

# Hygienic Analysis of Educational Process in Primary Classes

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**Abstract** The study analyzed the organization of the educational process of students in grades 1-4 of school No. 51 in the Tashlak district of the Fergana region for compliance with the requirements of the State Standard No. 0341–16 “Sanitary and epidemiological requirements for the conditions and organization of education in general education schools”. Educational activity at the school was assessed based on timekeeping. The number of primary classes in the school under observation is 10, and they study in the first shift on a 5-day schedule. Schoolchildren spend 4 hours a day at school in grades 1-2 and 5-6 hours in grades 3-4. The analysis of the lesson schedule of the elementary school students in the school shows that the weekly load of class 1-A is 22 hours, physical education for the first hour on Monday, mathematics lesson for the first hour on Tuesday, Wednesday and Thursday, and complex lessons for 1-2-3 hours on Tuesday, which do not meet hygienic requirements. In 4-A class, the first hour of mathematics on Mondays, Tuesdays, Wednesdays and Thursdays and the 5th hour of physical education on Mondays also do not meet hygienic requirements. The learning activity of 1st grade students studying on an incorrectly structured lesson schedule in mathematics on Wednesday, when their working capacity was high, was 56.6%, and their motor restlessness was 43.4%. The learning activity of 2nd grade students in computer science was 53.3%, and their motor restlessness was 46.7%, and their learning activity decreased by 3.3% compared to 1st grade. The level of complexity of the lessons was the most difficult day of the week, Monday, in 1st-V-grade 24 points, in grades G and D 29 points, in grades 2-B-G 30-33 points, in grades 3-A and B 33-32 points, in grades 4-A and V 32-34 points, and on Friday, the highest score was 26 points in grade 2-B.

**Keywords** School students, Agenda, Educational process, Lesson schedule, Educational activity

## 1. Introduction

In the current period of development, the health status of schoolchildren and the effectiveness of their working capacity depend on the educational conditions in the school, the daily schedule, the organized learning process of students at school, their health status, living conditions and positive and negative environmental factors and their impact. The changes in school factors not only lead to a deterioration in the ability to work and the daily schedule of students, but also create conditions for the development of diseases associated with the educational process, as has been shown by the work of a number of authors [1,2,3,4,9,11]. The data presented by A.V. Suvarova et al. (2017) show that schools have developed their own foundations for organizing the educational process and preventive measures to reduce the

negative impact of the daily schedule on the health of schoolchildren based on the methodology for assessing the risks affecting the health of schoolchildren. In this study, 360 secondary school students aged 15-17 (168 boys, 192 girls) from 5 schools with an advanced education system in St. Petersburg were monitored and integrated criteria were calculated for 44 parameters of the school environment. The health of secondary school students was assessed using the factors of the daily routine, educational process, relative risk indicators (RR), odds ratio (OR), etiological factor (EF) [5,6].

Changes in the daily routine of school students and the changes that arise as a result of them were reflected in the results of an in-depth medical examination, which in turn showed a number of changes in the health of students. The daily routine of most schoolchildren does not meet the requirements, they have insufficient night sleep, little time for outdoor walks, the predominance of passive types of recreation, excessive use of mobile communication devices, irregular eating and high academic loads, and excessive additional classes. We can see that as a result of the shortcomings in the daily life of schoolchildren and the educational process, a

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number of changes in the health status of students have been identified [8,9,11]. Taking into account the above, hygienic analysis of the organization of the educational process among primary schoolchildren and improving the health status of students and preventing fatigue and exhaustion are one of the urgent problems facing professionals in the field.

## 2. Purpose of the Research

The purpose of the research is to analyze the organization of the educational process and the structure of the lesson schedule of elementary school students in urban conditions.

## 3. Materials and Methods

The research was conducted at School No. 10 in Fergana, Fergana region. The organization of the educational process in primary grades studying at the school was analyzed hygienically.

The total number of students studying at the school was 1635, of which 580 (35.47%) were students in grades 1-4. The average number of students in a classroom was 28-33 (the norm is 25).

The school consists of main classrooms, offices, chemistry, biology, physics, astronomy laboratories, technology workshops adapted to the laboratory, music rooms, a gym and a complex kitchen.

The design and construction of schools was carried out based on the current regulatory documents (ShNK 2.07.01-03 "Urban planning. Planning of development and construction of urban and rural settlements", ShNK 2.08.02-09 "Public buildings and structures") [10] and the normative indicators of SanMvaK 0341-2016 "Sanitary and epidemiological requirements for the conditions and organization of education in general education schools" [7].

