

HEALTHY LIFESTYLE OF MODERN UNIVERSITY STUDENTS: NEW METHODS OF DIAGNOSIS AND DEVELOPMENT

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Looking modern forms of forming the basics of a healthy lifestyle for university students, the authors describe the social, pedagogical and psychological characteristics of the way of life of modern students and designate the conditions that must be provided in the educational space of the university to preserve and promote the health of the younger generation. The aim of the study is to identify and experimentally verify the conditions to form the basics of a healthy lifestyle in university students.

The main conclusions of the study were the following: as a result of the introduction of the experimental program for forming the basics for healthy lifestyles, university students displayed positive changes in the conditions of the educational space of the university.

The limitation of the study may be the refusal of students to participate in research.

Practical consequences allow the presented program of forming the basics of a healthy lifestyle for young men and women in the educational space of the university to replicate independently.

Keywords: healthy lifestyle, educational space, university students, method of health promotion.

I. INTRODUCTION

Currently, one of the directions of the social policy of the state is the process of maintaining and strengthening health, increasing efficiency, increasing life expectancy, achieving active longevity and reducing the death rate of the population. One of the ways to implement this direction is the process of forming the basics of a healthy lifestyle.

The Ministry of Health and Social Development of the Russian Federation defines a number of key topics in the areas of its work, among which are: Forming a healthy lifestyle and the fight against bad habits. Within the framework of these areas of work, projects and programs are being implemented; orders are being implemented to form the basics of a healthy lifestyle for the population. The main ideas on all these issues are accumulated in the document “Strategy of the National Security of the Russian Federation” (2015) [1], it was preceded by a series of consistent actions by the government of the Russian Federation and the public, they include orders “On measures aimed at the forming a healthy lifestyle among citizens of the Russian Federation, including reduction of alcohol and tobacco consumption” (2010), “On the organization of health centers for the development

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of a healthy lifestyle among citizens of the Russian Federation, including a reduction in the consumption (2009), the resolution “On financial support for activities aimed at promoting healthy lifestyles among the citizens of the Russian Federation, including reducing alcohol and tobacco consumption” (2008), the Concept of Implementing Government Policies for Counteracting Tobacco Use in the Russian Federation 2010 - 2015, this document describes all the necessary effective measures to combat the tobacco epidemic (2009).

Modern studies show that the level of health, active lifestyle and the rejection of bad habits among university students have low rates.

According to the European School Survey of Alcohol and Other Drugs (ESPAD, 2011), over 82% of young men and 86% of girls aged 16 years drink alcoholic beverages, including beer, in Russia [2].

At least 46% of boys and 47% of girls tested alcohol intoxication, 62% of 16-year-old Russians tried to smoke at least once in their life [3].

This statistics shows only a slight positive trend for 2007, described by the Institute for the Improvement of Students of the Modern Humanitarian Academy (IIS MHA) using the example of testing in 158 training centers of the MHA. In the monitoring study of the prevalence of smoking in the student environment, the number of smokers was 37% (in 2006 - 33.8%). Among them, boys are 68%, and girls are 32% [4].

The number of people with a body mass index below normal is 9.3% for men and 16.2% for women. The number of students with excess body weight is 13% for girls and 23.6% for boys. Only 34.2% of respondents lead active lifestyle, while 18% consider themselves to be physically active for more than six months, and 16.2% became like that only recently [5, p. 5].

Many students themselves are aware of the unhappy state of their health, which manifests itself in low working capacity, fast fatigue, etc. When listing the difficult life situations in the educational process, students note the state of health in the second place [6, p. 114].

Thus, the statistics show a low level of forming the basics of a healthy lifestyle among students. The acquisition of students to the problem of preserving and strengthening their health is first and foremost education, which is to a large extent carried out during the educational process. In this regard, there is a discrepancy between the content of modern education, its technological component of the need to form a healthy lifestyle among students, as well as the low level of implementation of health-saving technologies within the higher educational institutions.

The aim of the study is to identify, theoretically substantiate and test the conditions for forming the basics of a healthy lifestyle among university students.

II. LITERATURE REVIEW

The concept of a “healthy lifestyle” is multifaceted and complex in its content and structure. It is studied at the junction of several sciences: medicine, pedagogy,

psychology, sociology, etc. The definition of the “healthy lifestyle” concept includes two categories: “health” and “lifestyle”.

Health, as defined by the World Health Organization (WHO), is a state of complete physical, mental and social well-being, and not only the absence of disease or infirmity [7].

According to V. V. Kolbanov, the concept of “health” should be regarded as a continuum of natural states of life, characterized by the body’s ability to perfect self-regulation, maintaining homeostasis, self-preservation and self-improvement of somatic and mental status, with optimal interaction of organs and systems, adequate adaptation to a changing environment (physical, biological, and social), the use of reserve and compensatory mechanisms in accordance with the needs and opportunities of performing biological and social functions, including birth and upbringing of children [8].

