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HEALTHY LIFESTYLE OF STUDENTS ACCORDING TO THE PAGES OF PUBLICATIONS ON ELIBRARY.RU

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Abstract. Engaging students in physical activity is an important component of developing a healthy lifestyle. Students are the future foundation of society, and the future viability of society as a whole depends on their health and well-being. Therefore, this review examines student wellbeing as portrayed in publications available on elibrary.ru.

Keywords: *students, health status, healthy lifestyle, factors shaping a healthy lifestyle, health culture, health preservation.*

Relevance. During their university studies, students are exposed to a multitude of psychological and emotional stressors. All these factors significantly impact their well-being, often undermining it. To relieve accumulated stress, students may resort to various forms of addictive behavior, which further negatively affects their health. Therefore, the topic of maintaining and improving student wellbeing is more relevant than ever.

Health — as defined by the World Health Organization — is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. Human health is the most important value in life. It cannot be bought or acquired for any amount of money; it must be protected and guarded, developed and improved, enhanced and strengthened. Health depends on a multitude of factors. It is now widely believed that 50 % of public health is determined by lifestyle, 20 % by environmental factors, 20 % by biological (hereditary) factors, and 10% by medicine. Consequently, individuals who lead a healthy lifestyle are 50% more likely to experience a high level of health. Conversely, people who lead an unhealthy lifestyle undermine their health, condemning themselves to suffering and torment, premature aging, and a joyless life [5].

The health status of students requires constant analysis in every university, as the number of healthy individuals and those with health deviations can vary

significantly not only in universities in different regions of the country, but also within the same university (across different faculties), as well as throughout the period of study [1].

To prevent the occurrence of various diseases at the very beginning of university studies, it is necessary to learn how to identify the hidden links of pre-disease, i.e., borderline states, and take measures to eliminate them using available means.

According to A.I. Kikolov (1985), students should be distinguished as a population category with elevated risk factors. These factors include: nervous tension and mental fatigue, chronic disruption of work and rest routines, eating and sleeping patterns, smoking, insufficient physical activity, a constant feeling of lack of time, difficulties living in a dormitory; the cumulative impact on the student's body of many negative factors leads to the development of pre-disease and disease [2].

The significance of academic risk factors, causes, and conditions for the emergence and development of maladaptation in students is the starting point for predicting the possibility of developing a disease. Diagnosing such conditions in students is only possible with regular preventive check-ups, examinations, and systematic monitoring of individuals with early functional disorders. The development of preventive measures should be carried out taking into account

both risk factors and the individual characteristics of each student, as well as the optimal criteria for their health. Preventive measures should be aimed at improving and training adaptation mechanisms, restoring impaired functions and strength, and switching from one function to another.

Currently, a fundamental change in the level of student health can only be achieved by changing their lifestyle, as evidenced by comprehensive socio-hygienic research. To understand the dependence of human health on their lifestyle, one should have a good understanding of the structure or components of lifestyle. The structure of lifestyle consists of the following types of activities: occupational, social, domestic, socio-cultural, physical, medical activity, and others [4].

A healthy lifestyle is a set of historically proven and time-tested norms and rules of life aimed at enabling a person to:

- work highly efficiently and economically,
- rationally expend their strength, knowledge, and energy in the process of their professional and socially useful activities;
- possess knowledge, skills, and abilities to restore and improve their health after strenuous work;
- constantly deepen their moral convictions, enrich themselves spiritually, develop and improve their physical qualities and abilities;
- independently maintain and strengthen their health.

Voluntary abstinence from harmful habits associated with smoking, alcohol, drug and substance abuse is an important and absolutely essential condition for a natural and normal healthy lifestyle for a student [6].

A stable motivation for a healthy lifestyle, i.e., an internal impetus for conscious activity, plays a crucial role in a student's life. The hierarchy of motives is highly significant and includes: motivation for health (being healthy, strengthening health, reducing the impact of the surrounding environment and ecology on health, etc.); socially significant motives (being ready for life, studies, achieving high results in studies, shaping an image, advancing in a career, etc.); personal motives (self-affirmation, creation of positive emotions, self-confidence, shaping a beautiful figure, self-improvement) [3].

The most important characteristic of a student's healthy lifestyle is its direction. It is important not only how a student lives, but also what they live for, what they are proud of, and what they fight against.

