

# **IMPROVEMENT OF PEDAGOGICAL MECHANISMS OF OBSERVANCE OF CONSISTENCY AND CONTINUITY PRINCIPLES IN DEVELOPING OF YOUTH HEALTHY LIFESTYLE CULTURE**

<sup>1</sup>Aynisa Musurmanova, <sup>2</sup>Sharipov Shavkat Safarovich, <sup>3</sup>Zamoldinova Odinakhan Rasulovna, <sup>4</sup>Urazova Marina Batyrova, <sup>5</sup>Sadikova Ravilya Ravilevna

<sup>1</sup>Doctor of pedagogical Sciences, Professor, head of the Department of pedagogy and psychology of the Uzbekistan state University of world languages (Uzbekistan)

<sup>2</sup>Doctor of pedagogical Sciences, Professor, rector of the Jizzakh state pedagogical Institute (Uzbekistan)

<sup>3</sup>Doctor of pedagogical Sciences, Professor, head of chair of pedagogics and psychology of the Uzbek state University of world languages (Uzbekistan)

<sup>4</sup>Doctor of Pedagogical Sciences, Professor of the Department of Pedagogy of the Tashkent Pedagogical University named after Nizami (Uzbekistan)

<sup>5</sup>Docent of the Department of Pedagogy of the Tashkent Pedagogical University named after Nizami (Uzbekistan)

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## **Abstract**

One of the basic conditions in modernization of the society in the process of globalization is developing healthy lifestyle culture of the population and improvement of social condition. Therefore, to upbringing spiritually and physically advanced generation was determined to be priority tasks during the years of independence.

Improving the activity on this problem, and developing sound thinking and healthy outlook of the youth were achieved through working out the content of social projects directed at developing healthy lifestyle culture of the youth, implementation into life and evaluation of its effectiveness of educational establishments and civil society institutions.

In developing healthy lifestyle culture of the youth their possibilities of having theoretical knowledge, skills and competences in upbringing were determined through social-humanitarian and major subjects, special courses taught at the educational establishments, designing of pedagogical process, algorithmization, information-communicative technologies and effective use of interactive methods.

Working out of the model of improving pedagogical mechanisms of the observance of consistency and continuity principles in developing of healthy lifestyle culture of the youth on the basis of philosophical, psychological, legal and social approaches, implementation of it into practice and organizing a pedagogical process, cooperation of higher educational establishments with families and mahallahs and civil society institutions will serve to provide it with social partnership.

Improving the evaluation results of fulfilling the state policy on the youth, constant monitoring of the degree of development indexes of healthy lifestyle culture of the youth in the process of upbringing in this respect enabled to organize technological approach on the basis of cooperative pedagogy effectively.

In upbringing comprehensively advanced generation improving cooperation of families, mahallahs and educational establishments with civil society institutions will provide with consistency and continuity of work in this respect, set public control, provide with social partnership and programme future cooperative activity.

**Keywords:** pedagogical mechanisms, healthy lifestyle culture, the model of improving pedagogical mechanisms, information-communicative technologies

## **I. Introduction**

At the very important period when Uzbekistan was about to obtain its independence: «One cannot solve any problem of the youth not taking into consideration their benefits and without creating favorable conditions for their study, as well as their leisure time. They are the future of the nationality and nation. Today's and the future fate of our republic depend on the youth's professional skills, intellectual degree, spiritual development and physical health»<sup>1</sup> was made a very basic conclusion.

Along with it in order to solve these problems «we needn't school-leavers, but we need individuals who were educated and up brought at school»<sup>2</sup> was underlined by the first President of the Republic of Uzbekistan I Karimov.

Depending on these ideas, first, the legal basis of the education system of the country was created and on the basis of Laws of the Republic of Uzbekistan «On Education» and On National Programme Personnel Training a national system of training highly qualified personnel that meet high spiritual and moral requirements was founded. A special attention was paid to training and upbringing of the young that think independently and newly and who are able to take responsibility for the future of the Motherland.

Upbringing of the youth is the policy of national and state importance and in the time when there is acute risk in various parts of the world our leader of the country stated its topicality saying that «As we mobilize our strength and possibilities our people not to be less than others, our children to be more strengthful, more educated, more wise and more happier than we are for sure in the respect the issue of spiritual upbringing of them becomes undoubtedly important. If we lose our vigilance, sensitivity, firmness and the sense of responsibility, and we leave this extremely important task as it is we will be deprived of our spirituality that mixed with sacred values, historical memories and in the long run we will go astray our desired development common to all mankind».<sup>3</sup> And it is determined by deep views in this respect.

And upbringing of the youth spiritually and morally and elaboration of the model of improvement of pedagogical mechanisms of observance of consistency and continuity principles in developing of youth healthy lifestyle culture on the basis of legal, social and psychological approaches, taking into consideration the role and importance of educational institutions and institutions of civil society in upbringing of comprehensively advanced generation and further strengthening of the cooperation of the families, mahallahs, educational establishments and civil societies is required to be researched as one of the topical issues of pedagogy.

This research work is dedicated to solve the tasks scientifically determined in the Laws of the Republic of Uzbekistan «On the Fundamentals of the State Youth Politics of the Republic of Uzbekistan», «On Children's Rights Guarantees», «On Preventive Measures of Underage Intendance and Offences», «On Limitation of Alcoholic and Tobacco Productions Propagation and Consumption», «Further Formation of Healthy Lifestyle in the Society and Upbringing of Physically and Spiritually Rich Generation, Strengthening of Population's Health, Decree of the President of the Republic of Uzbekistan PD #2124 «On Additional Measures Directed at Carrying Out Youth Politics in the Republic of Uzbekistan» as of February 6, 2014, The decree № 175 of the Cabinet of Ministers of the Republic of Uzbekistan on June 19, 2012 «On measures of developing cooperation among family educational establishments with civil society institutions in upbringing harmonized generation» and «Widely Attracting the General Public to Going in for Physical Culture and Sports» # 30, as of January 25, 2005 of the Cabinet of Ministers of the Republic of Uzbekistan.