According to G. A. Bilic, health is defined as a state of complete physical, mental, sexual and social well-being and the ability to adapt to the ever-changing conditions of the external and internal environment and the natural aging process, and the absence of disease and physical defects [9].

Health of a human being in papers by I. I. Sokovnya-Semyonova is described as the ability to maintain age-appropriate and semi-psychophysiological stability in constantly changing quantitative and qualitative units of structural and sensory information. It includes such forms of human behavior that allow us to improve our life and make it more prosperous, to achieve a high degree of self-realization.

“Lifestyle” is the second category that constitutes the content of the “healthy lifestyle” concept. I. I. Sokovnya-Semyonova notes that the “lifestyle” in Latin means “modus vivendi” - a system of relationships between a person and himself and factors of the external environment. Factors of the environment are: physical (pressure, radiation, and temperature), chemical (food, water, and poisonous substances), biological (plants, microorganisms, and animals), and psychological (impact on the emotional sphere through sight, smell, touch, taste, hearing and causing a positive or negative reaction) [10].

From the point of view of sociology, lifestyle is understood as a certain type of people’s life activity, which includes the totality of different types of activity, the behavior of people in everyday life.

A. N. Danilova defines the notion of “lifestyle” as the cumulative index of the vital activity of an individual, a social group, and society as a whole, which is taken in unity with the conditions of life, at a certain stage of historical development. The way of life comprehensively considers the labor, socio-political, cultural spheres of life, reveals the motives and peculiarities of people’s behavior [11].

Thus, the concept of “lifestyle” is a certain historically conditioned type of people’s vital activity in the material and non-material spheres, taken in unity with the natural and social conditions.

G. S. Nikiforov [12] distinguishes four categories of lifestyle:

- Economic: standard of living and level of well-being of the population;
- Sociological or “life quality”: satisfaction with work, study, communication, living conditions, medical care;
- Socio-psychological or “lifestyle”: individual style of thinking, peculiarities of behavior;
- Socio-economic or “way of life”: order of social life, life, culture, which regulate the life of people.

The main factors that determine the way of life include social, socio-cultural, household factors. The standard of living is more closely connected with economic factors. Sexual, age, constitutional features of a person play an important role in forming a lifestyle, as well as the state of health, the characteristics of work activity and the habits of a human being. The quality of life is associated with the possibility of satisfying biological and social needs.

To date, there is no single generally accepted definition of the “healthy lifestyle” concept. The main content of this phenomenon is the care of physical, mental and social health as the highest value that is an integral part of a person’s cultural way of life. The concept of “healthy lifestyle”, according to G. S. Nikiforov, is “a concentrated expression of the relationship between lifestyle and human health. A healthy lifestyle unites all that contributes to the fulfillment of professional, public and household functions in the best for the health and development conditions. It expresses a certain orientation of the personality in the direction of strengthening and developing personal (individual) and public health. Health in essence should be the primary human need, but the satisfaction of this need, bringing it to the optimum result is complex, peculiar, often contradictory, mediated, and does not always lead to the desired result” [12].

Scientists from different countries agree with this postulate (Al-Amari H. G., Al-Khamees N., Dong Wang, Xiao-Hui Xing, Xian-Bo Wu): the relationship between a student’s lifestyle and health can be seen in all spheres of the personality’s activity [13-14].

Thus, under the healthy lifestyle of a student studying at a university, one should understand the typical forms and ways of everyday life that strengthen and improve the reserve capabilities of the organism, thereby ensuring the successful performance of their educational and social functions, regardless of political, economic and socio-psychological situations, and expresses the orientation of the personality in the direction of the formation, preservation and strengthening of both individual and public health.

The problem of the lifestyle of students in a higher educational institution is now of primary importance in assessing health. It is generally accepted that this category almost half determines the health of a person, and with it are related

concepts such as the level and quality of life, its style and way of life. Among the negative lifestyle factors are smoking, eating disorders, alcohol abuse, harmful working conditions, stress, lack of exercise, poor living conditions, and drug use are important; unstable, incomplete or large families; excessive level of urbanization, etc.

K. M. Sokol writes that based on the results of the study of various aspects of the way of life of modern students, it is possible to establish the characteristics of the way of life of this category of citizens [4]. Favorable factors should include the following:

- Optimal multiplicity of meals;
- Sufficient duration of night sleep;
- Low prevalence of smoking;
- Additional physical education during leisure;
- Sufficiently high self-evaluation of the state of health;
- Youth's awareness of health and lifestyle issues.

Along with this, students' lifestyle is characterized by the following risk factors:

- Non-observance of intervals between meals, skipping a full meal while in the university;
- Inactivity caused by the predominance of passive leisure activities in free time and especially work on a personal computer;
- Regular alcohol intake.

