



MECHANISMS FOR THE FORMATION OF HEALTHY THINKING IN STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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Annotation:

In recent years, the role of a person in all spheres of life has been changing, the importance of complex intellectual work is increasing, and the possibilities of creative application of forces are expanding. In this context, the problems associated with ensuring a high level of health of modern and future generations of people, their adaptation to rapidly changing conditions of the social and natural environment are inevitably becoming more acute. Therefore, in order to meet modern requirements and be ready for changes in living conditions (both spiritual and industrial), it is not enough to have only a high level of education and culture, deep professional knowledge and skills - it is necessary to have good health.

Keywords: higher education system, modern education, quality of lesson, student – teacher, mechanism, healthy thinking, pedagogical skill.

Today, more than ever, the problem of forming a healthy lifestyle of young people, including students, is acute. On how successfully it will be possible to form and consolidate healthy lifestyle skills in consciousness at a young age, the real lifestyle that hinders or contributes to the disclosure of the potential of the individual depends in the future. Young people are most susceptible to various formative and educational influences and, therefore, act as the most promising age category in relation to the formation of a healthy lifestyle.

Scientists from various fields of science note that the main reasons for the deterioration of the health status of the modern generation of people is a low culture of a healthy lifestyle, an irresponsible attitude to their health, low material provision of healthcare institutions, sports and educational institutions. The researchers also note that at all levels of education of children and youth, there is no proper training in a healthy lifestyle, focusing on the formation of skills in its observance.



At the same time, it can be stated that young people are most susceptible to various formative and educational influences. On the one hand, at this age there is already a basis for the manifestation of conscious individual activity in ensuring a healthy lifestyle. On the other hand, work in this direction also makes it possible to neutralize the subsequent development of risk factors for various diseases, to prevent the emergence of bad habits. Thus, young people act as the most promising age category in relation to the formation of a healthy lifestyle. On how successfully it will be possible to form and consolidate healthy lifestyle skills in consciousness at a young age, the real lifestyle that hinders or promotes constructive self-realization of the individual depends in the future. It should also be stated that the youth age is extremely sensitive to self-knowledge, self-interest distinguishes young people, therefore, the urgent task for them is the desire to learn their own characteristics, to build a trajectory of life realization in accordance with their capabilities and interests, and finally, to determine an individual concept of lifestyle. In our research, we ensure the formation of a healthy lifestyle of students by mastering the mechanisms of reflection. It is known that at present, reflexive-thinking culture is put at the forefront as a form of organizing the consciousness of a professional in any sphere of human activity (including in building an individual concept of lifestyle).

Today, science knows for sure that improving the level of health is connected, first of all, not only with the development of medicine, but also with the conscious, reasonable work of the person himself to restore and develop vital resources, to transform a healthy lifestyle into a fundamental component of the "I" image, for which, from our point of view, it is necessary to have a developed reflection, thanks to which, knowing oneself, listening to oneself, a person is already on the path of creating health. A person should reorient himself from treating diseases, that is, "pulling out weeds", to taking care of his health; to understand that the cause of ill health, first of all, is not in poor nutrition, uncomfortable life, pollution of the environment, lack of proper medical care, but in the indifference of a person to himself, in the liberation, thanks to civilization, of a person from efforts on himself, the consequence of which is the destruction of the body's defenses.



The analysis of modern research on various aspects of the formation of a healthy lifestyle of young people shows that interest in these issues is increasing. However, the issues of increasing the effectiveness of forming a healthy lifestyle of university students based on reflection mechanisms, as the study showed, are insufficiently studied in theoretical and practical terms.

The significance of the chosen research direction is confirmed by a number of contradictions identified as a result of theoretical analysis of the study of mass practice of educational processes of universities and their own pedagogical experience, namely between:

- the concept of maintaining a healthy lifestyle proclaimed and recognized in society and the insufficient development of mechanisms for the implementation of this concept;
- the needs of society in the education of a healthy, active and able-bodied young generation, who possess operational methods and methods of restoring physical and moral strength, and the real state of health and behavior of young people; the relevance of the use in the educational process of special methods of forming a healthy lifestyle of students (in particular, based on the mechanisms of reflection) and the insufficient development and effectiveness of their practice.

The process of forming a healthy lifestyle of university students based on reflection mechanisms will take place more effectively within the framework of the developed functional and content model implemented on the basis of the identified set of pedagogical conditions, including:

- 1) the humanistic orientation of the educational process of the university carried out through the use of a set of principles;
- 2) development of motivation of university students to self-knowledge, self-improvement and self-realization in the process of implementing an individual life concept in order to transition to a healthy lifestyle position;
- 3) the use of pedagogical technologies in the educational process of the university aimed at mastering the mechanisms of reflection by students.