The activity of students during the lesson was analyzed based on timing (N.Zh. Ermatov, F.L. Azizova, 2022).

The statistical processing of the research results was carried out using the "Statistika for Windows 7.0" personal computer application package.

## 4. Results and Discussion

The educational process at school forms the basis of the students' daily routine. A high-quality educational process depends primarily on the hygienic requirements of classrooms, microclimate parameters, school equipment and the number of students in classes. In this study, we considered it appropriate to focus on a hygienic analysis of the educational process of primary school students, the school day, the schedule of classes, the complexity of classes and their location.

The monitored school No. 10 in Fergana city, Fergana region, has 19 primary classes, 1-2-3 classes consist of 5 classes A, B, V, G and D, and 4 classes consist of 4 classes A, B, V and G. What is most interesting is that the average number of students in the classes does not meet the generally

established hygienic requirements, which is the first factor in the deterioration of the quality of the educational process and, along with fatigue, exhaustion, nervous and mental stress, creates conditions for deterioration of health and the development of somatic diseases. Hygienic analyzes have shown that the number of primary school students in the school we monitored exceeds the established requirements by 3-8 people in all classes, for example, in 1st grade by an average of 3 people, in 2-3rd grade by 6 people, and in 4th grade by 8 people. This situation, together with the microclimate indicators in the classroom, leads to a violation of the organization of the daily routine and the educational process and has a negative impact on the mastery of lessons. If the number of students in the classrooms is allowed to be more than 1-2 people, but the excess of 6-8 people and the fact that the classrooms were built based on the sanitary norms and rules in the regulatory documents at the time of their construction, and their size is less than the norm established in the regulatory document in force, has been shown.

A disorderly and unhygienic schedule and daily routine that does not meet the requirements of the lesson have been shown in a number of studies [1,2,11].

It was found that primary school students study in the first half of the day in the first shift at school and, in addition, spend at least 2 hours in groups allocated for additional classes in some subjects.

In the conditions of New Uzbekistan, since 2017, in the 10th school in Fergana city, Fergana region, the educational process in primary grades will be carried out in a 5-day week, like in other cities and regions, which has led to an increase in daily lesson hours by 1 hour.

It should be noted that since the study time in primary grades in the conditions of New Uzbekistan is set at 5 days a week, 4-5 academic hours of the main time of schoolchildren during the day are spent at school, which is an average of 4.4 hours.

In addition, their travel time, breaks and time allocated for additional classes outside of school make up 4.0 hours. In general, schoolchildren aged 7-11 spend 8.4 and 9.0 hours at school. This makes up 75% of the time during the day. The time allocated by schoolchildren for other activities during the day does not meet hygienic requirements. For schoolchildren, additional lessons on Saturdays cause them to become tired, and their ability to work on Saturdays decreases due to physiological stress.

**Table 1.** The distribution of the daily schedule of schoolchildren in the first shift

№	Duration of lessons	The lesson begins.	End of class	Duration of breaks
1	45 minutes	8.00	8.45	5
2	45 minutes	8.50	9.35	5
3	45 minutes	9.40	10.25	10
4	45 minutes	10.35	11.20	5
5	45 minutes	11.25	12.10	5
6	45 minutes	12.15	13.00	-

One of the most important tasks should be to allocate 1.5-2 hours of the most important time in the daily schedule for daytime sleep, as well as time for daytime walks.

Saturday and Sunday are the days off for schoolchildren.

The daily schedule and distribution of lessons for schoolchildren in the first shift are presented in Table 1.

From the analysis of the data presented in Table 1, it can be seen that the duration of lessons is 45 minutes per academic hour, the duration of breaks is 5 minutes, and the duration of the long break is 10 minutes, which does not meet hygienic requirements at all and causes irreversible fatigue during lessons, and reduces students' interest in the lesson.

The 10-minute break allocated for the second breakfast and lunch for primary school students does not allow them to eat during this time, which creates conditions for them to periodically consume fast food and semi-finished products.

It should be noted that, despite the fact that there is a

canteen for meals at school, the students' eating habits are oriented towards buffet products, which has led to a lack of healthy eating habits among students.

The distribution of lessons for students in the second shift is presented in Table 2.