A healthy lifestyle largely depends on a student's value orientations, their worldview, social and moral

experience. Therefore, in universities it is necessary to ensure a conscious choice of the social values of a healthy lifestyle by each student and to form a stable individual system of value orientations based on them. Students need to observe a number of conditions that ensure high productivity of mental work. The first condition is a gradual entry into work. The second condition for maintaining a high level of mental performance is uniformity and rhythm in work [5].

Currently, a necessary weekly exercise regimen has been established, allowing individuals to maintain and strengthen their health and maintain high levels of performance. The weekly volume of physical activity is comprised of the time spent on: morning exercises, industrial gymnastics, physical education classes in the curriculum, participation in sports sections, and independent exercises during free time. Morning hygienic gymnastics is included in the daily routine in the morning hours after waking up. Morning hygienic gymnastics complexes should include exercises for all muscle groups, flexibility exercises, and breathing exercises. Morning hygienic gymnastics should be combined with self-massage and hardening of the body. Immediately after performing a set of morning exercises, it is recommended to perform self-massage of the main muscle groups of the legs, torso, and arms (5–7 minutes) and perform water procedures, taking into account the rules and principles of hardening. Exercises during the day are performed during breaks between classes or independent study. Such exercises prevent fatigue, contributing to the maintenance of high performance for a long time without overstrain.

Performing physical exercises for 10–15 minutes every 1–1.5 hours of work has twice the stimulating effect on improving performance than passive rest for twice as long. Independent training sessions can be conducted individually or in groups of 3–5 people or more. Group training is more effective than individual training. It is recommended to exercise 2–3 times a week for 1–1.5 hours. Training sessions should be complex in nature, i.e., contribute to the development of a whole range of physical qualities, as well as strengthen health and increase the overall performance of the body [7].

A student's life activities outside of studies are characterized by great diversity. It is during this time that one can clearly see how the restorative, developmental, and supportive functions of a healthy lifestyle manifest themselves. A student's occupied time should not be endless, as the main goal is to complete urgent and vital

tasks in a concise and reasonable timeframe. Afterwards, a student may have a couple of hours of free time, which they can spend at their discretion. For example, they can use it for self-education, cultural activities, active sports and physical education to recharge their body, meeting with friends for communication, active recreation, and much more. Free time is a time for self-creation, self-development, and self-improvement. And by how a person spends their free time, one can judge whether they lead a healthy lifestyle [5; 6]

A lifestyle cannot be imposed from the outside. An individual has a real opportunity to choose forms of life activity and types of behavior that are meaningful to them. Possessing a certain degree of autonomy and value, each individual forms their own way of acting and thinking. An individual is able to influence the content and nature of the lifestyle of the group and collective in which they are located.

Health preservation competence consists of two main areas: psychological-pedagogical and medical-social. Psychological and pedagogical aspects of health preservation include: creating a safe educational space and a health-saving environment in universities, as well as monitoring the quality of life of the subjects of the university complex.

A healthy lifestyle is inconceivable without observing a proper diet, sleep schedule, and personal hygiene requirements (these are factors of a healthy lifestyle). The implementation of these factors of a healthy lifestyle requires from each student not only knowledge but also significant willpower, self-discipline, and the desire to overcome laziness and bad habits [10].

Conclusions

A healthy lifestyle is an indicator of a student's high culture and conscious attitude towards their own health².¹ It is possible to enhance the motivation of students and teachers towards a healthy lifestyle by introducing physical health and development monitoring in universities, which can be defined as a system of measures aimed at observing, analyzing, evaluating, and predicting the state of physical health and development of all participants in the educational process.

In conclusion, it can be confidently stated that the use of independent exercises in the physical education of university students allows for improving the physical and psycho-emotional state of those involved, reducing the incidence of diseases, improving productivity, increasing interest in studies and work, and, as a result, generating interest in physical education in universities [8; 9].

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Здоровый образ жизни студентов по страницам публикаций на elibrary.ru

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Аннотация. Приобщение студенческой молодежи к физической культуре — важное слагаемое в формировании здорового образа жизни. Студенты — это будущая молодая основа общества, и будущая жизнеспособность всего общества в целом зависит от их здорового образа жизни и состояния здоровья. Поэтому в данном реферативном обзоре мы рассмотрим здоровый образ жизни студентов.

Ключевые слова: студенты, состояние здоровья, здоровый образ жизни, факторы формирующие здоровый образ жизни, культура здоровья, здоровьесбережение.

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