them better understand and assimilate new information.

The consolidation of theoretical knowledge and the formation of practical skills are effectively achieved through non-traditional forms of education, such as excursions, role-playing activities, solving situational problems, competitions, and project presentations, which significantly increase students' interest in learning.

When organizing homework, it is important to focus on a creative approach rather than traditional memorization methods. For example, tasks such as solving situational problems, developing algorithms, completing creative assignments, and keeping observation diaries help develop students' independent thinking.

Extracurricular activities are also of great importance and are implemented through various clubs, competitions, туристическиепоходы, and events. These activities contribute to strengthening students' safety culture.

When the educational process is effectively organized, students develop knowledge about a healthy lifestyle, dangerous situations, and ways to protect themselves from them. They also form a responsible attitude toward personal safety and improve their ability to make correct decisions in various situations.

In addition, providing knowledge about natural and man-made emergencies and developing skills for appropriate behavior in such situations is one of the important directions of the educational process. In this context, students gain knowledge about various natural disasters, technological accidents and their consequences, as well as measures for protecting the population. Establishing cooperative relationships between teachers and students plays a significant role in organizing the educational process. Group work and competitive methods help develop students' goal orientation, leadership qualities, and teamwork skills.

4. Conclusion

In conclusion, the formation of a healthy lifestyle and a culture of life safety in the educational process plays an important role in the comprehensive development of students. It contributes to strengthening physical health, ensuring psychological stability, and increasing social activity. Moreover, it helps develop students' ability to make correct decisions in dangerous situations and

to protect themselves and others.

The effective use of modern pedagogical technologies, interactive and non-traditional teaching methods enhances the efficiency of this process. Therefore, it is essential to implement systematic efforts in educational institutions aimed at forming a healthy lifestyle and safety culture, as well as educating students to become individuals with an active life position.

References:

- [1] N. P. Abaskalova, L. A. Akimova, and S. V. Petrov, *Methods of Teaching the Fundamentals of Life Safety at School*. Novosibirsk, Russia: ARTA, 2013.
- [2] L. A. Mikhailov, E. E. Alekseeva, and O. V. Shatrova, *Ensuring Psychological Safety of Children and Adolescents*. Saint Petersburg, Russia: Soyuz, 2003.
- [3] B. T. Jurayev, *Methods of Teaching Pedagogical and Psychological Sciences*. Bukhara, Uzbekistan: Fan va Ta'lim, 2022.
- [4] M. A. Jumayeva, "Functions of innovative pedagogical activity," *Psixologiya*, no. 3, pp. 74–78.
- [5] M. A. Jumayeva, "Interactive learning as a guarantee of quality," *Vestnik Magistratury*, no. 4-3, p. 66, 2019.
- [6] L. Rajabov, "The use of interactive methods in life safety lessons," *Academic Research in Educational Sciences*, vol. 3, no. 3, pp. 830–840, 2022.
- [7] N. Saidkhanova and S. I. Khusanova, "Effectiveness of teaching the fundamentals of life safety in the field of safety," *Oriental Art and Culture*, no. III, pp. 489–493, 2020.
- [8] M. Hikmatov, "Interactive methods used in teaching topics in the subject 'Life Safety'," in *Current Issues of Development of Modern Society, Economy and Professional Education*. Yekaterinburg, Russia: Russian State Vocational Pedagogical Univ., 2020, pp. 278–282.
- [9] V. I. Dubrovsky, *Healthy Lifestyle Formation in Educational Institutions*. Moscow, Russia: VLADOS, 2018.
- [10] S. N. Popov, *Valeology and Healthy Lifestyle*. Moscow, Russia: Akademiya, 2016.
- [11] A. G. Sukharev, "Health-preserving technologies in modern schools," *Pedagogics*, no. 5, pp. 45–52, 2019.
- [12] R. S. Nemov, *Psychology of Education*. Moscow, Russia: Yurait, 2021.
- [13] K. D. Ushinsky, *Human as a Subject of Education*. Moscow, Russia: Prosveshcheniye, 2015.
- [14] I. A. Zimnyaya, *Pedagogical Psychology*. Moscow, Russia: Logos, 2020.
- [15] Sh. A. Abdullayeva and D. R. Karimov, "The role of physical activity in promoting students' health," *International Journal of Pedagogics*, vol. 2, no. 6, pp. 112–118, 2022.