

THE IMPACT OF INFORMATION TECHNOLOGIES ON CHILDREN'S HEALTH

Associate Professor of the Department of Pedagogy

Preschool and Primary Education

Nigmatova Mavjuda Maxmudovna

nigmatova_mavjuda@buxdpi.uz

Annotation. The article considers how health-saving technologies affect the learning process of schoolchildren; creativity development. It reveals the possibilities of using information technology in primary education.

Keywords: health-saving technologies, information technologies, level of knowledge, creative abilities.

Modern society can be described as an ever-evolving information space, which is influenced not only by the widespread use of various information transmission methods but also by the natural integration of numerous participants in information processes. Both the creators and consumers of informational products come from diverse backgrounds, encompassing varying age groups, educational levels, and social statuses. Current trends show that not only adults but also older preschool children are increasingly involved, either directly or indirectly, in information flows. From birth, children are immersed in a rich informational environment, becoming consumers of diverse information sourced from various channels. This exposure stems from their natural curiosity and inquisitiveness, as well as their inherent desire to explore the new and unknown. Consequently, children today are particularly vulnerable, often unprepared to navigate the array of information, which can range from constructive to potentially harmful.

In light of this, one of the primary pedagogical objectives within modern educational settings is to cultivate information culture among preschool children. The optimal age for fostering such culture is considered to be 5-6 years, as this developmental period corresponds with significant growth in mental abilities, emotional and sensory development, communication skills, and a heightened desire for interpersonal interactions. Information culture plays a dual role: it is both an

influence on the personal development of children and a process that children can actively engage with, becoming the first bearers of informational knowledge and skills. This includes the ability to work with information sources, process them, and use them purposefully in alignment with their cognitive interests and personal concerns.

The new informational reality necessitates more than mere existence within it; individuals must also learn to function effectively within this space, overcoming the obstacles posed by uncontrolled information influence on a child's personality. This underscores the need for adaptation to contemporary living conditions. Therefore, the development of a child's information culture is pivotal in determining how they selectively perceive and consume information, thereby acting as a regulatory mechanism in guiding its use.

In this context, educational institutions play a crucial role in laying the foundations for information culture among senior preschoolers. These institutions are well-equipped with diverse communicative, cultural, creative, interactive, and game-based tools that have considerable pedagogical potential in establishing the fundamentals of information culture, particularly within the framework of socio-cultural activities.

Furthermore, educational institutions devote significant attention to student health. It is well-documented that many children experience health challenges, including poor eyesight, scoliosis, and flat feet, in addition to more severe conditions. Teachers must, therefore, consider the application of specialized health-preserving technologies aimed at enhancing and maintaining children's well-being.

Health-preserving technologies refer to a collection of organizational methods, programs, and strategies for structuring the educational process in ways that do not compromise children's health. These technologies are designed to ensure that pedagogical practices positively influence the health of participants. Particularly in primary education, where children are still developing focus and attention skills, health-preserving pedagogical strategies are essential. For younger students, the inclusion of brief physical activity breaks during lessons—incorporating breathing

exercises and eye gymnastics—can be beneficial. These activities are generally well-received by children, who require such breaks to maintain focus and avoid fatigue.

The overarching goal of health-preserving technologies is to maintain and enhance each child's health while fostering knowledge, skills, and habits necessary for a healthy lifestyle, as well as cultivating an awareness of health. In recent years, there has been a noticeable increase in the incidence of health issues among children and adolescents, not only in terms of physical ailments but also concerning psychological difficulties. Given that children spend more than half of their waking hours in educational settings, it is clear that the education system bears some responsibility for safeguarding the health of the younger generation.

While educational institutions are not healthcare facilities, the role of educators is to create environments that prioritize student well-being and promote a healthy lifestyle. This includes ensuring that students are not only physically healthy but also mentally sound, socially adaptive, and morally developed. Health-preserving pedagogical technologies are, therefore, methods, approaches, and conditions that contribute to the overall preservation and enhancement of physical, mental, and moral health throughout the educational process.

To effectively implement these technologies, educators must skillfully organize the classroom environment, ensuring that the layout, teaching methods, and activities promote a positive health-conscious atmosphere. Activities such as dynamic pauses, including finger exercises, eye relaxation techniques, and breathing exercises, can help mitigate fatigue and stress. These techniques also contribute to cognitive and emotional regulation, ensuring a balanced mental state conducive to learning.

Additionally, visual exercises and breathing techniques, such as those promoted by A.N. Strebeleva, are integrated into physical education and health-focused curricula to restore proper breathing and optimize physiological functions. Relaxation exercises, accompanied by soothing music or nature sounds, also foster emotional balance, helping students manage their emotions and promoting a peaceful learning environment.

The educational process, viewed from the perspective of health pedagogy, requires a fundamentally different approach, one that emphasizes the prevention of

physical strain, psychological stress, and other adverse effects. Lesson organization, content, and teaching methods must prioritize student engagement, well-being, and self-development. This includes fostering environments that accommodate diverse learning styles, allowing students to express themselves and work independently, while maintaining a focus on the collective well-being of the class.

Innovative teaching methods, such as interactive whiteboards, multimedia presentations, and computer-assisted learning tools, enhance the effectiveness of the educational process. These technologies engage students actively, enabling them to engage with content dynamically, revisit material as needed, and participate in virtual experiments. By allowing students to work individually, in groups, or as part of a team, such tools facilitate interactive and engaging learning experiences.

In conclusion, the integration of innovative and health-preserving technologies into the educational system is critical to ensuring that students not only acquire knowledge but also develop the skills necessary to live healthy, balanced lives. This approach addresses both educational and social challenges, promoting a holistic view of student well-being that enhances their academic and personal growth.

References

- 1.Иванова И.Ю.,Евтушенко И.Н.,Артеменко Б.А.Реализация компетентностного подхода в процессе подготовки студентов к просветительской деятельности в дошкольной образовательной организации//Азимут научных исследований: педагогика и психология. 2019. № 3. С. 111-114.
- 2.Nigmatova M. M. Use of digital games in Children's activities //AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMENT. – 2022. – Т. 1. – №. 2. – С. 113-116.
3. Nigmatova M. RAQAMLI O‘YINLAR BOLALARNI O‘QITISH USULI SIFATIDA //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 3. – №. 3.
4. Mahmudovna N. M. Reasons for Personal Change of Modern Preschool Children. Middle European Scientific Bulletin, 10 (1) [Электронный ресурс].