**Table 2.** Distribution of the agenda of students in the second shift at school

№	Duration of lessons	The lesson begins.	End of class	Duration of breaks
1	45 minutes	13.10	13.55	5
2	45 minutes	14.00	14.45	5
3	45 minutes	14.50	15.35	10
4	45 minutes	15.40	16.25	5
5	45 minutes	16.30	17.15	5
6	45 minutes	17.20	18.05	-

**Table 3.** Distribution of the 1st grade weekly lesson schedule of school 51 in Toshloq district, Fergana region

№	1-A	1-B	1-V	1-G	1-D
<b>Monday</b>					
1	mathematics	mathematics	mathematics	mathematics	mathematics
2	Alphabet	music	alphabet	alphabet	alphabet
3	educational hour	alphabet	Writing	German language	Writing
4	Writing	Writing	technology	writing	education
<b>Tuesday</b>					
1	mathematics	mathematics	mathematics	mathematics	mathematics
2	Music	alphabet	educational hour	alphabet	alphabet
3	Alphabet	educational hour	German language	physical education	Writing
4	Writing	Writing	alphabet	educational hour	physical education
5	-	-	writing	writing	-
<b>Wednesday</b>					
1	mathematics	mathematics	mathematics	mathematics	math
2	Alphabet	Alphabet	alphabet	alphabet	music
3	writing	physical education	visual arts	music	alphabet
4	English language	writing	physical education	writing	Writing
5	physical education	English language	writing	technology	educational clock
<b>Thursday</b>					
1	mathematics	mathematics	mathematics	mathematics	mathematics
2	alphabet	Alphabet	music	alphabet	alphabet
3	visual arts	writing	alphabet	writing	writing
4	Writing	medical science	writing	medical science	medical science
5	technology	technology	-	-	technology
<b>Friday</b>					
1	educational hour	educational hour	educational hour	educational hour	educational hour
2	mathematics	visual arts	mathematics	mathematics	mathematics
3	medical science	Mathematics	natural science	visual arts	informatics
4	informatics	informatics	informatics	informatics	visual arts
	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>22</b>

In the school under observation, some of the 5-6,7,8 and 10th grades study in the second shift, which meets hygienic requirements. The results of the conducted scientific studies show that it is positive to study in the first shift for primary school students, taking into account the fact that the highest working hours of students during the day are from 8.00 to 12.00 and from 16.00 to 18.00, but the fact that the acquisition of additional lessons is carried out during the period of low working capacity, as well as the occurrence of fatigue in students, does not meet hygienic requirements.

According to hygienic requirements, the optimal options for breaks are 10-20-10 in primary grades, 10-20-20-10 in middle grades, and 10-30-10-10 in high grades, but these requirements were not observed in the school allocated to us for scientific research, and in the winter, lessons were shortened to 5 minutes.

The daily and weekly workload and lesson schedule of the 1st grade students under observation are presented in Table 3.

Hygienic analysis of the data presented in Table 3 shows that, from the analysis of the structure of the lesson schedule of primary school students at the school, it is clear that the weekly workload of 1-A, B, D-grades is 22 hours, which corresponds to the established current (SanNvaK) hygienic requirements. However, the distribution of lessons during the weekdays does not correspond to hygienic requirements. We found it permissible to bring this on the basis of the analysis. For example, Monday and Saturday of the week are considered difficult days for working capacity from a physiological point of view.

On Monday of the week, all classes have a mathematics lesson for the first hour, which mainly creates inconvenience not only for the primary class to get to work during the day. At the same time, the fact that complex subjects are taught in succession in 1-V, G and D grades leads to severe fatigue and

exhaustion of students during the lesson and day, and a decrease in their working capacity during the week.

A hygienic analysis of the 1st grade lesson schedule in this school shows that the arrangement of mathematics lessons in the first hour on four days of the week, namely Monday, Tuesday, Wednesday and Thursday, indicates a departure from the requirements of the established regulatory documents.