## **II. Main part**

Healthiness of the society requires that everyone has high healthy lifestyle culture. Therefore to develop youth healthy lifestyle culture is the basis of the Republic of Uzbekistan's state policy related to the youth.

The analysis of the research, which has been carried out recent years, showed that the problem of healthy lifestyle culture is not only the problem of medicine, philosophy, history, sociology, culturology but also pedagogy. The content and the essence of healthy lifestyle in the research on this problem given by the scholars of various fields were interpreted.

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<sup>1</sup> Каримов И.А. Тошкент шаҳар фаоллари йиғилишида сўзланган нутқдан. 1990 йил 20 январь. Ўзбекистон мустақилликка эришиш оstonасида. –Тошкент: Ўзбекистон, 2011. – Б. 115.

<sup>2</sup> Баркамол авлод – Ўзбекистон тараққиётининг пойдевори. –Тошкент: Шарк, 1998. –Б.9.

<sup>3</sup> Каримов И.А. Юксак маънавият – энгилмас куч. –Тошкент: Маънавият, 2008. – Б. 4.

H.Muminov, who studied healthy lifestyle and its evolutionary basis from medical point of view, and who took into consideration biological and social factors which plays an important role, considers that it is important to account nutrition, biorhythmical movement, genetic, and family, social, environment, ecology and life development and other conditions in improving people's healthy lifestyle. According to him, healthy lifestyle is to organize everyday life on the basis of biological and social laws, lifestyle that is directed at improving and strengthening of lifestyle.

Kh.Shaikhova in his scientific views studied healthy lifestyle as an acmeological factor which strongly influences on the formation of consistent and beneficial realations between people and a society, and between a state, the ideas of improving healthy thinking style and healthy education style and the role of healthy lifestyle in comprehension of the youth from philosophical point of view.

And O.Musurmonova proved individual healthy lifestyle to be a component of spiritual culture in her research from scientific-pedagogical point of view. She grounded healthy lifestyle aspect from spiritual value point of view as well.

D.Sharipova investigated the technologies of healthcare in the formation of the youth healthy lifestyle on the basis of valeological factors from scientific point of view.

Russian scholar G.P.Novikova focuses on the priority organizational-pedagogical and practical aspects of consistent education, developing creativity in the process of education, organizing education in pre-school establishments, aesthetic education through folk art, developing a child as an individual and problems of literary-imaginary education in psychological improvement.

E.A.Menshworked out the idea of the students' relation to health as a value on the basis of intercultural communication and T.V.Kamenskaya created a whole system of developing of health culture at the pre-school establishments in her research.As for A.D.Karabashevashe studied interactive methods of health caring competences of junior grades students in general secondary schools.And P.L.Dribinski grounded health to be a value for the first time.

The problem of healthy lifestyle has a historical development stage and according to the results of the research by ethnographer scholars V.Iskhakov and T.Iskandarov, the historical roots on the notion of healthy lifestyle goes as far as Greek philosophers. One can see that the history of the notion on healthy lifestyle comes out of philosophical view of the physicians of the Coss Natural Philosophical School. The present school was closely connected with the name of Hippocrat and his school introduced Natural Philosophical teachings which were based on the structure of macro space and organism of the human being (micro space) into medicine. It was a first systematic approach to the relation of human being's organism and environment (surrounding). It explains the impact of the outer factors (climate, water, air, soil) on human being's physical health, the lifestyle and the laws of the states connecting to the human being's physical and spiritual features.

In the process of researching scholars of various spheres defined the need for scientific pedagogical research of studying the approaches to the youth healthy lifestyle, the need for spiritually advanced comprehensive individual in the process of globalization, protection of them from hazardous habits, and on the formation of an individual with healthy outlook.

In the process of researching the term healthy lifestyle, its content, its component parts and its criteria of defining the degree of development was scientifically and theoretically grounded.According to the results of the analyses, we can define *healthy lifestyle culture* to be a component part of individual's spiritual world and possessing medical-pedagogical, spiritual-educative knowledge, skills and competences on spiritual and physical healthiness, and propagate the idea of living and leading healthy lifestyle turning them into everyday vital needs.

To study scientific-theoretical literature and the state of the practice in developing healthy lifestyle of the youth requires the following issues to be focused on in solving this problem:

- to develop the topicality of the problem of healthy lifestyle culture;
- to improve pedagogical mechanism of observance of the consistency and continuity principles in developing healthy lifestyle culture;
- to determine the indexes of developing components of healthy lifestyle of the youth and degree of development;
- to cover the place and importance of spiritual values in developing healthy lifestyle culture of the youth;
- to work out social projects directed at developing healthy lifestyle culture of the youth and implement them into life;

to work out recommendations on improving the content of the subjects taught in consistent education system in developing healthy lifestyle; to design a curriculum of special courses;

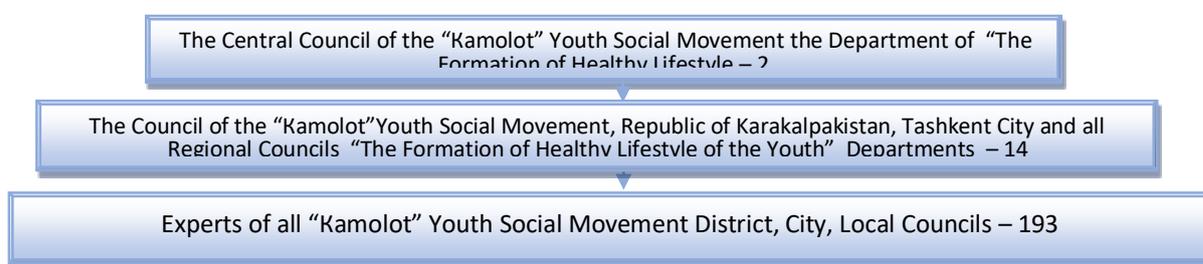
to use advanced pedagogical and information-communication technology possibilities effectively in the process of upbringing healthy lifestyle culture of the youth;

to improve and intensify the mechanism of pedagogical cooperation of the institutes of civil society with families, mahallahs and educational establishments in developing healthy lifestyle culture.