This situation makes it possible to consider the lifestyle of most students as intermediate between healthy and unhealthy, which, in the current socioeconomic and environmental conditions, increases the likelihood of developing disease states by reducing the potential of adaptive opportunities.

Theoretical analysis allowed us to distinguish the following criteria for a healthy lifestyle:

1. Optimal activity mode.
2. Rational nutrition.
3. Lack of bad habits.
4. Physical activity (exercise, cold water treatment, etc.).
5. Daily regimen.
6. Stress-control (overcoming difficult life situations, conflict resolution, etc.).
7. Compliance with life safety rules.

Studying and defining the criteria for a healthy lifestyle of students allowed establishing the structure and levels of forming a healthy lifestyle of students.

The cognitive level includes knowledge about the criteria for a healthy lifestyle, ways of implementing them in everyday life.

The motivational-value level is characterized by awareness of the importance and necessity of observing the criteria of a healthy lifestyle, forming a sustainable orientation towards their implementation.

The reflexive-semantic level is focused on the analysis of one's own activity, its adjustments in accordance with the criteria of a healthy lifestyle.

The activity level implies the practical implementation of activities aimed at adherence to the basics of a healthy lifestyle.

Student's age is the time of intensive work on forming the personality of the individual, developing own lifestyle. At this age, a person subjectively does not feel the harmful effects of the lack of a reasonable organization of life and therefore is not psychologically ready to constantly make efforts to limit the degree of freedom. This determines the complexity of developing motivation and traditions of a healthy lifestyle.

III. MATERIALS AND METHODS OF EXPERIMENTAL WORK DIRECTED ON FORMING THE BASICS OF HEALTHY LIFESTYLE IN UNIVERSITY STUDENTS

The experimental base of our research was the Pedagogical Institute of the Federal State Budgetary Educational Institution of Higher Education "Irkutsk State University". The research work was conducted with students of the first and second years. 190 people participated in the ascertaining stage of the study, 95 of who were the control group. The experimental group of our study included 95 people. A total of 114 girls and 76 boys aged 20 to 23 took part in the study.

The experimental work consisted of three interrelated stages: Ascertaining, formative and control. At the ascertaining stage of experiment, the criteria for a healthy lifestyle were determined and the level of their formation among the students was revealed, we included the following to these criteria: optimal activity mode, rational nutrition, and absence of bad habits, physical activity, and the presence of daily regimen, stress control, and safety of life.

During the formative stage, a course of choice was organized for the students participating in the experiment. The course was aimed at forming knowledge, skills and mastery of ways to implement the basics of a healthy lifestyle. Social actions were carried out, individual self-improvement programs were drawn up and implemented, social projects were designed and presented, the purpose of which was to increase interest and develop students' motivation to observe a healthy lifestyle.

The purpose of the control experiment was to determine the level of effectiveness of the correction and development work carried out.

The study of forming the basics of a healthy lifestyle was carried out by us in accordance with the previously defined criteria and indicators of the healthy lifestyle

of students, as well as the levels of forming a healthy lifestyle: cognitive, motivational-value, reflexive-semantic and activity-oriented.

Various diagnostic methods and tests were used to collect empirical data [5]:

Absence of bad habits - the "Healthy behavior" method (Department of Prevention and Promotion of a Healthy Lifestyle of the US Department of Health and Human Services);

Physical exercise - the "Healthy behavior" method (Department of Prevention and Promotion of a Healthy Lifestyle of the US Department of Health and Human Services), the "Lifestyle Assessment" method (D. N. Davidenko, V. P. Petlenko);

Rational nutrition - the "Healthy behavior" method (Department of Prevention and Promotion of a Healthy Lifestyle of the US Department of Health and Human Services), the "Do you eat right?" test (G. S. Nikiforov), the "Assessment of Lifestyle" method (D. N. Davidenko, V. P. Petlenko);

The "Are you eating right?" test (G. S. Nikiforova) is a questionnaire with choice of answers. The student is asked to choose the answer. The time of the test is not limited.

Instruction: "Do not rush to answer the question immediately, think first. Choose the answer that best fits your behavior".

1. Do you eat often?
 - 1) 1 or 2 times a day, but with all my heart;
 - 2) As soon as I have a free minute;
 - 3) 5-6 times a day, in little portions.
2. Before you start eating, do you pay attention to the aesthetic appearance of the dish?
 - 1) I do not care what the dish that I'm going to eat looks like. The most important thing is that it is delicious;
 - 2) Everything depends on how much I want to eat;
 - 3) Indeed, I will never eat a dish that looks unaesthetic.
3. Do you like to eat while watching TV?
 - 1) I do, because you can combine two beautiful things: watch an interesting show and chew something delicious;
 - 2) I do when my favorite show is on TV;
 - 3) No, I believe that food should always be taken only in the kitchen.
4. What do you usually buy to a bottle of beer?
 - 1) French fries;
 - 2) Dried fish;
 - 3) Nothing, because all the additions to fish lead to a strict diet.

