

Hygienic Assessment of Students' Day Regime, Visiting Organizations Additional Education

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Abstract:

Currently, the number of organizations is increasing to additional education, in which children have the opportunity to acquire new competencies. At the same time, classes in extracurricular organizations represent a separate component of students' daily routine. [1] However, studies reflecting this aspect of lifestyle and its impact on the health of children and adolescents remain insufficient.

Introduction

The purpose of the work was to characterize the daily routine of six schoolchildren studying in additional education organizations, identifying risk factors for health problems.

The information base of the study consisted of the results survey of 6th grade students from additional education organizations (music school and art school) and general education institutions. The survey was aimed at studying behavioral and microsocial health risk factors, using the SINDI questionnaire recommended by WHO. In order to assess the characteristics of the daily routine, the surveyed population was divided into three groups: 1) students attending classes with a predominance of the static component (instrumental, art department) – 35 people; 2) children studying in dynamic circles (choreography, theater department) - 36 people; 3) a control group of students who attend only a general education institution – 38 people.

When analyzing the weekly load of additional education, based on the study of students, it was found that 95% of the respondents of the 1st group are engaged in the additional education system 4-5 times a week, while 100% of the respondents of the 2nd group attend classes 2-3 times a week. A further assessment of the organization of leisure time showed that 50% of respondents in the 1st group and 63% in the 2nd group noted a lack of time allocated for long walks, while a lack of spending time outdoors was observed in only 10% of schoolchildren in the 3rd group. ($p < 0.05$). The situation is aggravated by the fact that 100% of students in group 1 and 55% of children in group 2 sleep below the recommended norm, and in the control group the number of such respondents was 17% ($p < 0.05$). Analysis of the questionnaire showed that in all groups

there was an excess of the recommended norm (2.5 hours) of time for completing homework. Thus, a student of the 1st group spends on average 4 hours on homework, in the 2nd group this time is 3.5 hours, and in the 3rd group - 3 hours. At the same time, among respondents of the 1st group, the number of excellent students and good students amounted to 55%, while among the 2nd and 3rd groups these respondents were 30% and 10%, respectively ($p < 0.05$). It should be noted that by the end of the school day, complaints of fatigue, dizziness, headache and tinnitus were more common among students in the 1st group of subjects - 80% ($p < 0.05$), while in the 2nd and 3rd groups, deterioration in health was 27% and 30%, respectively.

Thus, non-compliance with recommended standards in this is more typical for students with a pronounced static component in classes in additional education organizations. This may serve as a risk factor for the deterioration of the health status we have identified.

To assess school and extracurricular workload, it was used surveying students using original questionnaires containing 48 questions (142 high school students). Quality of life was assessed using the validated PedsQL4 questionnaire for children. Data processing was carried out using statistical analysis.

Analysis of the questionnaires showed that the children had significant academic and extracurricular educational loads and short rest. Thus, 6th grade students had on average 7 lessons per day, 7 and 8th grade – 7-8 lessons. To prepare lessons, sixth grade - On average, students spent 2 hours, and students in grades 7 and 8 spent 3 hours, and a third of them (36.8%) spent more than 3 hours doing homework. More than half of the students in grades 6-8 had additional classes in school subjects, most often studying a foreign language: in the 6th grade for 1 hour (36% of children), in the 7th grade for 3 hours (54%), and in 8 - 3.5 hours per week (48% of students). An analysis of the duration of the active day showed that 12-year-old children had about 7.5 hours of sleep at night, which corresponds to the needs of a teenage body. And 13 and 14 year old teenagers fall asleep only after 23-24 hours and sleep no more than 6.5 hours.

A study of the quality of life of children showed that with an increase a decrease in the educational load indicates a deterioration in the quality of life of children. In particular, among 8th grade students, indicators characterizing physical and emotional functioning differ significantly. 8th grade students more often indicate the presence of problems related to health, physical activity (physical functioning) and emotional state compared to 6th grade students: 6.4 ± 0.8 (CI 5.6-7.2) points and 4.5 ± 1.0 (CI 3.5-5.5), 9.3 ± 0.9 (CI 8.4-10.2) and 7.2 ± 1.1 (CI 6.1 -8.3) points on the PedsQL4 questionnaire. Also, 8th grade students more often indicated problems in school life than 6th grade students: 7.5 ± 0.6 (CI 6.9-8.1) and 5.0 ± 1.9 (CI 3 ,1-6.9) points, respectively. At the same time, we did not find any differences on the scale of social functioning.

Thus, modern students have high educational academic and extracurricular loads, insufficient physical activity and night sleep. This leads to a decrease in quality of life

in terms of physical and emotional functioning. These data should be taken into account when planning educational loads for students.

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