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MODEL OF FORMATION OF HEALTHY LIFESTYLE VALUES OF STUDENTS DURING PHYSICAL EDUCATION

Liubomyr Huzii

first-year student at the Faculty of Therapy and Rehabilitation
Ivan Boberskyi Lviv State University of Physical Culture, Ukraine

Anastasiia Hudyma

first-year student at the Faculty of Therapy and Rehabilitation
Ivan Boberskyi Lviv State University of Physical Culture, Ukraine

Halyna Hudyma

lecturer at the Department of Ukrainian and Foreign Languages
Ivan Boberskyi Lviv State University of Physical Culture, Ukraine

Summary. Ensuring the health and well-being of youth, the future pillars of society, is increasingly recognized as a critical challenge for modern societies. Among the key factors shaping healthy lifestyles for students, physical education in educational institutions holds significant potential. While contributing to physical health, it also plays a vital role in instilling values associated with health and active living. Despite growing awareness of the importance of physical health and active lifestyles, there remain gaps in understanding and practical application among students. This scientific work focuses on examining the model of shaping values of a healthy lifestyle among students during physical education. It investigates the influence of physical education on value formation and identifies factors that either facilitate or hinder this process. Such research is crucial for practitioners in physical culture and sports, as well as educators involved in shaping the personalities of young people. Findings from this study can inform the improvement of methods and programs in physical education, enhancing the effectiveness of promoting a healthy lifestyle among students.

Key words: terms: health, healthy lifestyle, physical education, physical activity.

Introduction. Modern society faces increasing challenges in ensuring the health and well-being of its citizens. This is particularly true for the youth, who represent the future foundation of society. Physical education in educational institutions emerges as a key factor in shaping students' healthy lifestyles. It not only contributes to their physical health but also holds tremendous potential in instilling values associated with health and active living.

Over the past decades, interest in the issue of a healthy lifestyle among students has significantly grown. This is attributed to the increasing awareness of the importance of physical health and an active lifestyle for overall well-being and academic success. However, despite this rise in awareness, there are some



shortcomings in understanding and practical application of these values among students.

This scientific work is dedicated to examining the model of shaping values of a healthy lifestyle among students during physical education. It will explore the main aspects of the influence of physical education on value formation among students, as well as identify factors that facilitate or hinder this process. Research of this kind is important both for practitioners in the field of physical culture and sports and for educators involved in shaping the personalities of young people. The information obtained in this study can serve as a basis for improving methods and programs of physical education aimed at enhancing the effectiveness of shaping a healthy lifestyle among students.

Description of the Problem:

Modern higher education is characterized by the intensity of academic programs, which require the transmission of both general humanitarian and professional knowledge that students in higher educational institutions must acquire. While this ensures necessary professional training, it also exacerbates issues related to the health of student youth [2, c. 57]. In the scientific works of many scholars, it is noted that among the reasons for the deterioration of the health of student youth are insufficient knowledge about ways to preserve and strengthen health, lack of skills in a healthy lifestyle, irrational organization of physical activity regime, weak motivation for physical education, overloading and reduced physical activity, non-compliance with sanitary-hygienic principles, a sedentary lifestyle, and the presence of harmful habits. This leads to a decrease in immunity, nervous and mental disorders, diseases of the cardiovascular system, respiratory organs, digestion, posture disorders, which become typical for future specialists.

Analysis of statistical data in recent years indicates that almost 90% of children, students, and students have deviations in health status, over 50% have unsatisfactory physical fitness, 61% of student youth have below-average physical health. Only in recent years, the number of students and student youth classified as having a health condition requiring special medical attention has increased by 43%. [2, c. 58].

The health of student youth today is considered an indicator of society's environmental achievements and an important perspective for further progress. Improving human beings themselves stands before society as the main goal of civilized development. This view becomes particularly relevant for our country, which is characterized by active promotion of a healthy lifestyle.

Analysis of scientific and methodological literature indicates that the problem of forming a culture of a healthy lifestyle in society through physical culture and sports attracts significant attention from researchers who base their work on fundamental theoretical approaches. For example, O.O. Yezhova carefully substantiated the concept of forming a values-based attitude towards health among students in educational institutions, developed a structural model of the pedagogical system, and identified pedagogical conditions for this [5]. S. T. Futoryn has developed a concept for fostering a healthy lifestyle among student youth through the implementation of innovative technologies in the process of physical education [5].

