

INTEGRATION OF AXIOLOGICAL AND ACMEOLOGICAL APPROACHES IN THE DEVELOPMENT OF VALEOLOGICAL CULTURE

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ABSTRACT: The modernizing and developing education system needs a new functional pedagogical system that corresponds to the social order of the society and the rapidly changing socio-cultural situation. The health of humanity and society has always been one of the most important factors determining the status of civilization in the time vector of human history.

KEYWORDS: by natural influences, now they are increasingly influenced by the environment changed by man himself and his man-made activities.

INTRODUCTION

However, in the distant past the state of health and illness of people was primarily determined by natural influences, now they are increasingly influenced by the environment changed by man himself and his man-made activities, determined by the influence of the environment.

Valeology (the science of health) studies the problem of the relationship between the cultural value of a person and his practical work within the framework of such categories as activity, consciousness, thinking, faith, etc. From an ethical point of view, it is important to correctly understand the social significance of those actions, their compatibility with the reality of human health.

Valeology emerged as a new direction in the combination of pedagogy and medicine, philosophy and psychology, ethics and aesthetics, and other disciplines that study human problems in a changing world and develop on the basis of systematic, humanistic, acmeological approaches.

This independent field of science is developing as a subject of formation, preservation and strengthening of human health in the conditions of constantly changing socio-cultural situation, man-made and natural environment.

Establishing the necessary connection requires solving the following problems.

1. Developing and justifying of a set of rules defining the theoretical basis of the formation of valeological culture of the teacher.
2. Determine the important, meaningful and structural components of the valeological culture of the teacher's personality, the criteria and levels of its formation.
3. Determine the main foundations of teacher valeological education.
4. To develop a theoretical model of the teacher's valeological culture and test it in practice.
5. Revealing and justifying the leading directions, principles and pedagogical conditions of forming the valeological culture of the teacher.

6. Developing of scientific and practical recommendations on the formation of the valeological culture of the teacher based on the results of the study.

Based on the hypothesis that the process of forming the valeological culture of the research teacher is manifested in his general and professional culture and responds to it, the process of the valeological culture of the research teacher is manifested in his general and professional culture.

- the analysis of the phenomenon of valeological culture ensures the determination of its essence and importance in the development of the teacher's general culture, revealing the possibilities of its reflection in the purpose, content and process of professional training of students;
- the formation of the teacher's personality is focused on the generalized model of his valeological culture and unique creative individuality;
- in the conditions of humanization and humanization of the content of higher pedagogical education, the unity of the general cultural, professional and socio-ethical development of the teacher is ensured;
- the continuity of the process of formation of valeological culture is observed at different stages of social and professional development of the teacher;
- the pedagogical process reflects the stages of formation of valeological culture related to his professional and personal development;
- purposeful involvement of the future teacher in the activities of transferring and mastering values of valeological culture to subjects of pedagogical activity;
- formation of axiological component of valeological culture resolves conflicts between its cognitive, emotional and volitional components;
- the process of formation of valeological culture helps to strengthen and develop natural and socially important characteristics of the future teacher.

The general research methodology is based on the fundamental ideas of philosophical and pedagogical anthropology about man and his education; about the universal connection, interdependence and integrity of real-world phenomena; about the nature and essence of human activity, its expediency and creative nature.

The methodological guide of the research is systematic, personal-active, axiological, and cultural approaches to knowledge and change of pedagogical activity, and its genetic and specific historical, objectify its genetic, specific historic, general and special, objective and subjective, theoretical and empirical similarities and differences.

The research used mutually confirming and complementary methods that correspond to the nature of the phenomenon under study and the tasks set:

- theoretical analysis methods (historical, comparative, retrospective, etc.);
- theoretical and methodological analysis of scientific literature;
- diagnostic methods (surveys, interviews, tests, etc.);
- experimental modeling;
- development and implementation of valeology programs;
- pedagogical observations;

- mathematical methods;
- methods of learning and summarizing the advanced experience of schools and pedagogical universities.

The following types of analysis were used in the study:

- component - identifying the components of valeological culture and its elements;
- system-functional - determining the system-forming features of valeological culture (readiness, position, self-improvement) and their working mechanisms;
- in the process of educational orientation of comparative-valeological culture according to levels and indicators, to determine the specific features of understanding the pedagogical abilities of students, to find the general and special.

The conducted research made it possible to determine the prospects for further research of the phenomenon of valeological culture of the teacher. They cover the meaningful features of its formation at the pre-vocational education stage and at the stage of professional development; in urban and rural pedagogical societies; definitions of interaction and interaction with physical and physical culture, their manifestation in various forms, ecological culture, aesthetic culture at the level of the individual and society.

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