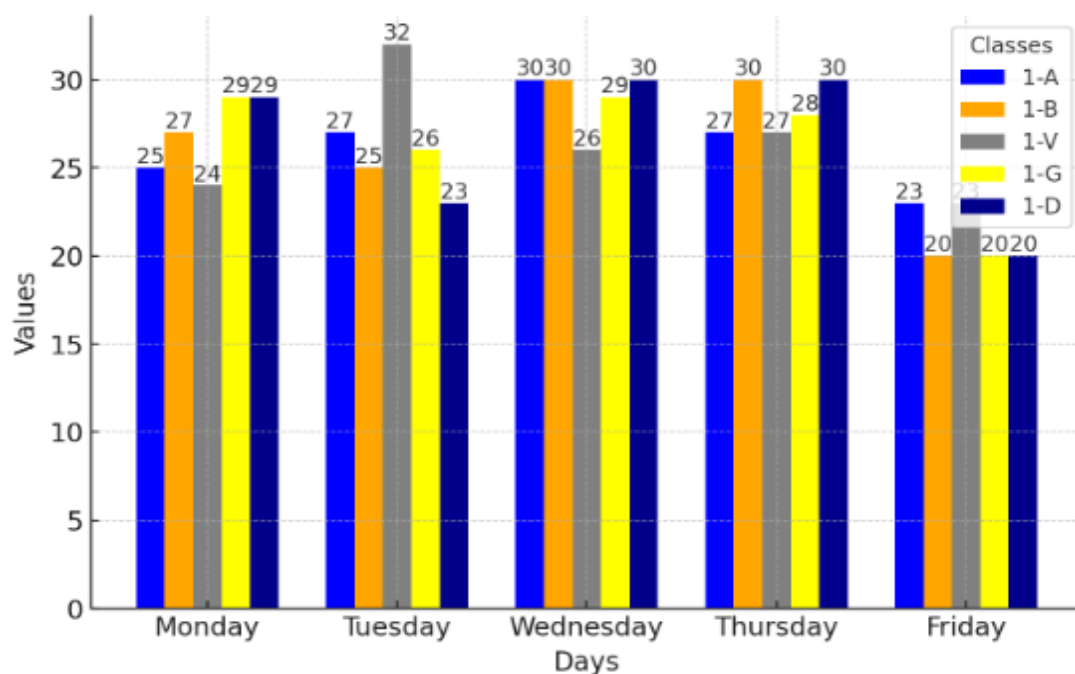
On the second day of the week, namely Tuesday, despite the incorrect distribution of the mathematics lesson in the first hour of this day, physical education lessons were arranged for 4 hours in 1-D-class, which not only leads to a decrease in the effectiveness of this lesson, but also to a decrease in the efficiency of work. Students are distracted and complex lessons that are not organized in a systematic manner lead to irreparable fatigue and exhaustion of students.

On Wednesday and Thursday of the week, conditions were created for serious errors in the distribution of lessons, the distribution of students' time budget during the day and its changes.

Despite the fact that the 1st grade students from the primary grades have one main teacher, gross errors in drawing up the daily and weekly lesson schedule also affect the effectiveness of foreign language and physical education classes. This lesson schedule affects the effectiveness of not only the main, but also foreign and physical education classes.

It is absolutely impossible that on Fridays in the first grades, a computer science lesson is given for 4 hours in grades 1-A, B, V and G. This created the basis for students to lose track of the subject, physiological and hygienic requirements, and develop irreversible fatigue.

The daily and weekly distribution of the level of complexity of 1st grade lessons during the week is presented in Figure 1.



**Figure 1.** The results of the level of complexity of the weekly downloads of the 1<sup>st</sup> graders

The results show that on the most difficult day of the week, the level of difficulty in grades 1-V was 24 points, while in grades G and D it was 29 points, indicating that difficult lessons were given.

On Tuesday of the week, the highest indicator in grade 1-V was 32 points.

On the fifth day of the week, the sum of the scores for the last day and the distribution of lessons for grade 1 students was 20-23 points, which is lower than the rest of the days and is a good result in the comparative analysis.

On Wednesday, when the working capacity of grade 1 students studying according to the incorrectly structured lesson schedule of primary school students was high, the learning activity in mathematics lesson was 56.6%, and the restlessness was 43.4%. The results show that the learning activity of grade 1 students in grade 1 is low.

The next task of our study is to analyze the distribution of the daily and weekly workload of 2nd grade students, and the data on the lesson schedule are presented in Table 4.

The weekly workload of 2nd graders A, B, V, G and D is 25 hours, and the established normative document stipulates 24 hours in a 6-day study schedule. Our weekly workload is 1 hour more than the educational hours, which does not comply with the established current hygienic requirements.

The analysis of the daily and weekly distribution of lessons shows that on 4 working days of the week, the first hour is mathematics, and this is a complex subject, only in 2nd graders A and V, the first hour is Russian on Wednesdays and Thursdays, and in 2nd graders V, the first hour is English and the second hour is mathematics, which, like in 1st graders, does not comply with hygienic requirements and leads to a disruption of the students' daily routine.

In the second grade, on Fridays, classes 2-A, B, V and G have a computer science lesson for the 4th hour. Computer science is also a complex subject, and despite the fact that the 5th hour is a visual arts lesson, the lessons in this class are also distributed incorrectly.

