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VALEOLOGICAL CULTURE IN THE SPECIAL EDUCATION SYSTEM: CONTENT AND ESSENCE OF THE CONCEPT AND REQUIREMENTS FOR THE PERSONALITY OF A FUTURE SPECIALIST

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Abstract

This article scientifically and methodologically analyzes the content and essence of valeological culture in the special education system, its role in the pedagogical process, and the requirements for the personality of a future special educator. Valeological culture is justified as a system of knowledge, skills, and personal qualities aimed at the individual's perception of health as a supreme value, its preservation and strengthening. The article reveals the uniqueness of this culture in special education, its adaptation to the content of education, ensuring psychological safety, its integration with correctional and developmental processes, and its implementation through multidisciplinary cooperation.

Keywords: Valeological culture, special education, special educator, health-promoting approach, inclusive education, psychological hygiene, pedagogical competence, communicative skills.

Introduction

MAXSUS TA'LIM TIZIMIDA VALEOLOGIK MADANIYAT: TUSHUNCHANING MAZMUN-MOHİYATI VA BO'LAJAK MUTAXASSIS SHAXSIGA QO'YILADIGAN TALABLAR

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Abu Ali Ibn Sino nomidagi Jamoat Salomatligi texnikumi katta o'qituvchisi

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Annotatsiya:

Mazkur maqolada maxsus ta'lim tizimida valeologik madaniyatning mazmun-mohiyati, uning pedagogik jarayondagi o'rni hamda bo'lajak maxsus pedagog shaxsiga qo'yiladigan talablar ilmiy-metodologik jihatdan tahlil qilingan. Valeologik madaniyat shaxsning salomatlikni oliy qadriyat sifatida anglashi, uni asrash va mustahkamlashga qaratilgan bilim, ko'nikma va shaxsiy sifatlar tizimi sifatida asoslab berilgan. Maqolada maxsus ta'lim sharoitida ushbu madaniyatning o'ziga xosligi, uning ta'lim mazmunini moslashtirish, psixologik xavfsizlikni ta'minlash, korreksion-rivojlantiruvchi jarayonlar bilan uyg'unlashuvi va multidissiplinar hamkorlik orqali amalga oshirilishi ochib berilgan.

Kalit so'zlar: valeologik madaniyat, maxsus ta'lim, maxsus pedagog, sog'lomlashtiruvchi yondashuv, inklyuziv ta'lim, psixogigiena, pedagogik kompetensiya, kommunikativ ko'nikmalar.

The issue of valeological culture in the special education system is one of the current scientific and practical directions that are inextricably linked with modern pedagogy, special pedagogy, psychology and health care. Because in the process of working with children with special educational needs, the teacher performs not only educational tasks, but also directly affects the preservation, support and strengthening of the physical, mental, emotional and social health of the student. From this point of view, the formation of valeological culture in the professional training of a future special educator is one of the priority tasks. The term "valeology" means a set of knowledge on preserving, strengthening human health and establishing a healthy lifestyle. On this basis, valeological culture is a system of knowledge, skills, qualifications, values and life positions aimed at a person's perception of health as a supreme value, a conscious attitude to it, its preservation and strengthening.

The issue of forming a valeological culture in the special education system is more complex and significant than in general education. Although health preservation is recognized as one of the important pedagogical principles at all

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stages of education, this issue acquires a special priority in the process of working with children with special educational needs. Because this category of students has specific characteristics and needs related to physical, sensory, speech, intellectual, emotional-volitional or motor activity, which limit the possibility of organizing the educational process based on standard methods.

In this regard, pedagogical activity in special education is based on a thorough analysis and consideration of the child's individual capabilities, functional state, psychophysiological characteristics and level of acceptance. This requires comprehensive adaptation of the educational process, its organization as an environment that protects and supports health.

It is these aspects that determine the content of valeological culture in special education. It is carried out by adapting the content of education to the capabilities of the child, standardizing the educational load, properly organizing the physical and sensory environment, ensuring psychological safety, combining a health-improving approach with correctional and developmental work, as well as establishing effective cooperation with parents and specialists in various fields.

The requirements for the future specialist working in the special education system are multifaceted and systemic in nature, and a significant part of them is inextricably linked with the valeological culture. After all, the activities of a special educator include not only providing education, but also supporting the physical, mental and social health of students, creating a safe and inclusive environment. Therefore, a specialist in this field is required to have a high level of professional, moral, psychological and communicative competencies.

First of all, the future specialist must have high professional and moral qualities. He must treat each child with respect, respect his honor and dignity, and not allow any discrimination or stigmatization of developmental disabilities. Humanity, tolerance, kindness, responsibility, fairness, and strict adherence to the standards of professional ethics are among the main principles of the work of a special educator.

At the same time, a special educator is required to have a high level of psychological and pedagogical training. He must be able to deeply understand the age and individual characteristics of the child, the dynamics of mental

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development, needs and opportunities. The educator must be empathetic, observant, patient and restrained, and have the ability to make the right decisions in various complex pedagogical situations. It is especially important to understand the internal needs and reasons behind the child's external behavior, and to choose a supportive, rather than a punitive, approach.

From the point of view of valeological culture, the future specialist should have in-depth knowledge of the principles of a healthy lifestyle, personal and professional hygiene, the basics of youth physiology and psychohygiene, and health preservation technologies in the educational process. He should also acquire practical skills in stress management, emotional self-control, prevention of sensory and physical stress, organization of a safe educational environment, and provision of first aid in necessary cases. These knowledge and skills should be formed not at a theoretical level, but as competencies that are effectively used in real pedagogical situations.

The communicative competence of a specialist in the special education system is also of particular importance. Because he works not only with the child, but also with parents, class teacher, psychologist, speech therapist, defectologist, tutor and medical staff. Therefore, he should have the skills to work in a team, express his thoughts clearly and intelligibly, be able to listen, find compromises in communication, and establish effective cooperative relationships.

In the special education system, valeological culture is a complex integrative phenomenon that represents the unity of knowledge, values, skills and personal qualities of the future specialist aimed at preserving, strengthening and supporting health in the educational process. It occupies a special place in the professional training of a special educator, since a representative of this field works with the subtleties of child development and must take into account the possibility of each pedagogical influence having a health-improving or, conversely, negative effect.

Therefore, the formation of valeological culture in the training of a future special educator should not be limited to the provision of theoretical knowledge, but should be carried out on the basis of a practice-oriented, reflexive, person-centered and multidisciplinary approach. Only then will a specialist working in

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the special education system be formed as a healthy, stable, humane and highly professionally competent person.

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