Improving the effectiveness of the formation of a healthy lifestyle of university students on the basis of reflection mechanisms is provided by the implementation of a set of pedagogical conditions, including:

- 1) the humanistic orientation of the educational process of the university, implemented through the use of a set of humanistic principles;



2) the development of motivation of university students to self-knowledge, self-improvement and self-realization in the process of implementing an individual life concept of transition to a healthy lifestyle;

3) the use of pedagogical technologies in the educational process of the university aimed at mastering the mechanisms of reflection by students.

The implementation of this complex of pedagogical conditions is carried out within the framework of a functional and meaningful model of the formation of a healthy lifestyle of university students on the basis of reflection mechanisms, the components of which are: subjective, target, meaningful, organizational and technological and level-effective.

The time in which we live is characterized as a time of great transformations. The transition from the extensive path of development of the national economy to the rails of intensive production is associated with an increase in the efficiency and productivity of labor at each workplace, the maximum return of each employee, the realization of all available resources. The role of man in production is changing, the importance of complex intellectual work is increasing, the possibility of creative application of forces is expanding. In this regard, the aggravation of problems associated with ensuring a high level of health of modern and future generations of people, their adaptation to rapidly changing conditions of the social and natural environment is inevitable. Therefore, in order to meet modern requirements and be ready for changes in living conditions (both spiritual and industrial), it is not enough to have only a high level of education and culture, deep professional knowledge and skills, it is necessary to have good health.

In our research, under the healthy lifestyle of university students, we understand the implementation of a complex of a unified scientifically based biomedical and socio-psychological and pedagogical system of preventive measures, in which the following are important:

- a) active physical education;
- b) proper combination of work and rest;
- c) development of students' resistance to psychoemotional overload;
- d) overcoming difficulties associated with difficult environmental living conditions;
- e) elimination of hypokinesia in students.



We consider the reflection of university students as an important mechanism of productive thinking of a person; a special organization of the processes of understanding what is happening in a broad systemic context (including assessing the situation and actions, finding techniques and operations for solving emerging problems); in essence, it is a process of introspection and active comprehension of their states and actions, as well as the states and actions of other individuals, included in the solution of the problems that have arisen, due to the need of the student, with the aim of constructive correction of their life activity. Reflection can be directed at: your thinking, the thinking of other people, the subject of activity, the activity itself, your actions, the actions of other people, your interaction with other people, the interaction of other people, etc.

Including the mechanisms of reflection, knowing ourselves, listening to ourselves, we are already on the path of creating health. A person should reorient himself from the treatment of diseases, to taking care of his health; to understand that the cause of ill health, first of all, is not in poor nutrition, uncomfortable life, pollution of the environment, lack of proper medical care, but in the indifference of a person to himself, in the liberation thanks to civilization of a person from efforts on himself, the consequence of which was destruction of the body's defenses. It can be stated that the increase in the level of health is not connected with the development of medicine, but with the conscious, reasonable work of the person himself to restore and develop vital resources, to transform a healthy lifestyle into a fundamental component of the image of the "I", for which it is necessary to have a developed mechanism of reflection. The functioning of the body on the principle of a self-regulating system, taking into account the state of the external and internal environment, makes it possible to carry out gradual training, as well as training and education of various organs and systems in order to increase its reserve capabilities. It is obvious that human health largely depends on lifestyle, however, when talking about a healthy lifestyle, first of all, as a rule, they mean the absence of bad habits. This is, of course, a necessary, but not at all a sufficient condition. The main thing in a healthy lifestyle is the active creation of health, including all its components. Thus, it can be concluded that the concept of a healthy lifestyle is much broader than the absence of bad habits,



work and rest regime, nutrition system, various hardening and developing exercises; it also includes a system of relationships to oneself, to another person, to life in general, as well as the meaningfulness of being, life goals and values, which in general can be provided, first of all, by the reflexive position of each individual.

This understanding of the main provisions of the study determined our approaches to the construction of a functional and meaningful model for the formation of a healthy lifestyle of university students based on reflection mechanisms and allowed us to identify the pedagogical conditions for its effective functioning in the educational process of the university. The model is clearly focused on a specific goal - actualization of the need for a healthy lifestyle among university students based on reflection mechanisms. The composition of the model that ensures the achievement of this goal includes:

- a) subject (teachers, students, personality of the researcher);
- b) target (purpose, tasks);
- c) content (author's program, teaching manual, methodological recommendations, special courses);
- d) organizational and technological (complex of means, forms, methods of teaching and upbringing)
- e) level-effective (levels, criteria, indicators, diagnostic methods of their determination) components. The model has a level character and describes the formation of a healthy lifestyle of university students at low, medium and high levels.

