

**N. M. Oliynyk**

ORCID <https://orcid.org/0000-0003-2427-4009>

ResearcherID Q-4780-2016

**N. Ya. Kravets**

ORCID <https://orcid.org/0000-0002-7593-1753>

ResearcherID B-4088-2016

**O. V. Pokryshko**

ORCID <https://orcid.org/0000-0001-9640-0786>

ResearcherID B-5589-2016

Scopus Author ID 25958306000

**N. I. Yelahina**

ORCID <https://orcid.org/0000-0002-5423-8327>

ResearcherID Q-4615-2016

*I. Horbachevsky Ternopil National Medical University*

## THE ROLE OF HIGHER EDUCATION IN THE FORMATION OF STUDENTS' HEALTHY LIFESTYLE

**Н. М. Олійник, Н. Я. Кравець, О. В. Покришко, Н. І. Єлагіна**

*Тернопільський національний медичний університет*

*імені І. Я. Горбачевського МОЗ України*

## РОЛЬ ВИЩОЇ ШКОЛИ У ФОРМУВАННІ ЗДОРОВОГО СПОСОБУ ЖИТТЯ СТУДЕНТСЬКОЇ МОЛОДІ

**Abstract.** The article analyzes the problem of forming a healthy lifestyle of students. The current approach to deteriorating youth health encourages the search for new ways to generate positive motivation for a healthy lifestyle and scientific research.

According to the literature data analysis, less than 15 % of students are considered healthy, 70 % of them have low and below-average levels of physical health, more than half (52.6 %) of them have different morphofunctional abnormalities, 36–40 % have chronic non-infectious diseases, which complicate the process of adaptation to physical and mental activity, impede learning lecture material as well as effective training at universities.

The aim of the research was to evaluate and analyze the components of a healthy lifestyle of students and on this basis to determine approaches to the introduction of health-saving technologies in the educational process of higher schools.

A survey of students revealed a lack of understanding of the simplest aspects of health care and an inability to assess one's level of health adequately. 53 students (39.5 %) consider themselves healthy; 38 students (28.3 %) adhere to healthy lifestyles; and only 9 % of students regularly do physical exercises and sports. Only 25 % of them follow the diet. 82 % of students were well informed about the negative impact of bad habits on their health, but 66 % of respondents smoked cigarettes, including 43 % of women. 90 % of students occasionally consume alcoholic beverages, of whom 14 % often consume, and 8 % do not consume. Most of the respondents are confident in the absolute harmlessness of beer, which ranks the first place in the structure of alcoholic beverages consumed by students. But only 9 % of students regularly do physical exercises and sports.

Therefore, the priority goals of the modern stage of higher education modernization should be the preservation and strengthening of students' health, the formation of value orientations, their awareness of the importance of a healthy lifestyle, the introduction of health-saving technologies into the educational process, as significant components in achieving career and life success of youths.

**Key words:** healthy lifestyle; health; health-saving technologies; students.

**Анотація.** У статті аналізується проблема формування здорового способу життя студентської молоді. Сучасна тенденція погіршення здоров'я молоді стимулює пошук нових шляхів формування позитивної мотивації до здорового способу життя та до наукових досліджень. За даними літературних джерел, здоровими можна вважати не більше 15 % студентської молоді, 70 % студентів мають низький і нижче середнього рівні фізичного здоров'я, більше половини (52,6 %) з них мають морфофункціональні відхилення різного характеру, а у 36–40 % відзначаються хронічні неінфекційні захворювання, які ускладнюють процес адаптації до фізичної та розумової діяльності, перешкоджають засвоєнню навчального матеріалу та ефективному навчанню у вишах.

Метою дослідження було оцінити та проаналізувати складові здорового способу життя студентів та на цій основі визначити підходи до впровадження здоров'язберігаючих технологій у навчальний процес вищих навчальних закладів.

За результатами анкетування студентів було виявлено відсутність розуміння найпростіших аспектів збереження здоров'я. Здоровими себе вважають 53 студенти (39,5 %); лише 38 із них (28,3 %) дотримуються здорового способу життя; 9 % студентів регулярно займаються фізичною культурою та спортом; 25 % з них дотримуються дієти. Добре проінформовані про негативний вплив шкідливих звичок на здоров'я 82 % студентів, і все ж курять цигарки 66 % опитаних, у тому числі жінки – 43 %. Періодично вживають спиртні напої – 90 %, з них часто вживають – 14 %, не вживають – 8 %. Велика частина опитаних впевнена в абсолютній нешкідливості пива, що займає перше місце в структурі вживаних студентами алкогольних напоїв. Натомість фізичною культурою і спортом регулярно займаються лише 9 % студентів.

Тому пріоритетним напрямом сучасного етапу модернізації вищої освіти повинні стати збереження та зміцнення здоров'я студентів, формування ціннісних орієнтацій, усвідомлення ними значення здорового способу життя, упровадження в навчальний процес виховання здоров'язбережувальних технологій, як вагомих складових у досягненні кар'єрного й життєвого успіху студентської молоді.

