

**PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF FORMING HEALTHY EATING HABITS IN CHILDREN IN PRESCHOOL EDUCATIONAL ORGANIZATIONS AND FAMILIES**

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**Abstract**

The promotion of healthy eating habits in preschool educational organizations should be carried out consistently in various directions, based on a specific program and clear objectives. In particular, this primarily involves providing children with relevant medical and hygienic knowledge about forming healthy eating habits during the pedagogical education process. The impact of developing healthy eating habits on human body development is highlighted.

The promotion of healthy eating habits in preschool educational institutions should be carried out systematically in various directions, based on a specific program and with clear objectives. Particularly, this involves providing children with certain medical and hygienic knowledge about forming healthy eating habits during the pedagogical education process, developing their understanding of how healthy eating habits influence human body development. On the other hand, it is directly related to cultivating children's ability to follow hygienic rules based on a strict regimen, and turning the protection of their own and others' health into a daily habit.

Psychologists have identified characteristics of children in their first years of life that determine their maximum sensitivity to education and upbringing. These characteristics include the plasticity of higher nervous and mental activity, imitation and suggestibility, and emotionality. The uniqueness of home education is explained, first and foremost, by its priority and special significance in a child's life due to the biological and psychological connection with close adults. The upbringing process is optimized through the development of valuable needs in the infant, such as communication, receiving new impressions (later developing into a thirst for knowledge), active means of engagement, recognition, and love, among others.

From the first days of a child's life, the world of people, nature, and objects surrounds them. However, not all adults and environments are favorable for a child's development from birth. In children separated from their parents (often abandoned by them) and placed in children's homes, general mental functioning decreases, emotional-cognitive interactions deteriorate, and as a result, intellectual development slows down. The earlier a child is separated from their parents' family and the longer they stay in an institution, the more pronounced the impairments become in all areas of their mental development (I. Langmeer, Z. Mateichik, S. Meshcheryakova, V. Mukhina, E. Smirnova, et al.).



Psychological and pedagogical research (A. Leontiev, S. Kozlova, et al.) shows that the entire diversity of the surrounding world that influences a young child in one way or another is of particular importance, especially the "intimate social circle" (A. Leontiev). This circle includes parents and other close people whose emotional image is sometimes permanently imprinted on the child's consciousness, protecting and loving the baby. The child is ready to actively use this image very early: even in the pre-speech period (A. Zaporozhets, A. Kosheleva, Ya. Neverovich). If a child is desired and loved, and their relatives radiate love and affection, the child is especially receptive to their educational influence. Conversely, in the first years of life, the child does not accept the words, persuasion, and advice of a "strange" woman (for example, fellow travelers on public transport or teachers of other groups).

Therefore, scientists consider the deeply emotional and sincere nature of family education to be the first and most important factor that determines the special significance of family upbringing in shaping a child's personality, making it a priority compared to other educational institutions (preschool organizations, schools, orphanages, etc.). It is built on the basis of kinship, and its "leaders" are the parents' love for their children and the children's reciprocal feelings towards their parents (attachment, trust, affection) (Y. Azarov, I. Grebennikov, T. Markova, A. Petrovsky, A. Kharchev, et al.).

However, this is not the only factor ensuring the effectiveness, strength, and stability of family upbringing. In T. Markova's research, we find a logical basis for two more factors:

The consistency and continuity of the educational influence of the mother, father, and other family members in various life situations, and their daily repetition;

The availability of objective opportunities for involving children in the family's household, economic, and educational activities.

The family, being a small group and a unique "microcosm," most fully meets the requirements for a child's gradual integration into social life and the progressive expansion of their worldview and experience. At the same time, it should be taken into account that the family is not a homogeneous but a stratified social group. It presents "subsystems" of different ages (senior and junior family members), genders (men and women), and sometimes professions (mother a musician, father a doctor, grandmother a teacher, grandfather a biologist). This allows the child to demonstrate their abilities on the broadest scale and to fulfill their needs more quickly and completely (Y. Azarov, I. Grebennikov, A. Kharchev).

Thus, in modern science, there is evidence that the family is the first and most important educational institution in a person's life.

In the 70s and early 80s of the 20th century, certain aspects of education were studied, for example, "Cultivating the Beginnings of Discipline in Middle Preschool Children in the Family" by N. Starodubova, "Play as a Means of Moral Education for Young Preschoolers in the Family" by L. Zagik, "Pedagogical Conditions for Teaching Labor to Older Preschoolers in the Family" by D. Dzinter, and "Guiding Behavior in Older Preschool Children."

From the perspective of kindergarten and family interaction in child-rearing and parental support, the data obtained in V. Bezlyudnaya's work "Interaction between Preschool Educational Organizations and Families in the Pedagogical Correction of Relations Between Preschoolers and Peers" are of interest. The author convincingly demonstrates that neither the family nor the preschool educational organization can independently solve the problem of eliminating deviations in peer relationships related to the child's nutritional conditions and upbringing in the family. As a result of the experimental work carried out, positive changes occurred in the nature of the relationship between teachers and parents, as well as in the attitude of peers towards the children.



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