5. How often do you eat fatty foods?
 - 1) Several times a day;
 - 2) Occasionally;
 - 3) As an exception.
6. When you come to the market, what do you buy first?
 - 1) Something sweet;
 - 2) Meat or fish;
 - 3) Fruit, of course.
7. Do you take vitamins?
 - 1) No;
 - 2) Rarely;
 - 3) I always buy the best vitamins.
8. Do you eat while reading?
 - 1) Of course, I always chew something when I read newspapers;
 - 2) I snack sometimes, when studying the latest news in newspapers (magazines);
 - 3) Never. It is very bad for digestion.
9. How do you eat?
 - 1) I have very little time for food, so I swallow everything on the go;
 - 2) Everything depends on if I'm in a hurry: if I am, then I eat very fast, almost without chewing food, if not, then I eat slowly, trying to enjoy the meal;
 - 3) I always find free time to eat and I eat very slowly, chewing food carefully.
10. What do you have for breakfast?
 - 1) I never have breakfast;
 - 2) Tea or coffee and a huge sandwich with sausage;
 - 3) Yoghurt or natural juice, fruit.
11. Before going to bed, you...
 - 1) I cannot go to bed without having a good supper;
 - 2) I eat when I really want to;
 - 3) I never eat anything before going to bed.
12. Do you often want anything spicy?
 - 1) Yes, I really like spicy food;
 - 2) Sometimes;

3) I eat spicy food very rarely, because it causes a feeling of hunger.

Processing and interpretation of results

If number 1 (low level) dominates in your answers, then your nutrition cannot be called correct in any way. You eat fatty and spicy food, eat 1-2 times a day, but with all your heart, you never eat breakfast, but eat good supper, you eat lots of sweet food and eat on the go. You should carefully monitor your diet, allocate 15-20 minutes for food 5-6 times a day, and consume more useful and natural products.

If number 2 (average level) dominates in your answers, then your nutrition can be called correct with great stretch. You understand perfectly that fatty and spicy food should not be consumed, but sometimes you cook fatty dishes and spicy sauces for them for lunch or dinner with great pleasure. You know about the benefits of a hearty breakfast and absence of supper, but sometimes you allow yourself to skip breakfast and have a supper. You do not watch your diet very closely, but sometimes you buy vitamins, control your weight, trying to get rid of extra pounds by any means. Pay more attention to your nutrition, and you immediately feel how your appearance and overall well-being will improve significantly.

If number 3 (high level) dominates in your answers, then you not only care about your diet, but also find free time to eat and appreciate the dignity of certain useful and perfectly cooked dishes. You refuse to consume fatty food, containing a lot of calories, and spicy food, causing a strong sense of hunger, and constantly buy vitamins and prefer fruit. This helps to maintain normal weight, improve health, and improve overall well-being.

The “Assessment of Lifestyle” method (D. N. Davidenko, V. P. Petlenko).

Instruction: “Answer several questions by circling the appropriate answer in a circle”.

1. If you need to get up early in the morning, you:
 - A) Set an alarm;
 - B) Trust the inner voice;
 - C) Trust to chance.
2. When you wake up in the morning, you:
 - A) Immediately jump out of bed and get to work;
 - B) Get up slowly, do light gymnastics and only then start to get ready to study, work;
 - C) Seeing that you have a few more minutes left, continue to slug under the blanket.
3. What is your regular breakfast?
 - A) A coffee or a tea with sandwiches;
 - B) Second course and a coffee or a tea;

- C) You do not have breakfast at home and prefer a more substantial breakfast around ten in the morning.
4. What option of the working (educational) schedule would you prefer?
- A) The need to come to study at the same time;
B) Arrival in the range of +/- 30 minutes;
C) Flexible schedule.
5. You would prefer that the duration of the lunch break allowed for:
- A) Eating in the canteen;
B) Eating slowly and having a cup of coffee;
C) Eating slowly and having some rest.
6. How often in the routine of official (educational) affairs and duties you have a chance to joke a bit and laugh with your colleagues:
- A) Every day;
B) Sometimes;
C) Rarely.
7. If you find yourself involved in a conflict situation, how will you try to resolve it?
- A) With long discussions, in which you persistently defend your position;
B) By phlegmatic avoidance of the dispute;
C) By clear statement of your position and refusal of further disputes.
8. Do you stay long after classes end?
- A) For not more than 20 minutes;
B) Up to 1 hour;
C) More than 1 hour.
9. What do you usually spend your free time on?
- A) Meet your friends, do social work;
B) Hobbies;
C) House work.
10. What does it mean for you to meet with friends and welcome guests?
- A) The opportunity to cheer up and be distracted from worries;
B) Loss of time and money;
C) Inevitable evil.
11. When do you go to bed?
- A) Always approximately at the same time;

