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МЕЖДУНАРОДНОЙ НАУЧНО -
ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ
«Современные научные
исследования в медицине:
актуальные вопросы,
достижения и инновации»



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ТОШКЕНТ ТИББИЁТ АКАДЕМИЯСИ

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АХБОРОТНОМАСИ



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SANITARY HYGIENIC ASSESSMENT OF THE LESSON TABLES OF SECONDARY SCHOOLS

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In the last years, the incidence among schoolchildren is growing. There is an increase in the educational load, an increase in the time that students work on the Internet and computer, a violation of the order of nutrition in schools, an incorrect structure of the lesson tables, the correct distribution of subjects in the lesson tables, etc. have a great impact on the health of students. Based on the latest data, at 10% of graduate schoolchildren can be considered healthy, 50% have certain deviations in health status, 40% have identified chronic pathologies of ida [1].

Purpose, object and methods of the study. The study analyzed the lesson tables of 29 and 249 secondary schools of Tashkent City in total 18 variants from 1 class to 9 class, and the compiled lesson tables were assessed sanitary-hygienic on the basis of "sanitary-epidemiological requirements for the terms and conditions of Organization of education in secondary schools" SanRandN 0341-16.

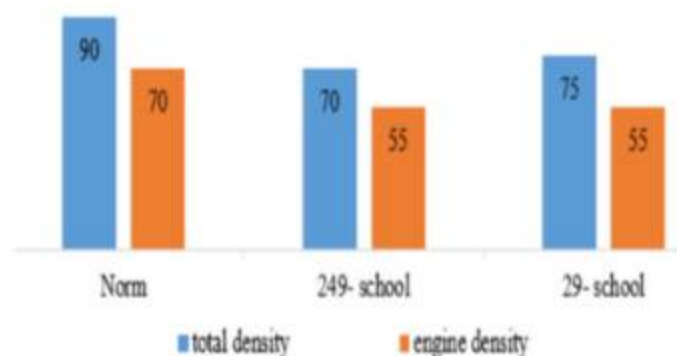
The timetable is important for the health of students. In addition to the fact that the irregular structured timetable brings out the mental exhaustion of children and adolescents, gradually affects their health. In schools under the research we conducted, the lessons are organized in 2 shifts, in 1 shift the lessons begin at 8-00 hours, and in 2 shifts at 13-30 hours. The training was conducted according to the standard scheme and lasts 45 minutes each.

In order to facilitate adaptation to schooling, hygienists recommended to support the method of "step-by-step" teaching of lessons in the 1st grade, gradually increasing the load: in September-35 minutes 3 lessons, starting from the second quarter - 35 minutes 4 lessons each (SanRandN 0341-16 Chapter 10, paragraph 10). But in the schools we studied, we found out that such a procedure is not in practice.

The daily and weekly training load of both schools was found to be greater than 0341-16 hours of hygienic norm in almost all classes compared to SanRandN 1-2 hours. Therefore, the weight of the weekly and daily training load in almost all age groups is higher than the recommended norm. We also focused on the weekly hours and placement days of our physical education classes. Physical education classes take away the mental fatigue of children and adolescents and keep the mental performance of students at a stable level. Therefore, to meet the biological need for movement, regardless of the age of the students, at least 3 classes of physical education are recommended per week, and children and adolescents should be placed on 3-4 classes of the day on weekdays (Thursday, Friday), when the decline in working capacity begins (SanRandN 0341-16). In the curricula of the schools we checked, there are physical education classes from only 2 hours per week, as a result of which the ratio of "authorized" physical education classes in the lower classes of all schools to the hours of general education is 1:11, in the middle and upper classes - 1:16 - 1:18 (in the norm 1: 5 - 1:7). At the same time, it was noted that physical education classes can not be used as a "replacement of classes": the role of classes in the schedule does not

fully correspond to the dynamics of mental work capacity during the day and week. The structure of the lessons and the duration of the constituent parts do not meet the hygienic requirements: 249 - 70% of the total density of physical education lessons in the school, engine density-55% of the score was determined; 29-corresponding in the school.