These issues were grounded scientifically and practically in the process of experiment.

Scientific-theoretical ideas worked out on improving pedagogical mechanisms of observance of the principles of consistency and continuity in developing healthy lifestyle culture were tested in the central and regional organizational branches of the «Kamolot» Youth Social Movement and «The Formation of Healthy Lifestyle of the Youth» Departments, through working out social projects and implementing them into life in our article (Fig. 1).

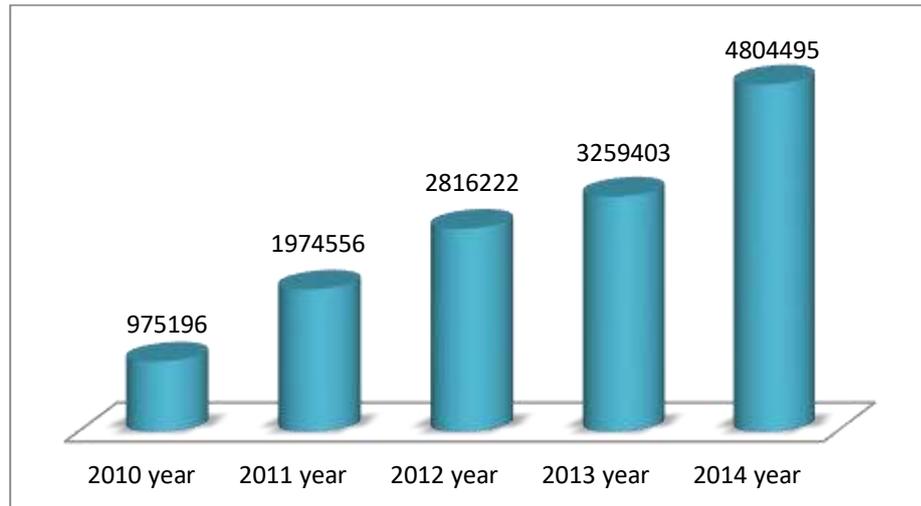
Social projects aimed at developing healthy lifestyle of the youth were tested experimentally through this department activity. 10 social projects like «Happy Childhood», «Summer with Kamalak», «Values, Customs, Traditions and the Youth», «We are the Children of Great Land», «We Support Healthy Lifestyle», «The



**Fig.1. The Structure of the Department “The Formation of Healthy Lifestyle of the Youth”**

Yonth against HIV/AIDS and Drug Abuse», «Upbringing and Improvement Home», «Chessboard of Kamolot», «Kamolot-Tour»,«The Youth Social Sevices Centres» and have been prepared in developing healthy lifestyle culture of the youth in cooperation of the «Kamolot» Youth Social Movement and other institutions of civil society with social partnership subjects and the technology of implementing of it was worked out and it was carried out in four stages.

Social projects implemented in practice consist of the following componential parts and they were directed at developing physical healthiness, medical healthiness, spiritual healthiness, ability of struggling against various evils influencing on health, sound thinking, sound outlook, morals and manners, feeding rules, dressing rules, following the rules of individual hygiene, respect of environment and ecological values. Monitoring of the results of the projects implemented in the process of experiements from quantity and quality points of view showed that responsibility of the youth for their physical and spiritual health, having one’s own ideological standpoint, healthiness of the inner world, understanding of the content and essence of the states attention to healthy lifestyle of the youth, and having high spiritual and moral qualities increased year by year (Fig.2).