- B) Capriciously;
 - C) When I finish all my tasks.
12. At leisure, you:
- A) Rest passively;
 - B) Work actively;
 - C) Alternate rest with work.
13. What place in your life belongs to sport?
- A) Limit yourself to the role of a fan;
 - B) Do exercises in the fresh air;
 - C) Find daily exercise as quite sufficient.
14. During last 14 days, you at least once:
- A) Danced;
 - B) Did physical work or sport;
 - C) Walked by foot not less than 4 km.
15. How do you spend your summer vacations?
- A) Rest passively;
 - B) Do physical work, e.g. in a garden;
 - C) Walk and do sports.
16. Your ambition is that you:
- A) At any cost, strive to achieve your desires;
 - B) Hope that your zeal will necessarily bear the fruit;
 - C) Hint to others about your true value, giving them the opportunity to draw appropriate conclusions.

Key to the answers:

- 1. a)-30; b)-20; c)-0;
- 2. a)-10; b)-30; c)-0;
- 3. a)-20; b)-30; c)-0;
- 4. a)-0; b)-30; c)-20;
- 5. a)-0; b)-10; c)-30;
- 6. a)-30; b)-20; c)-0;
- 7. a)-0; b)-0; c)-30;
- 8. a)-10; b)-30; c)-0;
- 9. a)-10; b)-20; c)-30;
- 10. a)-30; b)-0; c)-0;
- 11. a)-30; b)-0; c)-0;

12. a)-20; b)-30; c)-0;
13. a)-0; b)-30; c)-0;
14. a)-30; b)-30; c)-30;
15. a)-0; b)-20; c)-30;
16. a)-0; b)-30; c)-10.

Processing and interpretation of results

In order to evaluate your lifestyle after the questionnaire is answered, sum all the numbers in the table, which are located to the right of the answer number you selected.

1. 400-480 points (high level). You reached almost the maximum amount and you can say that you are able to organize your lifestyle correctly. You have well organized mode of work and effective rest, know how to use time for yourself, and the regimen of your life will help you to save strength and health that will make your life more diverse and interesting.
2. 280-400 points (above average). You are close to the ideal, although you have not achieved it. You are able to restore your strength after a great workload. It is important that your professional activities and family life always remain balanced. You still have reserves for a more reasonable organization of your lifestyle in accordance with the characteristics of your body.
3. 160-280 points (average level). You are a “middle peasant”; if you continue to live in the same way, then your chances of surviving to retirement, with good health are not great. You have all the prerequisites to change your harmful hygienic habits, lead a healthy and healthy lifestyle.
4. Less than 160 points (low level). You have a very wrong and harmful lifestyle, you often feel unwell and it’s only you who are to blame. You need the help of specialists and your own awareness in the need for an urgent change in your lifestyle, rejection of bad habits, normalization and stabilization of personal and professional spheres of life;

Stress control - the “Healthy behavior” method (Department of Prevention and Promotion of Healthy Lifestyles of the US Department of Health and Human Services), the “Learning Strategies for Overcoming Life Problems” method (D. Amirkhan, adaptation of A.G. Gretsov), the “Assessment of Lifestyle” method (D. N. Davidenko, V. P. Petlenko);

adherence to the rules of life safety - the “Healthy behavior” method (Department of Prevention and Promotion of a Healthy Lifestyle of the US Department of Health and Human Services);

optimal activity mode - the “Assessment of Lifestyle” method (D. N. Davidenko, V. P. Petlenko).

availability of daily regimen - the “Assessment of Lifestyle” method (D. N. Davidenko, V. P. Petlenko).

Based on a general analysis of the diagnostic results, we distributed all respondents into four groups according to the levels of forming a healthy lifestyle.

The distribution of students in the control and experimental groups according to the levels of forming the basics of a healthy lifestyle is shown in Figure 1.