Scientists such as Adamenko O., Lytvynenko O., Boretska N. [1], Bilyk V. H. [4], Danylo V., Kensytska I. [3], Kraychenko T. [2], Rebrina A. [8], and others have also

investigated the problem of shaping values of a healthy lifestyle among student youth.

The priorities of health-oriented physical culture are enshrined in state legal and regulatory documents, such as the Law of Ukraine "On Education," the target comprehensive program "Physical Education - Health of the Nation," the National Doctrine of Education Development, and the Decree of the President of Ukraine No. 42/2016 on the National Strategy for Health-Enhancing Physical Activity in Ukraine until 2025, which emphasizes "Physical Activity - Healthy Way of Healthy Nation." This necessitates the exploration of organizational and methodological measures to engage student youth in physical education, aimed at increasing physical activity and fostering a healthy lifestyle among students [6]. Thus, this issue is relevant and holds both theoretical and practical significance.

Given the relevance of the stated topic, the **aim** of our work is formulated as the exploration of theoretical and practical aspects of shaping values of a healthy lifestyle among students through physical education. During the research, **methods** such as theoretical analysis and synthesis of scientific literature were employed.

In accordance with the aim of our work, the research **hypothesis** is formulated as follows: Effective utilization of physical education facilitates the formation of values of a healthy lifestyle among students.

Key findings and research results: The solution to health problems in general, and the formation of a healthy lifestyle in particular, are extensively discussed in the works of philosophers and sociologists such as Yu. Lysitsyna, L. Rubina, O. Sakhno, L. Sushchenko; psychologists including S. Bondarenko, Yu. Orlova, V. Yasvina; educators like T. Andriuchenko, O. Vakulenko, V. Volkova, N. Dziuba, V. Kolyada, N. Komarova, H. Maksymenko, N. Novikova, I. Piesha, N. Tilikina; medical professionals such as M. Amosov, V. Voytenko, H. Opanasenko, as well as specialists in valeology and physical education like V. Horashchuk, I. Nikitina, V. Zaytsev, and others [1, c. 12].

The concept of a "healthy lifestyle" encompasses various aspects related to all spheres of health: a well-organized daily routine, adherence to personal hygiene rules, rational distribution of time between work and rest, balanced nutrition and adherence to hygiene principles of nutrition, optimal level of physical activity, proper breathing, ensuring adequate sleep, massage, hardening, avoidance and eradication of harmful habits, mastery of simple methods of self-health monitoring, preservation of the environment, development of psychological culture, and adapted behavior in a collective, and so on.

The main physiological factor contributing to the preservation and maintenance of health is movement. Properly organized physical activity has a positive effect on overall well-being, prevention of non-infectious diseases, reduction of the negative impact of harmful habits on the body, as well as a decrease in the number of antisocial manifestations and depression. In addition, physical activity promotes the development and maintenance of an optimal level of the body's functional abilities, prevents aging processes, and increases the social significance of the individual [7].

Student youth belongs to one of the most vulnerable population groups, which can be classified as high-risk. A major aspect of this vulnerability is the low level of physical activity. Therefore, it is extremely important to familiarize students with



medical and sanitary-hygienic principles of a healthy lifestyle. The educational activities of student youth are often characterized by significant limitations in physical activity, highlighting the necessity of developing measures to improve the organization of physical activity and health in higher educational institutions during physical education classes.

According to Kensytska I., an important factor in shaping a culture of health is the physical education system. The author substantiates organizational and pedagogical conditions for the formation of health culture among students in the physical education system, including:

- Formation of positive and active motivation for health preservation and self-improvement through self-education, self-learning, and self-care.
- Provision of a differentiated and personality-oriented approach by educators to organizing the educational process aimed at fostering a healthy lifestyle.
- Utilization of innovative teaching methods to awaken students' desire for development and improvement of their abilities.
- Implementation of activities providing knowledge on health preservation, promoting its improvement and the formation of a sustainable interest in self-improvement and development.
- Creation of a health-preserving environment in educational institutions aimed at shaping health culture among students as a personal and professional value.
- Optimization of the physical education system through comprehensive planning and development of a set of measures to improve the health level, taking into account students' age, physical fitness, curriculum, time, and location of classes [3, c. 73].