**Ключові слова:** здоровий спосіб життя; здоров'я; здоров'язбережувальні технології; студентська молодь.

**Introduction.** Issues concerning health care (in its broad sense) are one of the world communities' global problems of human capital development. Nowadays, the human is the most significant component of the modern economic relations, in particular human's health, intellect, spiritual and moral qualities. Human health is considered to be an integral characteristic of personality and determines the human's quality of life [1, 7]. The social development of any sphere of economics is closely related to the creation of optimal conditions for workers' livelihoods. In order to develop human capital, the social subsystem must provide staff with everything necessary to implement measures that will improve their health. However, only the ones, who are familiar with some health-saving knowledge, skills and abilities, in other words, have an appropriate level of valeological education, will use the mentioned benefits. Therefore, modern Ukrainian society demands the university graduates to be not only deeply competent in their fields and have a high cultural level but also be healthy [2, 18].

The health of the youth is a major problem in any country today and in the future. Youth is the most valuable reproductive, intellectual, economic, social and cultural reserve of the state. Therefore, the upbringing of certain aspects of responsible motherhood and fatherhood among the younger generation plays an important role. The problems of the formation of a healthy lifestyle as a worldview orientation of young specialists under the university educational process become extremely important.

Despite a large number of studies, the problems of forming the spiritual needs and skills of a healthy lifestyle as a worldview orientation of future specialists have not yet been sufficiently studied in both theoretical and practical aspects [6, 16].

According to the literature data analysis, today the society is concerned about the difficult socio-economic

situation, low level of culture, intensification of the educational process, aimed mainly at the intellectual development of the individual, which gives rise to a negative impact of the organization of the educational process in universities on the students' health. Some studies on human health, in particular those, which relevant to the formation of a healthy lifestyle, are reflected in the writings of such scientists as G. Apasnenko, A. Bakanova, N. Bashavets, S. Bondarenko, F. Vashchuk, S. Gvozdiy, S. Dombrovskaya, A. Ezhova, I. Ivanova, L. Lavrova, L. Polishchuk, P. Rybalko and others.

As scientific research shows, the attitude to health and a healthy lifestyle is formed as a result of the targeted pedagogical impact. The World Health Organization defines health as a state of complete physical, mental and social well-being, and not just the absence of disease or physical disability. It is a well-known fact that human health depends more than 50 % on lifestyle, about 20 % – on environmental conditions, another 20 % – on heredity (genetic factor), and only 10 % – on medical care [4, 20]. At the same time V. Petlenko gives the following factors proportion that determines human health: the human factor – 25 % (physical health – 10 %, mental – 15 %); environmental factor – 25 % (external ecology – 10 %, internal – 15 %); socio-pedagogical factor – 40 % (lifestyle, material working and living conditions – 20 %, behavior, lifestyle, habits – 25 %); medical factor – 10 %.

The fact that the deterioration in the health of young people, the main and most productive carrier of the nation's gene pool, can lead to a demographic disaster, cannot be doubted [11–13, 15, 17].

The ecological situation in Ukraine has developed so that researchers, out of desperation, say: barely 5 % of the population can be considered objectively healthy. Consequently, the majority of young people are objectively unhealthy, moreover, they are extremely incom-

petent in the matter of a healthy lifestyle. According to statistics given by the Ministry of Health of Ukraine, there is a tendency to increase the overall incidence of student youth, an increase in the prevalence of non-infectious chronic diseases. According to the sample surveys, no more than 15 % of student youth can be considered healthy, 70 % of students have a low and below-average level of physical health, more than half (52.6 %) of them have morphofunctional deviations of different nature, and 36–40 % of chronic non-communicable diseases are noted [7, 8]. The number of students who belong to a special medical group is steadily increasing. Many of them suffer from serious chronic diseases that complicate the process of adaptation to physical and mental stress, interfere with the memorization of lecture material and effective studying at a university. In Ukraine, 50.3 % of draft-age men are a group with severe diseases. In general, due to poor health, 32.4 % of young men are not drafted into the army. Herewith, military serviceability indicators have decreased by 5 % in recent years [8]. Drug addiction, smoking, alcoholism, substance abuse is often seen as the best pastime among some of the boys and girls. Such an alarming, moreover, steady tendency of physical degradation of young people forces experts to reconsider the essence of the concept of “national security”. The deterioration of the Ukrainian students’ health status is the result of an acute imbalance between the declared state policy for preservation and promotion of a healthy lifestyle, on the one hand, and the imperfection of modern methods of health saving education in universities, on the other one [3, 10].