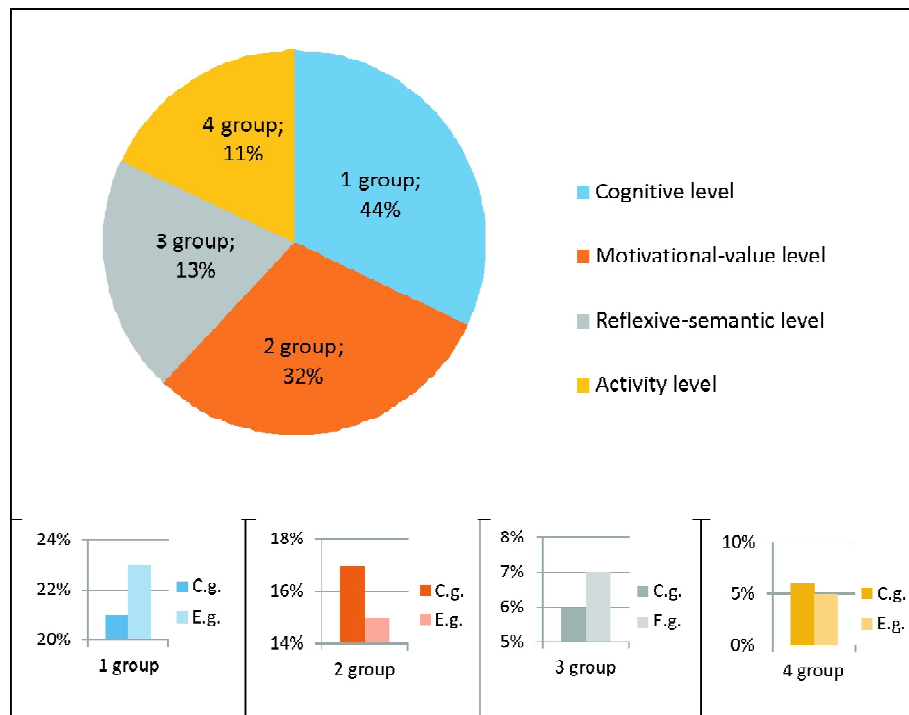


Figure 1: The distribution of students in the control and experimental groups according to the levels of forming the basics of a healthy lifestyle at the ascertaining stage of the experiment.

The first group of 44% (21% in the control group and 23% in the experimental group) is students with cognitive level of forming the basics of a healthy lifestyle. These young people have developed knowledge about the rules of life safety, they are aware of the norms of physical activity, are informed about the methods of rational nutrition and harmful effects of bad habits, have an idea of the rules for conducting a rational daily regimen, as well as strategies for resolving conflict situations and solving difficult life problems. At the same time, the young people lack motivation and the value of a healthy lifestyle is not formed, they do not analyze their lifestyle and do not seek to change it in the direction of strengthening and preserving their health.

The second group includes 37 students (32%), of which 17% of the control group and 15% of the students of the experimental group, who have a motivation-value level of forming the basics of a healthy lifestyle. These are young men and women who have not only knowledge about the basics of a healthy lifestyle and ways to implement it in everyday life, but also realize the importance of adherence to the optimal activity mode, the need to improve and develop their body through physical training and sports. They have developed a sustainable focus on the rational organization of the day and compliance with the rules of life safety, focusing on the observance of a healthy lifestyle by abandoning bad habits, understanding the value of healthy nutrition and the need to maintain mental health through coping with stress and optimal conflict resolution. See Figure 1.

Students who make up the third group - 13% (6% in the control group and 7% in the experimental sample) have a reflexive-semantic level of forming the basics of a healthy lifestyle. These young people are focused on analyzing and changing their daily lives and their lifestyle in general. They are capable of: analyzing the features of nutrition, changing it in order to comply with the rules and norms of eating; assessing the negative influence of the impact of psychoactive substances on human health and changing their attitude towards them; controlling physical activity and optimizing it depending on living conditions; engaging in self-examination of the peculiarities of the daily regimen and reconstructing it in accordance with the norms and rules to conduct a rational daily regimen; analyzing the characteristics of their physical activity, adjusting it to optimize the activity state in changing living conditions; engaging in self-assessment of the level of stress-resistance and ways of resolving conflicts, changing them in order to maintain mental health; assessing the level of compliance with safety rules, adjusting them to reduce the risk to human health and life.

The fourth group - 11% (5% in the experimental sample and 6% in the control group) comprises of young people who have activity level of forming the basics of a healthy lifestyle. These students are aimed to immediate daily activities to implement the basics of a healthy lifestyle, with forming the necessary knowledge, motives and values of a healthy lifestyle, the ability to analyze and adjust their lifestyle. They observe the norms and rules of nutrition, refuse bad habits, observe the daily regimen, carry out activities to optimize activity mode, form emotional stability, use the best ways to solve problems and conflict situations, implement activities aimed at physical development and health promotion, observe safety rules for the preservation of human life.

The given results of diagnostics, carried out according to three methods and one test, testify to the necessity of organizing a special purposeful activity on forming the basics of a healthy lifestyle among students, which includes a comprehensive work in the following areas: informing a student about a healthy lifestyle, an adequate assessment of their lifestyle, the actualization of the emotional-

value relationship, the activation of health-saving activities, the enrichment of the experience of a healthy lifestyle.

It should be noted that the results of the ascertaining experiment convincingly demonstrated the need for organizing a special work on forming the basics of a healthy lifestyle in the university students.

The systematization of the work made it possible to design a program for forming the basics of a healthy lifestyle among students in the conditions of the educational space of the university.

Based on this, we defined the aim of the program: mastering by the university students of the basics of a healthy lifestyle in the process of systematic practical activity through the creation of a health-saving environment in the educational space of the university and involvement in socially-significant activities.

This aim was achieved by solving the following tasks:

- Development and justification of the theoretical and methodological basis of the organization of the process of mastering the basics of a healthy lifestyle by the students.
- Creation of conditions for students to develop a positive attitude towards their health, to realize the importance and necessity of conducting a healthy lifestyle, to focus on mastering knowledge, skills and skills for implementing practical activities aimed at observing the basics of a healthy lifestyle.
- In specially created conditions, implementation of the basic directions of system activity on mastering of bases of a healthy lifestyle.