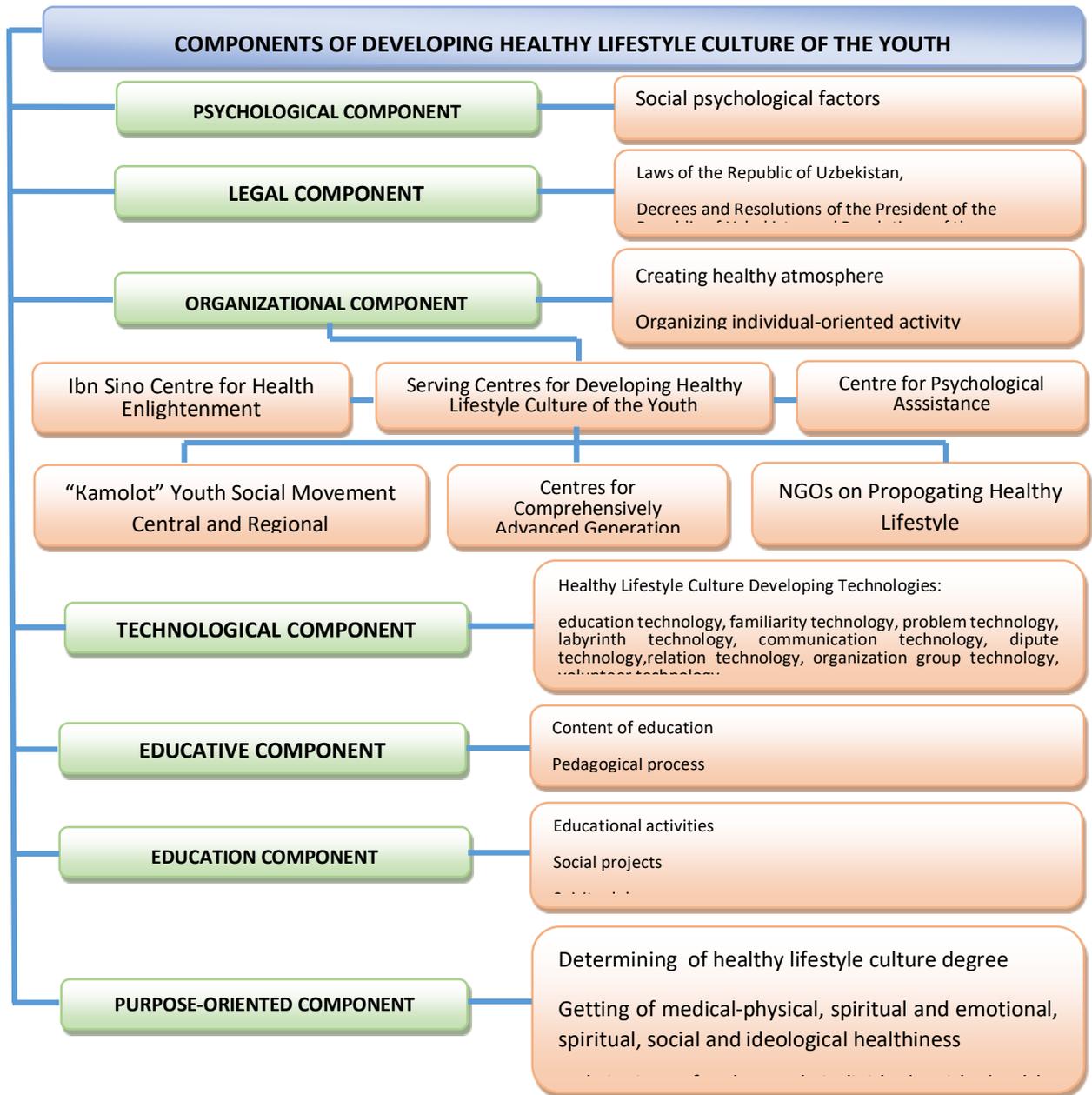
**Fig.2. Dynamic Growth of the Number of the Youth Involved in 10 Social Projects Carried Out by the “Kamolot” Youth Social Movement**

The success of the process of providing with consistency and continuity of developing healthy lifestyle is connected with designing, algorithmization and pre-determination of the results. Therefore the components of the improving of pedagogical mechanisms of observance of consistency and continuity principles were worked out in the process of research in developing healthy lifestyle culture of the youth (Fig. 3).

The skills and developing skills of healthy lifestyle of children in the pre-school establishments involved in the process of experiment had been given in the form of game and classes aimed at developing thinking.

Criteria of knowledge, skills and competences on the subjects of classes in healthiness, rules of behavior, fundamentals of healthy generation, feeling of love for one’s motherland, the idea of national independence and basics of spirituality, biology, anatomy, physical culture, healthy life style and a family, family psychology, valeology, social pedagogy, family pedagogy conducted in the system of consistent education have been determined and the content was improved.

In the process of research a curriculum of special course on the basics of healthy lifestyle culture for masters in pedagogy was created and implemented into academic (study) process. Legal bases of developing healthy lifestyle culture, geographical classification for the criteria of healthy lifestyle culture; approach to the content of healthy lifestyle culture on the basis of human and national values; by means of pedagogical and information-communicative technology on the basis of education content directions were tested experimentally.



**Fig 3. Components of the Formation of Healthy Lifestyle Culture of the Youth**

In developing healthy lifestyle culture of the youth on the basis of consistency and continuity principles in the process of teaching social and humanitarian subjects in the system of consistent education to increase effectiveness of improving pedagogical mechanisms scientific character, prediction of results; systematic character; consistency; integration; humanity; purpose-orientedness; considering of the youth’s individual and psychological features; upbringing with the help of activity; the link of theory with practice; providing interdisciplinary, interthematic link; unity and wholeness of the aim, content and its methods of formation; consistency of activity; disposing peculiar individual features in public and being able to manage it, using community partnership in upbringing, activity in creative cooperation, using public control principles enabled to get positive results.

Interactive methods like informative education, meeting, problem education, labyrinth, communication, dispute, relation, volunteer, propagating group, observation, evaluation, persuasion technologies and role playing, problem situation, project designing and defending, testing control, interview, pedagogical encouraging, organizing behavior and activity,, control and self-control used in the process of experimenting and testing determined to be effective.

Effectiveness of the results of the experiment and testing is characterized by working out a model of improving of pedagogical mechanisms of observance of consistency and continuity principles in developing healthy lifestyle culture of the youth and its implementation into practice (Fig. 4).

Implementation of the present model into practice enabled to solve positively the priority problems of improving the observance of pedagogical mechanisms of consistency and continuity principles in developing healthy lifestyle culture of the youth.

