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The Role of Pedagogical Techniques in Preventing Diseases That Arise Among Students During Professional Activities

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Abstract: The article provides an analysis of physical and psychological health issues that may arise in students during the process of preparing for professional activities. It highlights the role and significance of pedagogical techniques in preventing these health-related problems. In the context of modern education and upbringing, pedagogical approaches and training aimed at promoting a healthy lifestyle, preventing stress and fatigue, and enhancing motivation are emphasized. The study presents an analysis of professional health factors, health-preserving competencies within the school environment, and educational strategies that positively influence students' well-being.

Keywords: Professional health, student health, pedagogical technique, prevention, stress, motivation, health competence, technology, professional activity, professional ethics, analysis, motivation, pedagogue, comprehensive approach.

Introduction: In today's advanced and modern educational system, one of the key priorities of the pedagogical process is not only to equip students with knowledge but also to preserve and strengthen their physical and psychological health. In the course of professional activity, it has been identified that many factors associated with career-oriented education today negatively affect students' health. These factors include excessive mental workload, incorrect sitting posture, prolonged screen time, psychological stress, and difficulties with social adaptation. Timely identification

and prevention of such issues highlight the significant role and importance of pedagogical techniques.

Literature Review

Currently, numerous foreign and local studies are devoted to the preservation of students' health and educational programs promoting a healthy lifestyle. These studies also focus on the development of critical thinking, methods to combat stress, and the effectiveness of sports and wellness activities. For instance, the psycho-pedagogical theories of L.S. Vygotsky, D.B. Elkonin, L.I. Bozhovich, and N.V. Zamkova, the communicative approaches of Y.B. Gippenreiter, and the methodology of M. Montessori can be considered foundational techniques aimed at ensuring students' well-being within the educational process.

Among local scholars, researchers such as A. Azizkhoyayeva, N. Saydakhmedova, and M. Tillashaykhov have conducted scientific research in this field. Their pedagogical work includes recommendations and methodological practices aimed at maintaining professional health and preventing occupational diseases. For example, A. Azizkhoyayeva studied methods for preventing professional deformation; N. Saydakhmedova developed educational programs for instilling a culture of healthy living among students; and M. Tillashaykhov outlined key indicators and norms of healthy lifestyle culture based on labor hygiene and occupational psychology.

Moreover, modern pedagogical literature contains research focused on identifying health problems that arise during professional training. These sources provide substantial information on the health impacts of career-oriented education, psychohygiene, and the development of students' health culture skills. However, a comprehensive approach to the role of specific pedagogical techniques in preserving health during students' preparation for professional activity has yet to be fully developed. This gap contributes to the increasing prevalence of occupational diseases and is recognized as one of the main causes of difficulties encountered in professional practice.

Scientific-Academic Analysis. When conducting a deeper analysis of research focused on health preservation in the process of professional training, it is essential to first consider the modern paradigm of education. In the 21st century, education is increasingly viewed not merely as a process of imparting knowledge, but as a system that ensures the comprehensive development of an individual. In this context, students' physical well-being, psychological stability, and professional motivation are among the

primary criteria.

By applying Vygotsky's concept of the zone of proximal development to health-preserving technologies, it becomes possible to implement methods that do not harm students' health while taking into account their individual developmental capacities. For example, optimizing the balance between workload and rest, energizing the learning process through interactive methods, reducing excessive stress, and involving students in independent activities can help foster their self-regulation skills.

The Montessori method includes health-enhancing elements, such as lessons designed around movement, principles of teaching in harmony with nature, and individualized learning approaches—each of which function as pedagogical techniques aimed at preserving health. Gippenreiter's communicative approach plays an important role in creating a psychologically healthy classroom climate, reducing stress, and strengthening student well-being. Additionally, elements of physical education rooted in national traditions—such as morning exercises, folk games, and sports competitions—can be integrated into the professional training process to reinforce ideas of health preservation. Through this, students not only learn to value their health but also develop teamwork skills, self-discipline, and practical knowledge to prevent occupational illnesses.

METHODOLOGY

The research utilized a combination of observation, interviews, surveys, product analysis, and experimental methods. Practical activities were organized around maintaining a healthy lifestyle, managing stress, maintaining proper nutrition, and implementing physical exercises during breaks in lessons. Moreover, the educational process was enriched with interactive teaching technologies, role-playing games, relaxation exercises, visualization techniques, and group-based activities.

RESULTS

In the experimental groups studied, it was found that students developed a heightened sense of responsibility toward their own health, experienced fewer instances of fatigue and stress, and demonstrated increased physical activity and motivation. Compared to the control group, significant differences were observed in classroom engagement, initiative, and self-management skills.

DISCUSSION

The results indicate that applying pedagogical technologies with a focus on health preservation serves as an effective means in the professional training of

students. Through these technologies, students not only gain theoretical knowledge but also develop practical skills. Approaches based on psychohygiene support students' personal development, increase their resilience to stress, and strengthen their ability to work collaboratively.

In addition, the use of health-preserving pedagogical technologies improves teachers' professional competence and motivates them to work with innovative methods. It is important that teachers themselves adhere to a healthy lifestyle and serve as role models for students. In the context of modern education systems, it is crucial to develop integrated programs in this direction, organize retraining and professional development courses for teachers, and implement healthy lifestyle components in schools.

CONCLUSION

Pedagogical technologies aimed at preserving health during professional training have a positive impact on the overall development of students. These technologies not only enhance health but also promote socio-psychological adaptation, self-confidence, and professional motivation. Therefore, it is essential to systematically integrate health-enhancing pedagogical approaches into the educational process. The following recommendations are proposed:

- Organize professional development courses to train teachers in the effective use of health-preserving pedagogical techniques, thereby achieving the desired outcomes.
- Develop integrated programs in schools that incorporate components of a healthy lifestyle.
- Include short physical exercise breaks during each lesson.
- Monitor students' health indicators regularly in cooperation with school staff.
- Alongside career guidance, introduce visual and interactive materials and training sessions focused on fostering health awareness.

In summary, applying pedagogical technologies based on health-promoting approaches enables the education of not only healthy but also professionally competitive, independently thinking, and creative young specialists.

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