The program for forming basics of a healthy lifestyle, aimed at mastering the knowledge and methods of health saving activities, was implemented during the formative experiment and included three stages: preparatory, basic and final.

At the preparatory stage of the implementation of the program, we relied on the results of the observational experiment conducted by us in the framework of an empirical study, where the criteria for a healthy lifestyle were identified and systematized, and it was diagnosed that the majority of students had a low level of forming the basics of a healthy lifestyle. In this regard, we assumed that if we organize a purposeful work with the inclusion of students in active types of educational and extracurricular activities, and also create a health-saving environment on the basis of an educational institution, then the process of mastering the basics of a healthy lifestyle will be successful.

The content of the special course “The Basics of a Healthy Lifestyle” was developed, consisting of theoretical and practical exercises involving the student group in interactive activities, providing for seminars, trainings, role plays and practical tasks to build knowledge, skills and habits in the field of healthy lifestyles. The study of the health-saving environment at the university (department of

pedagogical, social and special education) was conducted, an information and analytical health stand was created and designed to inform students about the rules and norms of a healthy lifestyle, ways and ways of their implementation. The content and plan of social actions to promote healthy lifestyles were developed, as well as the structure and stages of the creation and implementation of individual self-improvement programs aimed at implementing activities to observe the basics of a healthy lifestyle.

The main stage of the implementation of the program was the implementation of the main directions to form a healthy lifestyle for students, including the creation of a health-saving environment, the organization and conduct of training sessions on targeting students for a healthy lifestyle, using health-saving technologies and carrying out socially significant activities that create a volunteer group of students for healthy lifestyle propaganda; holding social actions among students aimed at informing about the benefits of observing the basics of a healthy lifestyle and about the dangers of psychoactive substances; the development of social projects among students on health issues.

Directions of systemic activity on forming a healthy lifestyle of university students included various activities based on the educational and extracurricular activities of students.

In the course of the experimental work, all areas of systemic activity were implemented: Informing students about the rules and norms of a healthy lifestyle, an adequate assessment of their way of life, actualization of the emotional-value attitude to health, activation of health-saving activities and enriching the experience of a healthy lifestyle. These directions of systemic activity were interrelated and complemented each other.

In order to check the effectiveness of the developed program, after the completion of the formative stage, a controlled experiment was conducted and a comparative analysis of forming the basics of a healthy lifestyle among students (before and after the introduction of the program).

Subsequent examination of the subjects at the control stage of the experiment was carried out using the methods and tests used at the ascertaining stage of the study.

IV. RESULTS OF THE STUDY

It should be noted that there have been changes in the distribution of students in the control and experimental groups in terms of forming the basics of a healthy lifestyle. The data is presented at Figure 2.

The first group of 32% (20% in the control group and 12% in the experimental group) is students with cognitive level of forming the basics of a healthy lifestyle. These young people have developed knowledge about the rules of life safety, they are aware of the norms of physical activity, are informed about the methods of

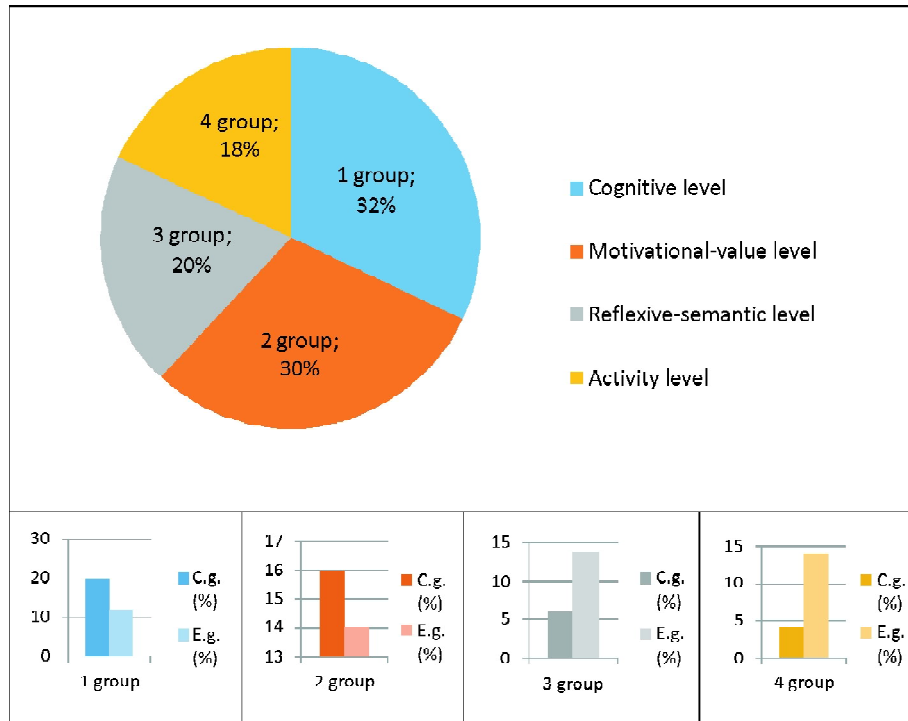


Figure 2: Distribution of students in the control and experimental groups according to the levels of forming the basics of a healthy lifestyle at the control stage of the experiment.