Danilko V. and Kravchenko T. identify the following components of shaping values of a healthy lifestyle in youth:

- Acquisition of knowledge in the field of health preservation and enhancement.
- Self-regulation of emotional states, resulting in the formation of a stable motivation to acquire knowledge and skills for improving life activities based on the values of physical culture as a life and professional perspective.
- Priority of physical culture in the system of personal values of the individual.
- Formation of skills to utilize acquired knowledge to control health status, physical development, and planning activities with regard to health preservation and enhancement, as well as improving physical fitness [2, c. 58].

The creation of a healthy lifestyle model for students during physical education can be considered as a comprehensive process that relies on the interaction of various factors and involves different aspects.

The main components of such a model include:

- Educational context: The educational system and physical education programs aimed at promoting a healthy lifestyle influence students' awareness of the importance of physical activity and proper nutrition.
- Psychosocial factors: Peer influence, attitudes towards health within the group, motivation, and self-esteem play significant roles in shaping students' values regarding a healthy lifestyle.

– Cultural context: Sociocultural norms, stereotypes, traditions, and values existing in society affect students' perceptions of a healthy lifestyle and their readiness to adopt healthy habits.

– Personal factors: Individual characteristics, values, beliefs, motivation, self-regulation, and self-discipline also influence students' readiness to embrace a healthy lifestyle.

A successful model for shaping values of a healthy lifestyle among students during physical education requires a comprehensive approach that considers all the above aspects and takes into account the individual characteristics of each student.

According to researchers Zenina I. V., Gavrylova N. M., and Kuzmenko N. V., there are certain contradictions between:

– The necessity to intensify academic work in higher education institutions and the insufficient level of students' health.

– The need to strengthen and support students' health and the limited effectiveness of the existing physical education process in higher education.

– The necessity to introduce sports culture into physical education as a modern subculture for revealing the youth's movement potential during student years, improving sports and physical fitness, and the underdeveloped organizational and pedagogical approaches to its implementation in higher education. [4, с. 69].

The modern higher education institution faces an important task of updating and improving teaching methods through the implementation of innovative technologies. This includes the analysis and use of advanced approaches in education, as well as the adaptation of modern methodologies to the needs of educational systems with a focus on humanizing the teaching process.

Analyzing and using advanced approaches in education means reviewing and applying cutting-edge practices and methodologies that demonstrate effectiveness in enhancing the quality of education. This may involve using interactive teaching methods, implementing online courses, and utilizing modern pedagogical tools.

Adapting modern methodologies to the needs of educational systems involves modifying existing pedagogical approaches and methodologies to ensure their alignment with contemporary requirements and student needs. For example, this may include revising educational programs and courses to reflect current trends and the needs of modern society.

Humanizing the teaching process involves creating a conducive learning environment that takes into account students' individual needs and capabilities. This may involve employing differentiated teaching methods, fostering students' creative activity, and supporting their self-development.

Furthermore, the modernization of teaching methods through the integration of innovative technologies is essential for addressing the evolving needs of students and keeping pace with advancements in education. By embracing innovative approaches, higher education institutions can enhance the learning experience and better prepare students for the challenges of the future.

Moreover, the adaptation of modern methodologies to the needs of educational systems is crucial for ensuring relevance and effectiveness in teaching practices. This entails tailoring educational strategies to meet the diverse needs of students, including those with varying learning styles, backgrounds, and abilities.



Additionally, humanizing the teaching process fosters a supportive and inclusive learning environment where students feel valued and empowered to engage actively in their education. By prioritizing students' individual needs and fostering a culture of respect and collaboration, educators can create a more enriching and meaningful educational experience for all learners.

In conclusion, the convergence of innovative technologies, adaptable methodologies, and human-centered teaching approaches is paramount for fostering student success and promoting lifelong learning in modern higher education. By continually evolving and adapting teaching practices, educators can effectively meet the diverse needs of students and empower them to thrive in an ever-changing world.

Conclusion. Analysis of scientific-pedagogical, psychological, and medical literature, along with insights from the field of physical education theory, underscores the multifaceted nature of promoting a healthy lifestyle among students. It goes beyond being merely a societal concern; rather, it serves as a fundamental gauge of individuals' overall personal development and cultural refinement. The implementation of health-promoting pedagogical methodologies begins early in students' academic journeys, particularly within higher education institutions that prioritize pedagogical approaches. The pivotal role of educators cannot be overstated; they not only impart knowledge but also shape students' attitudes towards health, instilling in them a deep-seated appreciation for health culture and the importance of preserving it.

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