**Table 4.** Structural structure of the weekly lesson schedule of 2nd graders

№	2-A	2-B	2-V	2-G	2-D
<b>Monday</b>					
1	mathematics	mathematics	mathematics	mathematics	mathematics
2	mother tongue	mother tongue	mother tongue	educational hour	physical education
3	technology	study	physical education	mother tongue	mother tongue
4	physical education	German language	study	study	study
5	study	natural science	natural science	German language	educational hour
<b>Tuesday</b>					
1	mathematics	mathematics	mathematics	mathematics	mathematics
2	mother tongue	physical education	mother tongue	mother tongue	mother tongue
3	study	mother tongue	study	physical education	English language
4	German language	study	physical education	study	study
5	music	education	English language	technology	informatics
<b>Wednesday</b>					
1	Russian language	mathematics	mathematics	mathematics	mathematics
2	mathematics	Russian language	mother tongue	German language	mother tongue
3	German language	mother tongue	Russian language	mother tongue	English language
4	mother tongue	study	study	Russian language	physical education
5	visual arts	technology	technology	physical education	Russian language
<b>Thursday</b>					
1	Russian language	mathematics	English language	mathematics	mathematics
2	mathematics	Russian language	mathematics	mathematics	mother tongue
3	mother tongue	German language	Russian language	Music	study
4	educational hour	music	mother tongue	Russian language	visual arts
5	medical science	mother tongue	music	study	Russian language
<b>Friday</b>					
1	educational hour	educational hour	educational hour	educational hour	educational hour
2	mathematics	physical education	mathematics	mathematics	mathematics
3	physical education	mathematics	visual arts	natural science	natural science
4	informatics	informatics	informatics	informatics	music
5	study	visual arts	educational hour	visual arts	technology
	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

The distribution of the level of complexity of daily and weekly workloads in second grades is presented in Figure 2.

The data presented in Figure 2 shows that on Monday, the most difficult day of the week, the level of complexity of the daily workload in grades 2-B-G was 30-33 points, while in grades A and D it was 23-24 points.

The learning activity of 2nd grade students in the computer science lesson was 53.3%, and the restlessness was 46.7%, which indicates a decrease in learning activity by 3.3% compared to the 1st grade.

As a result of an individual analysis of this situation, the analysis of learning activity in a boy named M., who actively mastered the subject and was highly rated by the teacher, was 57.5%, and in a girl named G. it was 52.4%. This result is mainly due to the schedule and its structure, the incorrect composition of the lesson schedule, as well as their health and physical development.

Taking into account the fact that the errors in the lesson schedules of the first and second grades are not significantly different, the annual age difference between children in the occurrence of specific changes in their schedule leads to changes in their health and nervous system.

In our next task, we analyzed the distribution of the daily and weekly workload of the 3rd grade students, and the lesson schedule is presented in Table 5.

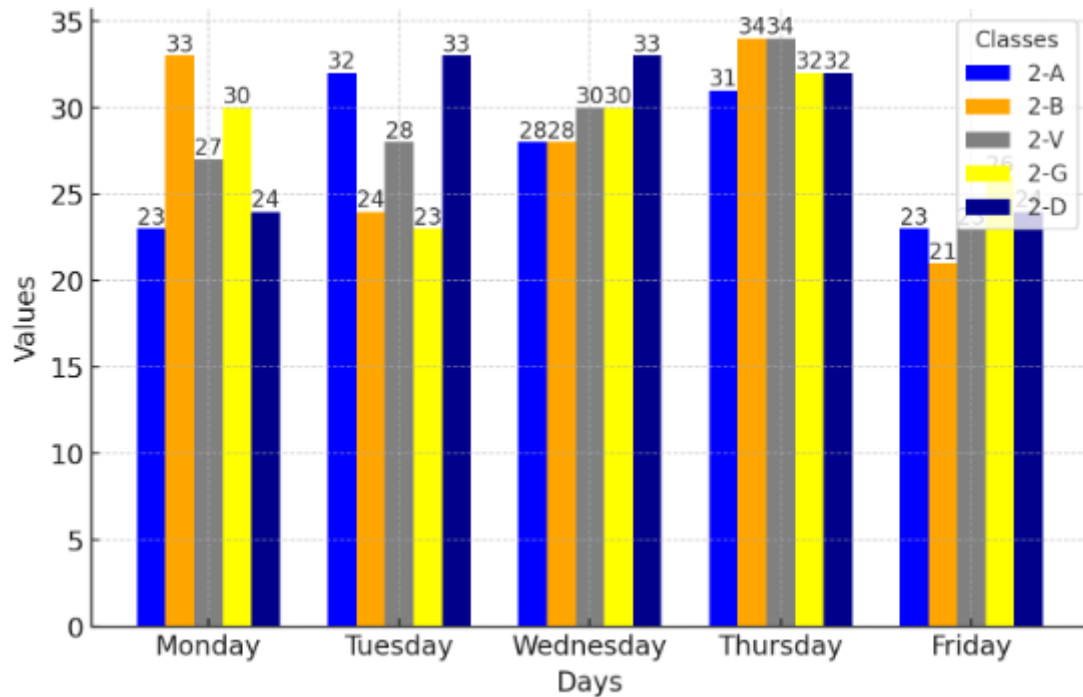
In the 3rd grade, on Mondays, Tuesdays, Wednesdays and Thursdays, mathematics and language lessons are scheduled for the first hour of the week, which also does not meet hygienic requirements.