rational nutrition and harmful effects of bad habits, have an idea of the rules for conducting a rational daily regimen, as well as strategies for resolving conflict situations and solving difficult life problems. At the same time, the young people lack motivation and the value of a healthy lifestyle is not formed, they do not analyze their lifestyle and do not seek to change it in the direction of strengthening and preserving their health.

The second group includes 21 respondents (30%), of which 16% of the students in the control group and 14% of the students in the experimental group, they had a motivation-value level of forming the basics of a healthy lifestyle. These are young men and women who have not only knowledge about the basics of a healthy lifestyle and ways to implement it in everyday life, but also realize the importance of adherence to the optimal activity mode, the need to improve and develop their body through physical training and sports. They have developed a sustainable focus on the rational organization of the day and compliance with the rules of life safety, focusing on the observance of a healthy lifestyle by abandoning bad habits,

understanding the value of healthy nutrition and the need to maintain mental health through coping with stress and optimal conflict resolution.

Students who make up the third group - 20% (6% in the control group and 14% in the experimental sample) have a reflexive-semantic level of forming the basics of a healthy lifestyle. These young people are focused on analyzing and changing their daily lives and their lifestyle in general. They are capable of: analyzing the features of nutrition, changing it in order to comply with the rules and norms of eating; assessing the negative influence of the impact of psychoactive substances on human health and changing their attitude towards them; controlling physical activity and optimizing it depending on living conditions; engaging in self-examination of the peculiarities of the daily regimen and reconstructing it in accordance with the norms and rules to conduct a rational daily regimen; analyzing the characteristics of their physical activity, adjusting it to optimize the activity state in changing living conditions; engaging in self-assessment of the level of stress-resistance and ways of resolving conflicts, changing them in order to maintain mental health; assessing the level of compliance with safety rules, adjusting them to reduce the risk to human health and life.

The fourth group - 18% (14% in the experimental sample and 4% in the control group) are young people who have activity level of forming the basics of a healthy lifestyle. These students are aimed to immediate daily activities to implement the basics of a healthy lifestyle, with forming the necessary knowledge, motives and values of a healthy lifestyle, the ability to analyze and adjust their lifestyle. They observe the norms and rules of nutrition, refuse bad habits, observe the daily regimen, carry out activities to optimize activity mode, form emotional stability, use the best ways to solve problems and conflict situations, implement activities aimed at physical development and health promotion, observe safety rules for the preservation of human life.

V. DISCUSSION

Forming a healthy lifestyle has as its ultimate goal the improvement of living and life conditions on the basis of valeological education and upbringing, including the study of one's body and one's personality, the development of hygienic skills, the knowledge of risk factors and the ability to put into practice the whole range of means and methods for ensuring a healthy lifestyle.

Important conditions to form motives for a healthy lifestyle, as stressed by V. A. Ananiev, are knowledge of forms of behavior that promote mental, physical and social well-being; the belief that healthy behavior will actually yield positive results; optimistic attitude to life; developed sense of self-esteem.

Russian scientists (V. K. Balsevich, P. A. Vinogradov, N. D. Graevskaya, A. V. Sakhno, V. D. Chepik, A. S. Chubukov et al.) note that a healthy lifestyle expresses the individual's orientation toward strengthening and developing

personal and public health, realizes the most valuable kind of disease prevention - primary prevention, preventing their occurrence, contributes to meeting the vital need for active physical activity and physical exercises [15].

Chinese scientists (Dong Wang, Xiao-Hui Xing, Xian-Bo Wu), on the contrary, insist that a healthy lifestyle should become a way of life, and then only we can talk about a healthy lifestyle [14].

VI. CONCLUSION

Thus, a comparative analysis of the results of the ascertaining and control stages of the experiment enabled us to draw the following conclusions:

- As a result of the introduction of the experimental program for forming the basics of a healthy lifestyle, the students of the university in the conditions of the educational space of the university had positive changes in each of the criteria for a healthy lifestyle;
- There is a positive dynamics in forming the basics of a healthy lifestyle of university students, expressed in an increase in the number of students in the experimental group who observe and implement them in everyday life;
- Approbation of the experimental program confirmed the effectiveness and effectiveness of mastering the students of the university by the basics of a healthy lifestyle in the process of systematic practical activity aimed at forming the basics of a healthy lifestyle for university students.

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