Understanding of the content and essence of philosophical, psychological, legal and social approaches in improving the observance of pedagogical mechanisms of consistency and continuity principles in developing healthy lifestyle culture of the youth have been achieved;

Considering the influence of social factors in developing HLC and necessity of relying on spiritual values зарурлиги асосланди;

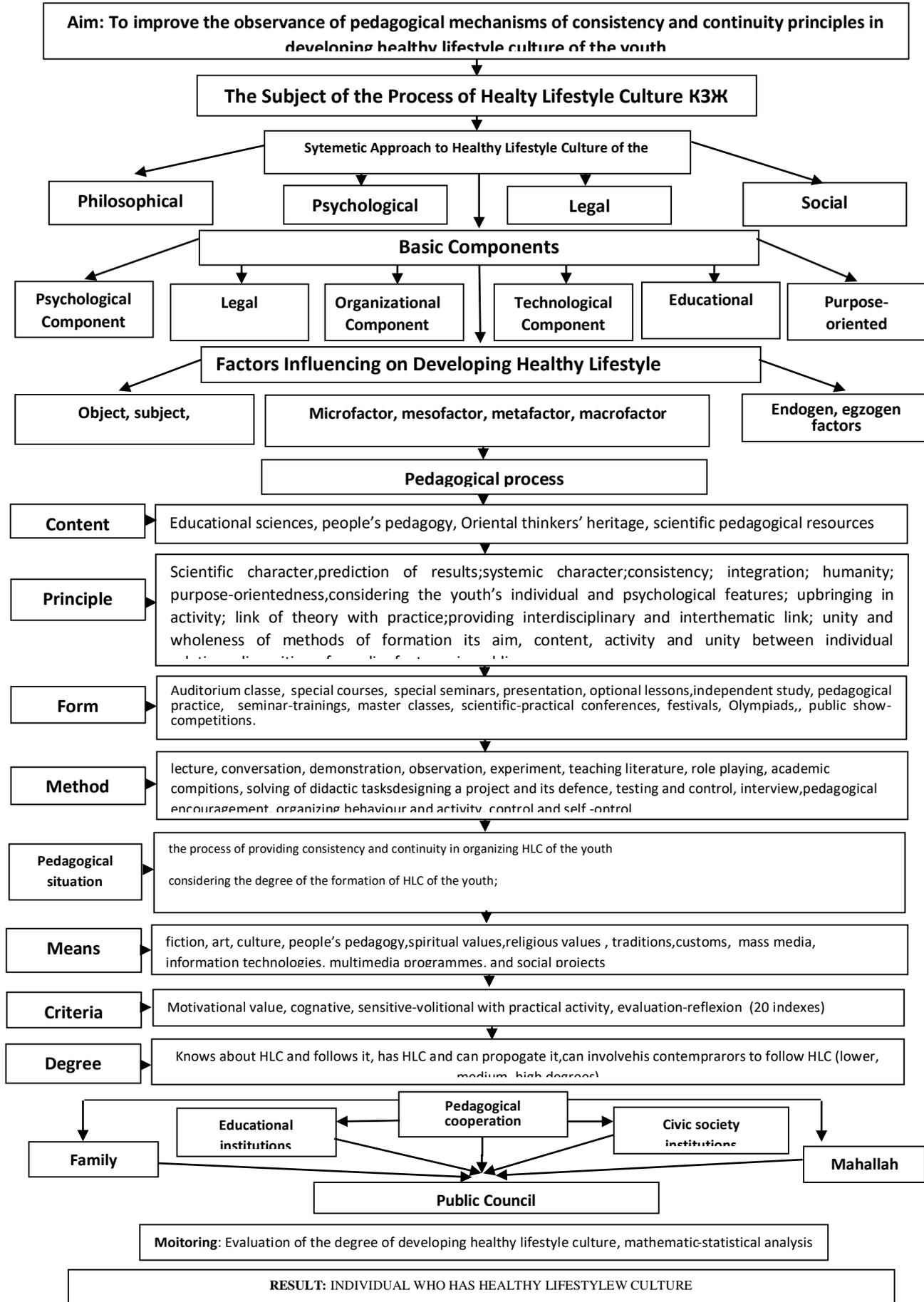
providing consistency and continuity of pedagogical processes, improving of pedagogical mechanisms, using innovation methods of upbringing is a factor of developing healthy lifestyle culture of the youth was proven;

technological organization of pedagogical process on the basis of upbringing criteria will give positive results were determined;

pedagogical cooperation and social partnership of families, mahallahs and higher educational establishments with civic society institutions will serve to develop healthy lifestyle culture of the youth was determined.

Criteria of identifying requirements put to modern teachers and pedagogues to develop healthy lifestyle culture of the youth in observance of consistency and continuity principles and their pedagogical competence and teachers' training to the process of developing healthy lifestyle culture of the youth were worked out. It was determined that social-progressive, purpose-oriented activity, philosophical outlook, spiritual-moral, pedagogical, communicative, intellectual, and the wholeness of psychological competence of an educator was a factor to provide healthy lifestyle culture of the youth.

The implementation of cooperation of families, mahallahs, educational establishments with civil society institutions in improving the observance of consistency and continuity principles in developing healthy lifestyle culture of the youth into life resulted positively as well. Activities held on the basis of cooperation system as it was determined will serve to develop the ability to struggle against evil affecting to physical soundness, medical healthiness, spiritual soundness, sound thinking, healthy outlook, morals and manners, feeding rules, dressing rules, following individual hygiene rules, respect for the environment and ecology values.



**Fig 4. Model of Improving the pedagogical mechanisms of observance of consistency and continuity principles in developing healthy lifestyle culture**

The results of the experiment and test determined the content of cooperation effectiveness:

the role of physical education and sport, covering the impact of ecology on individual's health among the youth;

personal responsibility of parents and broad mass for providing healthy child and contribution to improving the society, further improvement of the activities aimed at the formation of parents' duty and responsibility;

paying special attention to the youth who have families at the educational establishments, develop effective mechanisms of constant work on the formation of healthy family, healthy child and healthy society;

it was determined the appropriateness of equipping young parents with pedagogical and psychological knowledge, through publishing and disseminating methodical manuals and brochures educate young families on family relations, moral education, sex education, increase reproductive awareness, rendering assistance in increasing ecological knowledge.