On Tuesday, 1-2-3 hours, complex lessons were arranged in a row, and this situation also does not meet hygienic requirements.

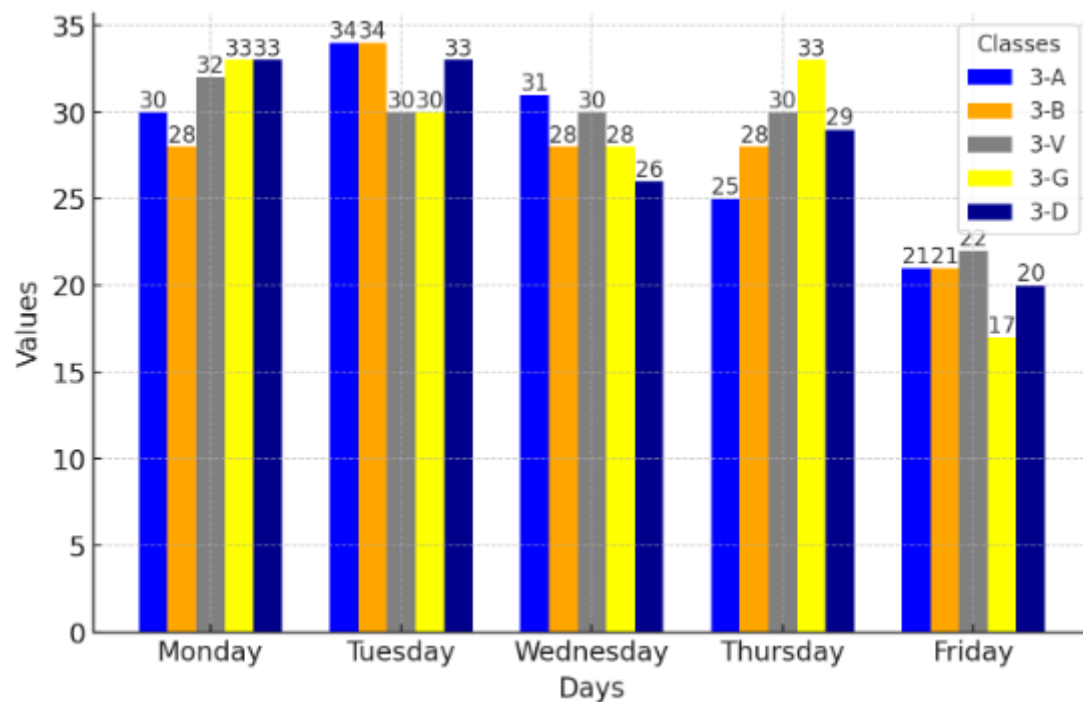
The daily and weekly distribution of the level of difficulty of lessons during the week in third grades is presented in Figure 3.