The main advantage of this functional and content model is its independence from the specific implementation within the framework of the academic discipline and educational institution. This independence is provided by the main useful function of the model, which, through the principles of design, connects it with pedagogical conditions, being specified in the content, organizational forms and methods of teaching. The functional and content model is integral, since all these components (substructures) are interconnected, carry a certain semantic load and work for the final result. The model designed by us for the formation of a healthy lifestyle of university students based on reflection mechanisms is open, since through the goal (the main useful function of the system) it reaches the social order for higher professional education.



Our theoretical and experimental research has shown that the functional and meaningful model of the formation of a healthy lifestyle of students based on the mechanisms of reflection effectively functions in the educational process of the university in the implementation of the following set of pedagogical conditions:

- 1) the humanistic orientation of the educational process of the university, in particular, in physical education classes, implemented through the use of a set of humanistic principles;
- 2) development of motivation of university students to self-knowledge, self-improvement and self-realization in the process of implementing an individual life concept in order to transition to a healthy lifestyle position;
- 3) the use of pedagogical technologies for the formation of a healthy lifestyle of university students in the educational process of the university on the basis of reflection mechanisms aimed at the formation of reflection mechanisms.

The basic principles of the organization of the process of forming a healthy lifestyle of university students based on reflection mechanisms include:

- the principle of pedagogical support,
- the principle of individualization,
- the principle of personalization,
- the principle of cultural self-determination,
- the principle of partnership,
- the principle of otherness.

The choice of the second pedagogical condition is due to the fact that in the process of formation or development it is always necessary to pay attention to the motivating side of pedagogical activity or, in other words, in the context of solving our problem, to motivate students to the processes of self-knowledge, self-improvement and self-realization (reflection) in the process of implementing an individual life concept in order to transition to a healthy lifestyle. The experiment showed that when forming a stable motivation for the development of reflection, this transition is ensured by:

- a) creating conditions that would actualize a positive attitude towards the appropriation of values of a healthy lifestyle, to comprehend the position proposed by the teacher, which is that improving the level of health is not associated with the development of medicine, but with the conscious, reasonable work of the person himself to restore and develop vital resources,



to transform a healthy lifestyle into the fundamental component of the "I" image;

b) using the possibilities of physical culture, both in terms of physical activities and in terms of available opportunities to assess the level of functional health;

c) using special methods ("Diary of self-observation") and, as a consequence, actively involving students in self-diagnosis;

d) initiating personal achievements;

e) including students in the process of initiation students to a healthy lifestyle within the framework of pedagogical practice;

f) fixing the need for reflection.

The choice of the third pedagogical condition is due to the fact that the pedagogical technologies used in the framework of the developed special courses (work of small groups, business games, development of critical thinking) are purposefully focused on the development of reflection mechanisms that ensure the formation of a healthy lifestyle of university students.

In order to obtain objective information about the level of formation of a healthy lifestyle of university students on the basis of reflection mechanisms, we have identified a set of criteria:

1) the level of development of reflection (indicators: personal (individual) qualities; value orientations that determine the orientation of the personality, attitude to oneself, attitude to others, attitude to the outside world; level of anxiety; level of self-esteem; level of self-control;

2) possession of a reflexive analysis in the field of a healthy lifestyle, which we evaluated based on a qualitative analysis of the answers about the healthy lifestyle carried out by students;

3) formation of skills in the field of healthy lifestyle (indicators: completeness of skills and strength of skills);

4) awareness based on reflection of the values of a healthy lifestyle and active involvement of students in this process, the main indicator of which is changes in the functional state of health.

The reliability of the results of checking the effectiveness of the functional and content model of the formation of a healthy lifestyle of university students on the basis of reflection mechanisms against the background of the implementation of a set of pedagogical conditions is ensured by using as the



main diagnostic criterion - the promotion of students to a higher level of a healthy lifestyle.

The general didactic significance of the results of the study was proved during the implementation of the functional-content model of the formation of a healthy lifestyle of university students developed by us based on the mechanisms of reflection and implementation of the selected set of pedagogical conditions for its effective functioning at university. Experimental work with university students provided a sufficient level of formation of a healthy lifestyle. This is evidenced by the results of our research and the statements of the students themselves.

The research has obtained data, the scientific novelty, theoretical and practical significance of which, compared with previous works, is that: a functional and meaningful model of healthy lifestyle formation of university students based on reflection mechanisms has been developed; a set of pedagogical conditions for its effective functioning in the educational process of the university has been identified and experimentally verified; criteria and indicators have been identified, allowing to objectively assess the level of formation of a healthy lifestyle among students. The results of the study can be used in mass educational practice with adaptation to the conditions of a particular educational institution.

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