The success of the process of providing with consistency and continuity of developing healthy lifestyle is connected with designing, algorithmization and pre-determination of the results. Therefore the components of the improving of pedagogical mechanisms of observance of consistency and continuity principles were worked out in the process of research in developing healthy lifestyle culture of the youth (Fig. 3).

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**Table 1**

**Indexes of Healthy Lifestyle Culture of the Youth Development Degree**

| τ/p | Indexes  | Experiment group<br>N1=787 youth(%) |            |       | Contolgroup<br>n2=728 youth (%) |            |       |
|-----|--|-------------------------------------|------------|-------|---------------------------------|------------|-------|
|     |  | High                                | Medi<br>um | Low   | High                            | Mediu<br>m | Low   |
| 1   | Understanding of healthy lifestyle culture   | 19/54                               | 39/38      | 42/8  | 22/33                           | 38/40      | 40/27 |
| 2   | Knowing about the ideas, their historical roots and componental parts of HLC   | 16/53                               | 33/32      | 51/15 | 24/34                           | 42/39      | 34/27 |
| 3   | Having knowledge on HLC in the heritage advanced by people’s pedagogy and Oriental thinkers, knowing national values and following them  | 14/48                               | 33/33      | 53/19 | 23/33                           | 39/38      | 38/29 |
| 4   | Masstering of knowledge in the content of medical-biological and psychological and pedagogical subjects on HLC, having interst in reading literature on the topic,and the degree of implementation in one’s life | 11/51                               | 28/30      | 61/19 | 21/28                           | 41/39      | 38/33 |
| 5   | Having knowledge on leading healthy life, following of individual rules of hygiene and knowing about its impact on human healthand following them  | 21/54                               | 38/38      | 41/8  | 22/29                           | 37/38      | 41/33 |
| 6   | Existence of a need for preparing to get profession on the basis of HLC  | 20/53                               | 36/35      | 44/12 | 22/31                           | 39/37      | 39/32 |
| 7   | Sense of one’s responsibility for leading healthy lifestyle and people around him  | 21/56                               | 38/37      | 41/7  | 22/26                           | 37/38      | 41/36 |
| 8   | Knowing about the conditions of ecological environment and its positive and negative impact on healthy lifestyle and having skills of implementing into life in practice   | 13/51                               | 32/31      | 55/18 | 20/28                           | 42/41      | 38/31 |
| 9   | Knowing about reproductive health and its content and essence. Realizing that healthy family is the basis of healthy society, understanding the necessity of medical examination                                 | 18/47                               | 38/37      | 44/16 | 22/31                           | 35/38      | 43/31 |
| 10  | Knowing the consequences of various evil hazardous things (drug abuse, drunkenness, taxicomania, smoking, dissoluteness).  | 15/54                               | 33/33      | 52/13 | 24/30                           | 42/38      | 34/32 |
| 11  | Knowing the essence of the notions sound thinking, healthy outlook   | 19/53                               | 38/37      | 43/10 | 20/32                           | 38/38      | 42/30 |
| 12  | Treating his/her own spiritual and physical health as a whole process  | 15/49                               | 35/35      | 50/16 | 20/31                           | 40/38      | 40/31 |
| 13  | Trying to understand and being interested in the content and essence of state policy on upbringing of highly knowledgeable and intellectually developed generation   | 16/48                               | 33/32      | 51/20 | 21/27                           | 40/38      | 39/35 |
| 14  | Receiving operative socio-political information in the life, thinking and interest in scientific-methodic, popular materials and Internet sources  | 20/56                               | 37/38      | 43/6  | 25/30                           | 36/37      | 39/33 |
| 15  | Need for increasing medical-biological and social-legal knowledge  | 18/54                               | 35/34      | 47/12 | 22/31                           | 40/38      | 38/31 |

|                        |   |               |               |             |             |               |               |
|------------------------|---|---------------|---------------|-------------|-------------|---------------|---------------|
| 16                     | Existence of knowledge on the content of health, understanding values, healthcare and strengthening one's health and using them in practice | 19/55         | 36/35         | 45/10       | 21/29       | 39/38         | 40/33         |
| 17                     | Realizing various subversive activities, hating them and realize their dangerous impact   | 17/51         | 38/37         | 45/12       | 23/28       | 39/39         | 38/33         |
| 18                     | Going in for 2 or more physical culture and sport   | 17/53         | 35/36         | 48/11       | 21/31       | 40/37         | 39/32         |
| 19                     | Interest in social atmosphere, propogating activities of the civil society institutions in developing HLC of the youth.                     | 20/50         | 37/36         | 43/14       | 22/26       | 38/38         | 40/36         |
| 20                     | Implementation of healthcare technologies in practice, participating in lessons of preventing diseases.                                     | 19/52         | 35/35         | 46/13       | 23/28       | 40/39         | 37/33         |
| Total:                 |   | 348/<br>1042  | 707/<br>699   | 945/<br>259 | 440/<br>596 | 782/<br>766   | 778/<br>638   |
| Average:<br>In percent |   | 17,4/<br>52,1 | 35,3/<br>34,9 | 47,3/<br>13 | 22/29,8     | 39,1/<br>38,3 | 38,9/<br>31,9 |

$$r = 1 - \frac{6\sum d^2}{n(n^2-1)}$$

Experiment and contol groups have been differentiated in the process of testing experiment and the degree of development determined in low, medium and high degrees.

