

INNOVATIVE WAYS TO FORM HEALTHY EATING SKILLS IN PRESCHOOL CHILDREN

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Abstract: The article analyzes the technologies of healthy nutrition of preschool children, methods and technologies for their implementation in kindergartens and at home, and is based on scientific facts and hypotheses.

Keywords: Outsourcing, healthy nutrition, technology, rational nutrition.

The decision of the Cabinet of Ministers of the Republic of Uzbekistan "On further improvement of the system of healthy feeding in state preschool educational institutions" was adopted. The regulations on the procedure for organizing healthy meals in state preschool educational institutions and the procedure for organizing healthy meals by outsourcing were approved by the decision:

The money saved by organizing feeding in this way will be directed to improving the nutritional conditions of the children.

According to the decision, from the 2019-2024 academic year, the training of specialists in the field of "General food technology and its organization" will be started in HEIs within the framework of general quotas.

Cooks and cook assistants of pre-school educational organizations improve their qualifications in the field of healthy eating every 3 years.

The first periods of the child's development directly correspond to the periods of preschool education. At this stage, the formation of healthy eating skills has its own pedagogical, psychological and social significance. "According to the great philosopher Socrates, 70% of the factors that create a foundation for the formation of a healthy child with intellectual potential depend on the family and doctors. Also, 30-35 percent to the generation, 7 percent to the generation, the intellectual health and upbringing of the parents (grandfathers and grandmothers, as the root of 7 generations, must constantly provide food (education, experience, knowledge, etc.) to the next generations), 30-35 percent to the daily diet, foods that increase intellectual potential, enough water, iodine, fish oil, vitamins and minerals, 30-35 percent to teachers, and skills the idea that it is related clearly reveals the importance of healthy eating culture in the child's development. According to T. Romyanseva, "every child wants to be strong, energetic, agile, that is, to run without getting tired, ride a bike, swim, play in the yard with children and not suffer from constant headaches and colds wants Feeling bad, diseases have a negative impact on the overall development of the child. The task of the kindergarten and the family is to maintain and strengthen the child's health, and proper nutrition is one of its components. The formation of initial ideas about a healthy lifestyle and food culture in children is an important part of

the activities of pedagogues of preschool educational institutions. "In preschool educational institutions, a child learns to follow a daily routine, eat properly on time, follow the rules of personal hygiene, and strengthens the knowledge and skills he has acquired in the family environment. In this study, the concept of "healthy nutrition" was studied in connection with the concept of rational nutrition. Because today, the concepts of healthy nutrition, proper nutrition and rational nutrition are used interchangeably. However, when directly related to the formation of healthy eating skills in children in preschool educational organizations, it increases the possibilities of a clear pedagogical approach to the topic. "Rational nutrition is called when the consumed food provides the body with energy, satisfies the need for lost energy, contains the necessary amount of proteins, fats, carbohydrates, vitamins, micro - macroelements, plant fibers, and the food and its composition and quantity correspond to the activity of the enzymes of the digestive system. Or in other words, the food consumed must correspond to the real needs of a person. The word "ration" is derived from Latin, and the expression "ration" means food consumed for a day, while "rational" means eating food in a purposeful, intelligent way. Taking the example of preschool children, "preschool children's bodies continue to grow rapidly, organs and systems are formed, metabolic processes occur at a high speed. The central nervous system develops rapidly. By the end of the preschool period, the child masters all the basic movements and speech is well developed. They are characterized by especially high motor activity, which requires a large expenditure of energy. Such development of the child's body requires a lot of substances necessary for the structure of cells, primarily proteins, vitamins and minerals. Therefore, feeding preschool children differs in quantity and quality from feeding young children. The World Health Organization's recommendations on healthy eating state that "dietary patterns can change over time through a variety of social and economic factors, their complex interactions, and individual patterns of eating. These factors include income, food prices, food availability, individual preferences, cultural traditions, as well as geographical and environmental factors." It also states that "improving dietary habits is not only a personal issue but also a societal one. It is therefore individual-based, multidisciplinary, multifaceted, and requires a culturally appropriate approach." Based on the above, we can use the definition that healthy eating is the consumption of food products in moderation and on time, taking into account their composition, their impact on human health at different stages of development, and their beneficial and harmful aspects for the full functioning of the organism. Today, "solving existing problems in raising the growing younger generation as well-rounded people, ensuring the effectiveness of education and upbringing based on modern requirements, bringing it up to the level of world requirements, forming and improving the essence and content of education and upbringing by relying on national and universal values in educating the younger generation, enriching the rules and laws of preschool education pedagogy based on the rich experience of our people and searching for its new aspects" is an urgent problem facing preschool education pedagogy. The skills that are formed in the immediate environment of a preschool educational organization in accordance with the characteristics of the child's development are also of great importance in his later life. That is, the development of a person's personality goes through several stages. Each subsequent stage is closely connected with the previous one, the previously achieved stage is higher, it is integrally integrated into the structure of the stage. The development formed at an early age is of permanent, not temporary, importance for a person.