**Table 5.** Creating a daily and weekly lesson schedule for 3<sup>rd</sup> grade students

№	3-A	3-B	3-V	3-G	3-D
<b>Monday</b>					
1	mathematics	mathematics	mathematics	mathematics	mathematics
2	mother tongue	music	English language	mother tongue	mother tongue
3	study	mother tongue	music	English language	study
4	education	study	mother tongue	study	natural science
5	Russian language	educational hour	study	natural science	Russian language
<b>Tuesday</b>					
1	Russian language	mathematics	mathematics	mathematics	mathematics
2	German language	Russian language	mother tongue	educational hour	mother tongue
3	mathematics	German language	Russian language	music	study
4	mother tongue	mother tongue	study	mother tongue	natural science
5	study	study	education	Russian language	Russian language
<b>Wednesday</b>					
1	mathematics	mathematics	English language	mathematics	mathematics
2	music	mother tongue	Russian language	mother tongue	physical education
3	mother tongue	study	mathematics	English language	mother tongue
4	natural science	Russian language	physical education	physical education	educational hour
5	study	physical education	mother tongue	study	English language
<b>Thursday</b>					
1	mathematics	mathematics	mathematics	Russian language	mathematics
2	physical education	German language	mother tongue	mathematics	mother tongue
3	mother tongue	mother tongue	study	study	study
4	German language	technology	natural science	mother tongue	technology
5	technology	natural science	technology	natural science	English language
<b>Friday</b>					
1	educational hour	educational hour	educational hour	educational hour	visual arts
2	physical education	mathematics	mathematics	physical education	mathematics
3	mathematics	natural science	natural science	mathematics	music
4	natural science	physical education	visual arts	technology	physical education
5	visual arts	visual arts	physical education	visual arts	visual arts
	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>



**Figure 2.** Level of complexity of weekly assignments of 2nd graders



**Figure 3.** The level of complexity of the weekly downloads of 3rd graders

The data presented in Figure 3 shows that on Monday of the week, the level of complexity of the daily workload in grades 3-A and B was 33-32 points, while in grade G it was 28 points.

It should be noted that in grades 3, complex lessons were taught consecutively on Tuesday of the week, and the sum of the points was 30-33-34 points, and the fact that complex

lessons were taught consecutively for a week, and on Wednesday, the level of complexity was lower in grades 3-A, B-G than on other days, is an explanation for the sharp errors in the lesson schedule. In this class, the sum of the loads on Friday is sharply lower, and this is positive. This situation requires correction.

In our next task in this study, the weekly workload of

grade 4 students is presented in Table 6.

In 4-A-grade, the fact that mathematics and foreign language lessons are assigned to the first hour of the week on Monday, Tuesday, Wednesday and Thursday does not comply with hygienic requirements.

In these grades, the Friday lesson schedule fully complies with hygienic requirements, except for 4-G-grades, in which the 3rd and 4th hours in 4-G-grades would comply with hygienic requirements if the 3rd and 4th hours were swapped.

The distribution of the level of complexity of the lessons during the week for 4-grade students is presented in Figure 4.

The data presented in Figure 4 shows that on Monday of the week, the level of complexity of the load in grades 4-A

and V was 32-34 points, while in grades B and G it was 30 points. Along with the dynamic change on the rest of the week, the sum of the loads on Friday was 19-21 points, which is a good result.

The results obtained show that the daily routine and learning process of primary school students of the school under control meet hygienic requirements.

In conclusion, it should be noted that the irregularity of the daily routine of primary school students, insufficient morning physical education classes, poor quality of lunch, non-compliance with hygienic requirements, a decrease in the quality of mastering subjects and the deterioration of health and the development of somatic diseases create conditions.

**Table 6.** 4<sup>th</sup> grade weekly lesson schedule of school 51 in Toshloq district, Fergana region

№	4-A	4-B	4-V	4-G
<b>Monday</b>				
1	Russian	mathematics	German language	Mathematics
2	Mathematics	Russian language	mathematics	Education
3	Mother tongue	education	mother tongue	Russian language
4	Music	mother tongue	Russian language	mother tongue
5	Reading	study	study	Music
<b>Tuesday</b>				
1	German language	mathematics	mathematics	Mathematics
2	physical education	German language	music	mother tongue
3	mathematics	physical education	study	German language
4	mother tongue	mother tongue	physical education	Russian language
5	Reading	music	mother tongue	physical education
<b>Wednesday</b>				
1	Russian language	mathematics	mathematics	Mathematics
2	mathematics	study	mother tongue	physical education
3	physical education	Russian language	study	mother tongue
4	mother tongue	mother tongue	natural science	study
5	study	natural science	Russian language	natural science
<b>Thursday</b>				
1	German language	mathematics	mathematics	Mathematics
2	mathematics	mother tongue	mother tongue	German language
3	mother tongue	German language	natural science	mother tongue
4	natural science	physical education	German language	Reading
5	visual arts	study	physical education	natural science
<b>Friday</b>				
1	educational hour	educational hour	educational hour	educational hour
2	mathematics	mathematics	mathematics	Mathematics
3	natural science	natural science	education	Reading
4	Technology	technology	technology	Technology
5	visual arts	visual arts	visual arts	visual arts
	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

