

The importance of daily routines in the lives of adolescent learners

AVULOVA NARGIZA TAKHIROVNA,

Assistant, Department of Pedagogy and General Psychology, Samarkand State University named after Sharof Rashidov

Annotation: The article discusses the aspects of the correct establishment of the daily routine in the daily life of adolescents, how students adhere to the daily routine, which largely depends on the educational potential and level of responsibility of parents.

Keywords: daily routine, discipline, time budget, free time, educational load, psychological development, educational potential, value of time.

Why is a daily routine necessary for schoolchildren? The occurrence of such conditions as poor physical development, fatigue, lethargy, apathy, frequent irritability and increased bad behavior is directly or indirectly related to the student's incorrect daily routine. Unfortunately, parents do not always pay enough attention to the daily routine of their children. However, an important stage in the growth and development of the child's body, the formation of the main character traits, the development of higher nervous activity occurs during school years. At the same time, the knowledge and skills necessary for life and work are formed and mastered. Russian teacher Kutsenko, as a result of his practical research, develops recommendations for the rational organization of the daily routine of schoolchildren and proposes to put them into practice. Everything in nature is rhythmic, and human activity also consists of rhythm. Under the influence of the central nervous system, all systems in human organs coordinate and work rhythmically in sequence. Their complex activity ensures the vital unity of the organism with the environment, and the rhythm of natural phenomena has a decisive influence. For example, the alternation of sleep and wakefulness is the regular alternation of day and night, breathing. The processes of breathing, heart activity, digestion, and movement are related to the rhythmic and sequential continuation of the

processes. The proper development of the human body also directly depends on the normal state of sleep. We know that the norm of sleep varies depending on the age of the child. For example, if 21-22 hours of sleep is considered the norm for a newborn baby, then for 7-8 year old children it is 10.5-11 hours, and for 15-16 year old adolescents it is 9 hours. In addition, the norms of nutrition and rest, heart rate also vary depending on the age of the child. Thus, the daily routine (daily regimen) is an exact reflection of the correct physiological processes necessary for the body. If the regimen is followed, conditioned reflexes are formed in schoolchildren to organize time, that is, the skills of going to bed on time and resting. If parents teach their children to organize their daily routine correctly, children will be in a good mood both at school and at home and will have good working capacity. A child who has rested on time will better perceive the lesson process in lessons. Adult supervision of a child's daily routine teaches children discipline, and the formation of discipline in them, in turn, instills a sense of responsibility for performing certain tasks. Students begin to value their time and acquire the skills of systematic movement. Thus, the child should be well aware that a certain daily routine has been established for him and that adherence to it is mandatory, and most importantly, the daily routine should work constantly.

As the child grows up, the ratio of the components of the daily routine (daily routine) also changes, and new types of activities that have not been encountered in his life until now appear. The times for organizing a certain daily routine and the nature of its implementation change. A schoolchild is constantly If a child follows a daily routine, he will quickly acquire habits and soon get used to doing them himself without any reminders. This, in turn, increases their mobility. In this case, it is advisable to take into account the age and individual characteristics of the child when drawing up the daily routine.

The following main components are distinguished in the daily time budget of students:

- the learning process at school and at home;
- rest, sleep;

- extracurricular activities;
- self-service, compliance with personal hygiene rules;
- eating, walking in the fresh air;
- physical education and sports, etc.

The child's life is not limited to school activities. School-age children are especially fond of attending art, music, sports clubs, attending concerts, cinema and theater performances. However, constantly watching TV and spending time playing Internet games disrupts the student's daily routine and at the same time seriously affects his health. Cultural events and favorite activities for students should be organized taking into account their age characteristics. In many cases, parents often complain to doctors about their children's restless sleep and irritability.

The student's free time is spent outside of compulsory education. We have determined that our parents do not have sufficient qualifications and skills to organize the child's free time outside of school in accordance with their individual and age characteristics.

How students adhere to the daily regimen largely depends on the educational potential and level of responsibility of parents, and in this regard we can divide them into the following groups

Group 1 parents: parents who cannot organize their children's free time normally. This may be due to the low educational potential of the parents or their irresponsible actions in raising their children;

Group 2 parents: parents who exceed the norm of extracurricular educational loads. Parents who involve their children in educational and sports clubs in order to organize their children's free time productively. As a result of their constant involvement of their children in various scientific and professional clubs and sports activities from preschool age or during school, children become bored or exhausted from education.

Group 3 parents: parents with high educational potential, that is, highly capable parents who can organize the educational and recreational loads of their children in their free time based on regulatory requirements.

In many cases, parents, in order to realize their own dreams and hopes that they could not realize in childhood, increase their children's educational or recreational loads in their free time. In organizing a schoolchild's daily routine, it is important to coordinate it with the regime of adults in the family. In this case, it is impossible to fully include the child in the daily routine of adults established in the family. The orderly structure of daily activities is extremely important for the comprehensive development of a child. This helps the student get used to a new life, combine rest and study, prevents nervousness, irritability, and maintains the child's ability to work during the day. Since a teenager has a physiologically growing body, it is advisable for him to go to bed earlier, taking into account that sleep time is 2-3 hours longer than that of adults. The quantity, quality, nutrition, and mobility of sleep have the greatest impact on the health of a schoolchild. Children who do not get enough sleep for 2-2.5 hours will not be as effective in the learning process. It is important that the daily routine of children in the family includes the main elements necessary for their age (sleep, nutrition, walks in the fresh air). Only when all components of the regimen are correctly and harmoniously combined, taking into account the individual and age characteristics of the student, can the child's harmonious development and upbringing be ensured. Some students cannot achieve their goals in their free time. If the student's free time is organized rationally, a meaningful daily routine can be achieved. Sunday should be a real day of rest for children, preparing them for another week of learning. However, even on a day off, the developed daily routine should not be violated.

REFERENCES:

1. Apanasenko, G.L. Valeology: pravo na samostayatelnost / G.L. Apanesenko // Meditsinskaya gazeta, 1996. - S. 10-11.
2. Bedny M.S. Mediko - demograficheskoe izuchenie narodfionaseleniya / M.S. Bednyy. - M., 1979. - 160 p.

3. Kant I. About pedagogy. M. Akbarov's translation. "Niso-Pligraph". - T., 2013. - 232 p.
4. Kant I. Sochinenia v shesti tomax. T.6. - M., 1966. - 530 p. www.ziyouz.com.
5. Kutsenk G.I., Kononov I.F. Regim dnya shkolnika. - M.: "Medicine", 1987. - 110 p