In scientific literature, the concept of "skill" is defined as follows: "The knowledge acquired by a student is the ability to perform a specific practical action based on the main practical experience." "A skill, qualification acquired in a job is the ability of a person to perform a specific activity or action based on previous experience. Skills are a component of activities related to practical activity, the

ability to apply knowledge in practice. Skills are methods for successfully performing an action in proportion to the purpose and conditions of the activity. They are always based on knowledge, are the basis of skill (competence). Skills are divided into practical (physical) and mental in content, and simple and complex in form. Practical skills are aimed at performing labor activities, mental skills are aimed at acquiring knowledge and mastering it. Skills should not be confused with knowledge, because knowledge is expressed in judgments (reasoning) that accurately reflect reality. Skills are more embodied in mental and physical actions. Based on these definitions, “healthy eating habits” are “practical and mental actions that are formed and improved on the basis of knowledge and experience gained in proper and rational nutrition at different stages of development.” Today, in developed countries, it is recognized that from the age of three, in the environment of preschool educational organizations, in cooperation with parents, children should follow various rules, form conditioned reflexes, and form a food culture in children in other ways. In particular, researchers D. Birch and A. Ventura, emphasizing the strong influence of parents on children in eating habits and food choices, state that such an approach negatively affects children’s independent choice of food, that is, their autonomy. Based on the psychological characteristics of children, although parents always try to give their children their favorite foods or limit them for certain purposes, the main thing is that “food choices and preferences between adults and children are not the same”. Therefore, it is necessary to form proper eating habits, that is, skills, in children. Today, in countries around the world, increasing attention is being paid to the formation of healthy eating skills in children as part of the practical activities of preschool educational organizations.

Based on the above, the formation of healthy eating skills in children in preschool educational organizations:

- is a specific component of strengthening the health of the younger generation in our country, raising a comprehensively healthy and harmonious generation;
- as an important element of a healthy lifestyle and a healthy eating culture in children, it is one of the current problems of preschool education pedagogy;
- today, the conditions created by the state in preschool educational organizations for healthy nutrition of children also determine the necessary pedagogical conditions for the formation of healthy eating skills in children;
- the formation of healthy eating skills in children in preschool educational organizations also serves to improve the professional skills and qualifications of the pedagogical team in this area;
- today, the formation of a healthy eating culture in children is an important pedagogical process that is considered necessary for the education and upbringing of preschool children. In this regard, Uzbekistan's own experience, technologies and methods allow for more active integration into the international educational environment.

In conclusion, it should be noted that the organization of outsourced feeding in preschool educational organizations has improved the level of providing children with the necessary nutrients, micro and macro elements, and vitamins for their harmonious growth and healthy maturity. With the introduction of a new approach to the field, namely, the introduction of nutrition specialists

(technologists, qualified chefs), new menus and dishes, ensuring compliance with technological rules in their preparation, and the creation of conditions that meet the necessary sanitary requirements through the equipment and repair of kitchens, the food safety requirements for feeding children have also been met.

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