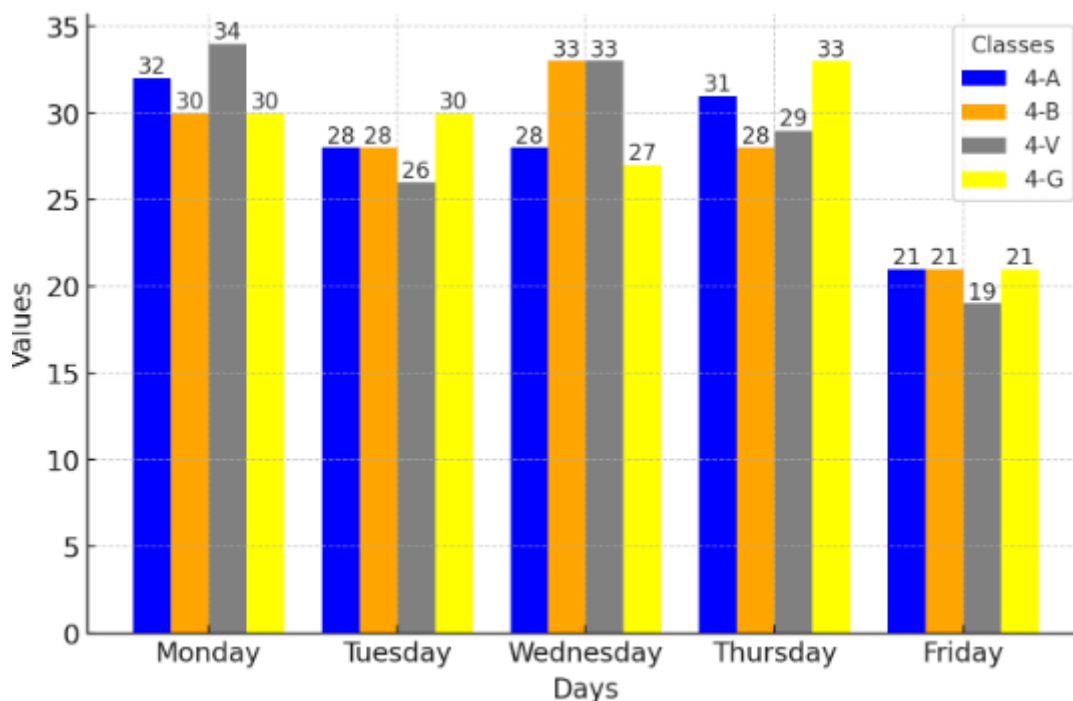


Figure 4. The level of complexity of the weekly downloads of 4<sup>th</sup> graders

## 5. Conclusions

1. The time spent by primary school students at school is 8.4 and 9.0 hours, the distribution of time during the day is 75%, and the time allocated to other activities during the day does not meet hygienic requirements. They do not have time for daytime sleep.
2. The structure of the lesson schedule for primary school students does not meet hygienic requirements, the placement of mathematics in the first hour on four days of the week, that is, on Monday, Tuesday, Wednesday and Thursday, along with the placement of complex lessons or mathematics and languages in some classes, has shown that it is out of line with the requirements set out in regulatory documents.
3. Despite the fact that the first hour of the second day of the week, Tuesday, is incorrectly divided into mathematics and foreign language lessons, in some classes of grades 2, complex lessons are assigned to the 1st, 2nd, and 3rd hours, while physical education lessons are assigned to the 1st classes for 4 hours, and computer science lessons are assigned to the 2nd classes for 4 hours, which also does not meet the requirements. The fact that serious errors were made in the distribution of lessons on Wednesday, Thursday, and Friday also created conditions for the distribution of students' time budget during the day and changes in it.
4. The learning activity of the 1st grade students studying on the basis of an incorrectly structured lesson schedule was 56.6% in the math class on Wednesday, and the anxiety level was 43.4%. with respect to class chi decreased by 3.3%. In the individual analysis, the learning activity of a boy named M, who actively

mastered science and was rated excellent by the teacher, was 57.5%, and that of a girl named G was 52.4%, and this is a low indicator.

5. The level of difficulty of the lessons was the most difficult day of the week, Monday, with 24 points in 1st-V-grade, 29 points in G and D grades, 30-33 points in 2nd-B-G grades, 23-24 points in A and D grades, 33-32 points in 3rd-A and B grades, 28 points in G grade, 32-34 points in 4th-A and V grades, and 30 points in B and G grades. On Tuesday, 32 points in 1st-V-grade, 33 points in 2nd-A grade, 32 points in 2nd-D grade, and 30 points in 3rd-grade, with successively more difficult lessons and 30-33-34 points. On Friday, the highest score was 26 points in 2nd-B grade.

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