It was analysed the degree of HLC development of the youth participated in experimental testing. It was used correlation analysis method. It was calculated the coefficient of obtained results of correlation on the basis of the formula of Spirman:

Here  $\sum d^2$  is square of sum of colour differences, n –the number of students participating in the experiment. It was evaluated the degree of development of HLC and analysis of the on the basis of 20 indexes, as lower, medium and high.

It was advanced the following hypothesis on the basis of the results taken prior and after the experiment. Hypothesis on the equality of mean values is  $H_0 : a_T = a_H$ , its opposite (alternative) hypothesis is  $H_1 : a_T \neq a_H$ . In other words, (H<sub>0</sub>) is as a hypothesis: indexes prior and after the experiment are the same, HLC did not develop. (H<sub>1</sub>) is as an alternative hypothesis: there is a difference between the indexes prior and after the experiment, i.e. there is effectiveness of development of HLC. It was used Fisher's criteria to check these hypotheses. It was taken general results and identified their results on the basis of 20 indexes in the following table (Table 2).

Table 2

**Dynamic Growth of Healthy Lifestyle Culture of the Youth in Experiment Group**

| Indexes | Before the experiment n=787 |         |     | After the experiment n=787 |         |     | Fisher's critical value criteria on the basis of probability 0,95% | Emperic value of Fisher's criteria on the basis of probability 0,95% |
|---------|-----------------------------|---------|-----|----------------------------|---------|-----|--|--|
|         | High                        | Medi um | Low | High                       | Medi um | Low |  |  |
| total   | 137                         | 278     | 372 | 410                        | 275     | 102 | 1,6  | 3,5  |

As is seen in the table both all the indexes given above and general indexes are bigger than critical value. Therefore among advanced hypothesis(H<sub>0</sub>) was rejected, and alternative hypothesis (H<sub>1</sub>) was accepted (Table 3).

**Table 3**

**Dynamic Growth of Healthy Lifestyle Culture of the Youth in Test Group**

| Indexes | Before the experiment<br>n=728 |            |     | After the experiment n=728 |            |     | Fisher's critical value<br>criteria on the basis of<br>probability 0,95% | Emperic value of<br>Fisher's criteria on<br>the basis of<br>probability 0,95% |
|---------|--------------------------------|------------|-----|----------------------------|------------|-----|--|---|
|         | High                           | Medi<br>um | Low | High                       | Medi<br>um | Low |  |   |
| total   | 160                            | 285        | 283 | 217                        | 279        | 232 | 1,6  | 5,0   |

As is seen in this table, both all the indexes given above and general indexes are bigger than critical value. Therefore among advanced hypothesis(H<sub>0</sub>) was rejected, and alternative hypothesis was refused, and (H<sub>1</sub>) was accepted. Correlation analysis of the research results in the experiment and testing groups show that it has effectiveness. And it proved that the results of the research are truthful.

It was presented the statistic analysis to determine effectiveness, truthfulness and to compare the obtained results in experiment and testing groups.

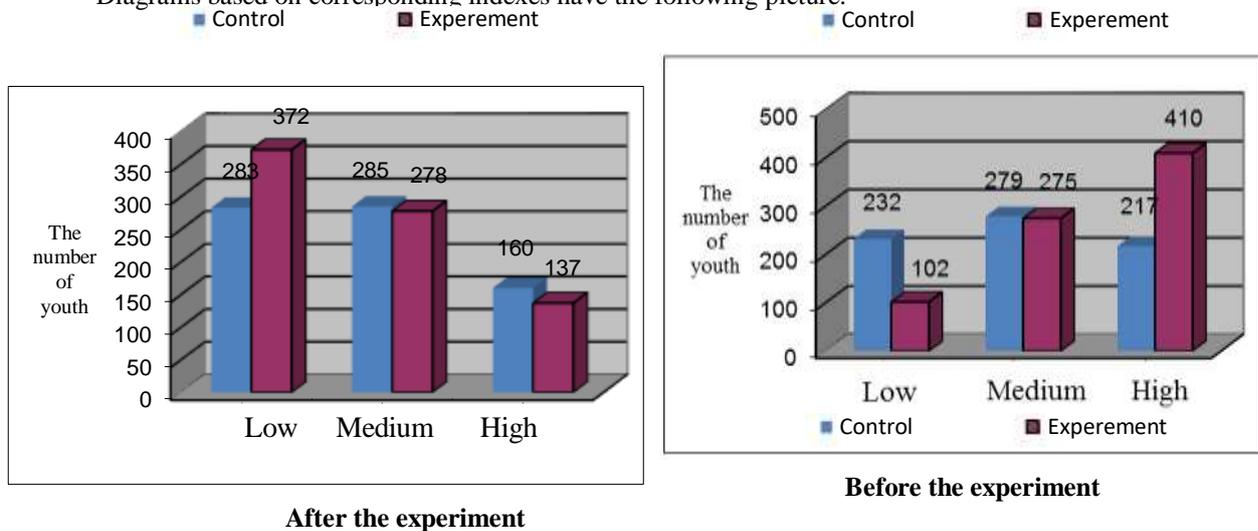
It was reflected the results of experiments which were taken before and after the experiment in experiment and testing groups in the basis of above tables in the following table (Table 4)

**Table 4**

**The Results of the Pre- and Post Experiment on Determining the Degree of Mastering in Improvement of Observance of Consistency and Continuity in Developing of the Youth Healthy Lifestyle Culture**

| Time of Experiment    | Groups     | The number of youth | The number of answers |        |     |
|-----------------------|------------|---------------------|-----------------------|--------|-----|
|                       |            |                     | High                  | Medium | Low |
| Before the experiment | Experiment | 787                 | 137                   | 278    | 372 |
|                       | Control    | 728                 | 160                   | 285    | 283 |
| After the experiment  | Experiment | 787                 | 410                   | 275    | 102 |
|                       | Control    | 728                 | 217                   | 279    | 232 |

