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**Abstract:** Hygienic assessment of the schedule of primary school No. 61 in Almazar district of Tashkent and No. 98 in Yunus-Abad district of Tashkent. Compared to SanQ and M №0341-16, the weekly workload is 27 hours in the secondary school No. 61 in Almazar district, which is 5 hours more than the allowable workload, and 37 hours in the secondary school No. 98 in Yunusabad district. It was found to be more than 12 hours.

When assessing the intensity of the weekly workload in terms of points, the highest indicator for the week was the maximum workload at school No. 98 in Yunusabad district (28 to 46 points) on Wednesdays, Mondays and Tuesdays, At the 61st general secondary school in Almazar district (32 to 42 points), the maximum was found on Thursdays and Tuesdays.

**Keywords:** elementary school, lesson schedule, workload

The task of hygienic regulation of the pedagogical process in the school is to organize teaching and education in such a way that the load corresponds to the age of the children, maintains their effectiveness and ensures their correct, harmonious and comprehensive development. The best solution to this problem is to organize the total number of daily and weekly classes, arrange the duration of classes and breaks, and organize the lessons wisely during the school day and week.

In today's world, the complexity of science curricula has led to a significant increase in the amount of mental work required by school students. The rational organization of mental labor is not only a means of preventing fatigue in children, but also a means of increasing mental ability. One of the most important measures to prevent fatigue in children is to make sure that the lesson plans are appropriate for the students' ability to work during the day and week.

The purpose of the study was to hygienically assess the curriculum of primary school No. 61 in Almazar district of Tashkent and No. 98 in Yunus-Abad district of Tashkent.

**Research materials and methods** - We used the following indicators in the hygienic assessment of the organization of the educational process:

Daily and weekly workloads, lesson schedules, and lesson severity were assessed on an 11-point scale that took into account the static and dynamic components of the sessions. The inspection revealed the following.

Compared to SanQ and M №0341-16, the weekly workload is 27 hours in the secondary school No. 61 in Almazar district, which is 5 hours more than the allowable workload, and 37 hours in the secondary school No. 98 in Yunusabad district. It was found to be more than 12 hours.

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Analysis of the lesson schedules showed that the order of rotation of subjects according to the level of difficulty was not followed, that is, the curriculum was designed without taking into account the dynamics of students' ability to work during the day and week. Mathematics at the 61st comprehensive school in Almazar district is scheduled for 1st grade in the 3rd grade schedule.

It is advisable to schedule physical education classes for 3-4 hours. Physical education classes at Yunusabad District Secondary School No. 98 are mainly for 2 hours.

In a six-day school week, the daily workload is 3-4 hours for grades 1-2, 4 hours for grades 3-4, 5-6 hours for grades 5-7, and 6 hours for grades 8-9. should form. The daily workload at the secondary school No. 61 in Almazar district is 5 hours on Wednesdays, Thursdays and Fridays, and at the secondary school No. 98 in Yunusabad district (grade 3a) it is mainly 5-6 hours.

Teaching in primary school should be based on a more sensitive perception, the use of the first alarm system. The best way to do this is with a visual teaching method. The duration of the optimal sustainability period increases the rational use of technical teaching aids (TUT), as well as the conduct of lessons on the type of "teacher-student" dialogue.

Physical education minutes (physical education breaks) play a very important role in maintaining high performance throughout the course. Studies show that physical education minutes are very necessary in every lesson of elementary school, in the last and final lessons in middle school and in the last and final lessons in the upper grades. It is recommended to spend minutes of physical education at school when the first signs of fatigue (distraction, frequent changes, distraction) are observed. Exercises (pauses) should be aimed at activating the postural muscles (torso flexion, dizziness), lower extremity muscles (back and plantar flexion of the legs). Sitting position is the most unhealthy: the lungs are compressed, the blood vessels that feed the brain work poorly, the cervical sympathetic trunk is compressed ... Changes in working position during the course have a beneficial effect on bodily functions. . In our work we use the Vladimir Filippovich Bazarny system. The "dynamic change of geese" system involves moving students from a sitting position to an upright position 2-3 times during a lesson. The duration of vertical work should be 3 to 7 minutes, for which I select the appropriate type of tasks. It is good to have several tables in the classroom, behind which children can work in turn for 5-8 minutes.

Great care must be taken to prevent posture disorders. In order to prevent postural disorders in the primary grades, it is necessary to conduct training in a system of dynamic positions with a change of "sit-up" work position. In the process of explaining the task, after completing the assignments, he "stood up" and so on. During the lesson, it is recommended to provide a landing in "coach" position to relax the skeletal muscles for up to 30 seconds. . Research by V.F. Bazarny has convincingly shown that the source of many "school" diseases ... is the visual system.

The lighting regime in the classrooms is a moment that should not be forgotten. Sight gives a person the most information about the world around him (80-85%), light provides not only the normal functioning of the body, but also certain information. importance and rhythm. Studies

have shown that prolonged light starvation leads to a weakening of the body's immunobiological reactivity and functional disorders of the nervous system. Light also affects the human psyche, which is also an emotional factor. Adverse conditions lead to a decrease in lighting performance; the same causes lead to the development of diseases of the visual organs. Exercises aimed at strengthening the eye muscles are recommended to prevent the development of eye fatigue and myopia.

To reduce fatigue from mental activity, a light self-massage with all the fingers of the scalp is recommended, stimulating the biological location of the face and neck. active points (BAT), breathing exercises according to the type of hyperventilation.

To increase motor activity, students should practice gymnastics before classes, moving breaks for elementary school students, and sports hours at the GPA.

Air-heat regime in classrooms, no less important aspect. Optimal weather conditions are an important factor in maintaining human health and performance. Classrooms should be ventilated during breaks and rest rooms should be ventilated during classes. Before and after classes, mutual ventilation should be provided in classrooms. Each classroom or office should be equipped with a thermometer and a device to determine the humidity. It has been shown that 3-5 minutes of such ventilation is sufficient for complete renewal of the air in the classroom.

**In conclusion**, it was found that the inspected schools did not follow the hygienic recommendations and the requirements of SanQvaM №0341-16 in the development of the curriculum and the organization of the educational process.

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