The results of many scientific studies have shown that the biorhythmological optimization of working capacity in school-age children is determined from 10 to 12 hours with intervals between the hours. The greatest effectiveness of mastering the training material at this time is noted in the lowest psychophysiological values of the body [2]. Therefore, for students of junior school age, it is desirable that the most complex subjects in the timetable should be in 2-3 class hours, for students of middle and senior school age - 2, 3, 4 class hours [3]. In our study, when the students' lesson schedule was assessed hygienically, the unfavorable dynamics of the daily training load was determined in 249-School condition 44,7% (2a, 4a, 6A and 9a classes), 29-School condition 64,9% (2b, 4B, 6b, 7b, 8b and 9b). In many classes there are also paired lessons, the most difficult lessons - Mathematics, Physics, Chemistry, a foreign language - are often put on the hours of the first and last lesson, that is, during the time of employment or during the period of the decline in the ability to work, and they are also laid out in a row. In addition, in all days, the natural-mathematical and Humanities have not been replaced by each other. We assumed that this was due to the fact that in many classes the possibility and hoax of teachers were taken into account when compiling the lesson schedule.



1-picture. General and motor intensity of physical education lessons, %

The timetable is drawn up taking into account the daily and weekly mental activity of the students and the difficulty of the lessons when all the Daily subjects in the properly structured timetable are calculated by adding them to the difficulty level, it is necessary that the greatest scores correspond to the middle of the weekdays, such as Tuesday and Wednesday [3]. In the schools where the study was conducted, it was found that in 37% of cases, the day on which the highest working capacity was observed-on Tuesday - the minimum training load. In many lessons, the maximum training load coincided with the days corresponding to the minimum

mental working capacity, Monday and Saturday. When analyzing the weekly lesson schedule, it was determined that 249-th school did not meet hygienic requirements in 4 out of 9 classes (4, 7, 8, 9 classes), 29-th school did

not meet hygienic requirements in six out of nine classes (66,7%, that is, more than half). In our opinion, this is due to the great complexity of compiling weekly schedules in schools with overload in the 2-pict.



2-picture. Hygienic evaluation of the lesson tables used, %

When the lesson tables were evaluated, we also paid great attention to the ratio of the duration of small and large breaks and the ratio of breaks to the total duration of the lessons. If the duration of the breaks is at least 10 minutes, then the function of the cortical cells, previously in a state of excitation, is restored, which ensures their effective functioning. During small breaks, the child should be in the fresh air and rest, and during a large break should eat. According to hygienic requirements SanRandN 0341-16 Chapter 10 the duration of breaks in secondary schools

according to paragraph 12 small breaks should not be less than 10 minutes, and large breaks 20-30 minutes, this is the ratio of the duration of the breaks with the duration of the 45-minute lesson to the time of the break should be equal. Due to the presence of 5-minute breaks in all classes of studied schools, this indicator decreased from 0,13 to 0,14, while "large" breaks decreased by 15 minutes (Table 1). As a result of insufficient time of breaks, the body of schoolchildren can not rest enough, which leads to the accumulation of fatigue by the end of the working day.

Table 1

Duration of breaks

Number of lessons	The normal break time is minutes	Number of lessons	249 and 29 school break times (min)
1	10	1	5
2	10 (20)	2	5
3	30 (20)	3	15
4	10	4	5

Conclusion. The textbooks of the schools do not fully meet the requirements of the current SanRandN 0341-16:

- The order of "step-by-step" of teaching in the 1-th classes was not adhered to;
- physical education classes are organized informally;
- reduced duration of "big" and "small" breaks;
- daily and weekly training loads exceeded the norm;
- in terms of the dynamics of students' daily and weekly work capacity, the lesson tables are unofficially structured.

Such shortcomings can lead to a deterioration in the state of health of schoolchildren.

Recommended recommendations

1. According to paragraph 10 of Chapter 10 of SanRandN 0341-16, it is recommended to use the "step-by-step" training regime for 1 classes in the first half of the year (in September, October-35 minutes 3 lessons per day, in November-December-35 minutes 4 lessons, in January-May-45 minutes 4 lessons);

2. The duration of breaks is recommended to comply with hygienic requirements (SanRandN 0341-16 of 10.12. tape);

3. It is recommended to properly organize the lessons of physical education (SanRandN 0341-16 of 10.20. tape);

4. It is recommended to reduce training loads on Mondays and Saturdays of the week;

5. It is desirable to correctly draw a weekly lesson schedule, adjust the most difficult lessons to the Middle Tuesday and Wednesday of the week. These days it is recommended that the subjects considered the most difficult in terms of difficulty level or the maximum placement in subjects with medium difficulty and low difficulty (SanRandN 0341-16 Chapter 13 Appendix 3);

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