Diagrams based on corresponding indexes have the following picture:



**Fig 5. Diagram of Healthy Lifestyle Culture of the Youth Development Degrees**

On the basis of the results given above, and after mathematical statistical analysis average square deviation for the final state of the experiment, selective disperse, variation indexes, Student’s selective criteria, on the basis of Student’s criteria the degree of freedom, Pirson’s corresponding criteria and reliable deviation have been found.

| $\bar{X}$ | $\bar{Y}$ | $S_x^2$ | $S_y^2$ | $C_x$ | $C_y$ | $T_{x,y}$ | $K$     | $X_{n,m}^2$ | $\Delta_m$ | $\Delta_\kappa$ |
|-----------|-----------|---------|---------|-------|-------|-----------|---------|-------------|------------|-----------------|
| 4.39      | 3.98      | 0,4974  | 0,6163  | 1     | 1     | 10,71     | 1463,32 | 104,72      | 0,05       | 0,05            |

On the basis of Neiman’s idea reliable intervals for the results of experiment and testing groups were found:

$$\bar{X} - t_{kp} \cdot \frac{S_x}{\sqrt{n}} \leq a_x \leq \bar{X} + t_{kp} \cdot \frac{S_x}{\sqrt{n}} \quad \bar{Y} - t_{kp} \cdot \frac{S_y}{\sqrt{n}} \leq a_y \leq \bar{Y} + t_{kp} \cdot \frac{S_y}{\sqrt{n}}$$

$$4,34 \leq a_x \leq 4,44 \quad 3,93 \leq a_y \leq 4,03$$

It was calculated the quality of indexes for the obtained results of the experiments.

According to:  $\bar{X}=4,39$ ;  $\bar{Y}=3,98$   $\Delta_x = 0,05$ ;  $\Delta_y = 0,05$  is equal.

$$\text{And quality index is: } K_{yc\sigma} = \frac{(\bar{X} - \Delta_x)}{(\bar{Y} + \Delta_y)} = \frac{4,39 - 0,05}{3,98 + 0,05} = \frac{4,34}{4,03} = 1,08 > 1;$$

$$K_{\sigma\sigma} = (\bar{X} - \Delta_x) - (\bar{Y} - \Delta_y) = (4,39 - 0,05) - (3,98 - 0,05) = 4,34 - 3,93 = 0,41 > 0;$$

The obtained results show that the evaluation criterion of effectiveness of study is bigger than one and evaluation criterion of knowing degree is bigger than zero. It means that progress in experiment group is higher than the progress in testing group.

### III. Conclusion

It was come to the following conclusion on the basis of analyses and results of scientific-pedagogical observations:

One of the basic conditions in modernization of the society in the process of globalization is developing healthy lifestyle culture of the population and improvement of social condition. Therefore to upbringing spiritually and physically advanced generation was determined to be priority tasks during the years of independence.

Developing of healthy lifestyle culture of the youth is related to the philosophical, psychological, legal and social approaches, and influencing factors on the components of healthy lifestyle culture development, and pedagogical conditions, was proven.

It provided the purpose-orientedness through the classification of historical-evolutionary development of spiritual values, from components of healthy lifestyle culture point of view, and grounding from scientific and pedagogical points of view in the process of upbringing. Spiritual heritage of people’s pedagogy and Oriental thinkers served to be a basic source in developing healthy lifestyle culture of the youth.

Improving the activity on this problem, and developing sound thinking and healthy outlook of the youth were achieved through working out the content of social projects directed at developing healthy lifestyle culture of the youth, implementation into life and evaluation of its effectiveness of educational establishments and civil society institutions.

In developing healthy lifestyle culture of the youth their possibilities of having theoretical knowledge, skills and competences in upbringing were determined through social-humanitarian and major subjects, special courses taught at the educational establishments, designing of pedagogical process, algorithmization, information-communicative technologies and effective use of interactive methods.

In developing healthy lifestyle culture of the youth organization of upbringing activities, setting cooperation of educational establishments with civil society institutions, using of innovative methods of upbringing and relying on foreign experience in developing healthy lifestyle culture is connected with teacher's pedagogical competence was proven. Requirements put to modern teachers and criteria of determining their competence in training pedagogues for the process of developing healthy lifestyle culture of the youth were worked out.

Working out of the model of improving pedagogical mechanisms of the observance of consistency and continuity principles in developing of healthy lifestyle culture of the youth on the basis of philosophical, psychological, legal and social approaches, implementation of it into practice and organizing a pedagogical process, cooperation of higher educational establishments with families and mahallahs and civil society institutions will serve to provide it with social partnership.

Improving the evaluation results of fulfilling the state policy on the youth, constant monitoring of the degree of development indexes of healthy lifestyle culture of the youth in the process of upbringing in this respect enabled to organize technological approach on the basis of cooperative pedagogy effectively.

In upbringing comprehensively advanced generation improving cooperation of families, mahallahs and educational establishments with civil society institutions will provide with consistency and continuity of work in this respect, set public control, provide with social partnership and programme future cooperative activity.

Based on the results of the research in developing healthy lifestyle culture of the youth in further improving of pedagogical mechanisms in observance of consistency and continuity principles creation of State Programme on cooperation of educational establishments with civil society institutions, and implementing it through innovative technologies; improving the content of subjects taught at continuous education system and State Education Standards; introduction of a special course in the curriculum of the training and re-training of teachers in training pedagogues to the process of developing healthy lifestyle culture; professional training of future teachers for developing healthy lifestyle culture of the youth in the direction of pedagogy in higher educational establishments; it will be appropriate to organize a Republican and International traditional scientific-practical Forum.

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