



ORGANIZATION OF WORK FOR HEALTHY LIFESTYLE PREVENTION FOR CHILDREN WITH DISABILITIES

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ABSTRACT

Experience in the implementation of programs of psychological support indicates that the family did not show interest in educational activities aimed at creating a culture of healthy way of life for children with the limited possibilities of health. Children with psychophysical developmental disabilities require a special approach in this regard. Recognizing the rights of such children, their interests, and needs, and providing assistance in their personal development and in choosing an appropriate professional activity are extremely important. The author consider the possibility of additional psychological-pedagogical support of education, in order to save the health of children.

Relevance. Today, with changes in various spheres of life, issues related to preparing the younger generation for independent living have become increasingly important. Children with psychophysical developmental disabilities require a special approach in this regard. Recognizing the rights of such children, their interests, and needs, and providing assistance in their personal development and in choosing an appropriate professional activity are extremely important. The processes of democratization and humanization in modern society, as well as the Constitution of the Republic of Uzbekistan, stipulate the need to create equal rights and opportunities for everyone, especially those with intellectual disabilities, to receive an education, develop their individual abilities, and integrate into society. This issue, while relevant for the entire global community, is particularly relevant in modern Uzbekistan.

To identify and organize preventative measures to promote a healthy lifestyle for preschool-age children with intellectual disabilities in particular need, we developed a monitoring plan and conducted research.

We formulated and addressed the following specific objectives:

- 1) To identify the research problem statement in existing programs and its organization in pedagogical practice at a special kindergarten for mentally retarded preschool-aged children (6 years old)
- 2) To study the expression of interests in mentally retarded preschoolers;
- 3) To define the concept of healthy lifestyle prevention for mentally retarded preschoolers.

To achieve these objectives, questionnaires were developed for preschool teachers, and collective, group, and individual interviews were conducted, with recorded interviews and oral responses to questions (answers to questions, etc.) were conducted.

The composition of children and the conditions in which the experimental and control groups worked were approximately the same throughout the experiment. To obtain additional information (based on the questionnaire), 20 preschool teachers were recruited for the study. To study this topic, we selected materials, texts, pictures, filmstrips, etc. For the experiment, we selected stories on the topics of "Healthy Lifestyle," "About a Mother and Daughter," "To the Doctor," "Putting the Doll to Bed," "Health," and "Bathing the Doll." These stories varied in theme, structure, and content and, in our opinion, were of the greatest interest to preschoolers: "To the Doctor," "What Mistake Did Shakhzoda Make?", "Why Should You Wash Your Hands More Often?", "Why Did Shakhzoda Get a Stomach Ache?", "Why Do You Think It's Important to Maintain Strict Hygiene?" All of the selected games were generally simple in content and had an engaging plot. A set of physical exercises for preschool-age children. However, to understand them, subjects must have sufficiently mastered the skills of identifying the semantic center of the game, establishing cause-and-effect relationships, conveying the content and meaning of the game in a logical, consistent manner, and drawing conclusions and generalizations. These stories were used in all groups (6-year-olds) to obtain objective data indicating the level of understanding of the content of the story about lifestyle prevention. No special preparation was conducted. After appropriate instruction, subjects were asked to narrate, independently answer questions, draw conclusions, and express their attitudes toward the events, actions, or deeds of the characters. Analysis of the experimental data obtained from responses to questions about the content of the stories, games, and physical exercises was conducted according to the following criteria: comprehension, understanding of the meaning of the story; completeness, consistency, and accuracy of its presentation. All these stories were presented as games, as this helps engage children in activities and foster a positive emotional attitude toward the task. The results of the experiment led to the conclusion that children with disabilities require specialized training in healthy lifestyle promotion. This is due to the fact that children with intellectual disabilities are characterized by significant delays in perceptual development, a slower pace of development, and a delayed and often incomplete connection between perception and words, which, in turn, delays the formation of concepts about the surrounding world. As a result, children with intellectual disabilities entering special kindergarten differ significantly from their typically developing peers. Therefore, these children require specialized education.

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