The Constitution of Ukraine defines life and human health as one of the highest social values. According to the Constitution, the state must be responsible for its activity, also the state is obliged to ensure the most complete realization of the mentioned values and at the same time to solve the tasks of raising a healthy generation, maintaining and strengthening health. The future development of society largely depends on the successful realization of this task. [1]. At the national level, a number of strategic government programs have been adopted aimed at maintaining the health of the population of Ukraine, in particular: “The state policy strategy on healthy and active longevity of the population for the period up to 2022”, “The concept of the National program “Reproductive and sexual health of the nation for the period up to 2021””, “Plan and goals of sustainable development (2016–2030)”, “The national targeted social program to combat

HIV/AIDS”, Decree of the President of Ukraine “On the National Strategy for Health-Improving Movement Activity until 2025 “Movement Activity – Healthy Lifestyle – Healthy Nation” No. 42/2016, etc. Today, health-saving education is recognized as a priority area in universities and there is a tendency to realize that a stable development of society and overcoming most of the crisis phenomena depend on the state of general education of the population on health care issues. Therefore, the most important direction of the modern educational process is preventive education [3].

**The aim** – to evaluate and analyze the components of a healthy lifestyle of student youth and, on this basis, to determine approaches to the introduction of health-saving technologies in the educational process of university students.

**Theoretical framework.** The period of studying at the university is an important stage in human life as the educational process opens up broad prospects in the formation of a young person’s outlook. Therefore, attracting young people to a healthy lifestyle in their student years is the main condition for their physical, spiritual and intellectual development. At the heart of universities’ educational process lies the complex, systematic nature of education and training of specialists, in which the formation of socio-political, labor, moral, physical, aesthetic and other types of education organically merge [18, 20]. Until recently, the problem of forming a healthy lifestyle for the younger generation has been identified with physical education. But, as time shows, in an era of stress, neurosis, aggressiveness, and indifference, physical exercises can’t only help to solve the problem of youth health, which is considered global today. The work on the formation of a healthy lifestyle should be developed and improved in accordance with the requirements that the present has set for us. And for this purpose, it is advisable to study, rethink and rebuild various sectors of cultural and educational work, introduce domestic innovative ideas and world experience. The formation of a healthy lifestyle is a more effective and economically feasible strategy than the constant increase in the cost of treating the consequences of an unhealthy lifestyle, which does not give the desired result [7, 19].

The way of life is characterized by the peculiarities of a person’s everyday life, which encompass his labor activity, forms of using free time, satisfying material and spiritual needs, participation in public life, norms and rules of behavior. Lifestyle is one of the criteria of social progress, and not just the “face” of a person

[16]. Lifestyle-related diseases will increase due to the negative changes in people's diet and behavior, as well as a decrease in their physical activity. Behavioral factors can be both beneficial and harmful to one's health, depending on one's lifestyle choices. Human behavior is important for health because it affects a person directly through lifestyle or indirectly through economic or socio-economic conditions, which, undoubtedly, is the main determinant of health [9, 10].

Lifestyle depends on the characteristics of the individual, his psyche, health, functional possibilities of the body. Choosing a lifestyle, young individuals must take as a basis the positive experience of the older generation: their parents, relatives, teachers, etc.

There is a relationship between lifestyle and health that is optimally reflected in the concept of a healthy lifestyle as a life-cycle scenario aimed at preserving and improving the health of people [19].

The analysis of modern scientific and methodological literature makes it possible to identify the most complete definitions of this concept:

- lifestyles is a certain social and historical point of view of health, as well as the means and methods of integrating it into practical life [11];

- a healthy lifestyle is a way of human life, one of the basic values of which is the formation, preservation, and promotion of health; when a conscious, active attitude to one's own health is realized, the ability to accumulate certain positives and neutralize negative external factors affecting one's health;

- a healthy lifestyle is a manner to organize the manufacturing, daily and cultural aspects of life, which allows one way or another to realize their creative potential [5, 10];

- healthy lifestyle is a part of the general human culture, characterized by a certain level of special knowledge and motivational-value orientations acquired as a result of education and self-education [7, 20].

One of the most important prerequisites and components of forming a healthy lifestyle is a system of education that functions in society. The higher the educational and general cultural level of a person and their social environment, the better the health indicators are. After all, improving individual and public health is impossible without knowing what and how to do it. Education should be considered as a complex approach: both as a network of information flow, processing, and transmission, and as a school of healthy lifestyles, i.e. teaching its methods, techniques and skills, and as a complex educational process aimed

at recognizing the priority of values of individual and public health [9, 12].

The goal of education is to help young people make a conscious choice of social values and form a stable, individual orientation system based on them that can provide self-regulation and motivation of behavior and activity [3, 11].

The problem of a healthy lifestyle covers a wide range of issues and includes the following main components related to all areas of health: physical, mental, social and spiritual, namely: optimal motor (physical) activity, a rational regimen of the day, body hardening and hygiene requirements, balanced nutrition and weight control, absence of harmful habits (alcohol, drugs, tobacco and gambling), safe sexual behavior (sex education and sexual culture), creation of a positive psychological climate in society (psycho-hygiene and psycho-prophylaxis, spiritual self-improvement) [1, 7].

The complexity of studying this phenomenon lies in the fact that health-related behaviors are based on a variety of, sometimes conflicting, needs. However, there are a number of traditional indicators that characterize an individual's attitude to their health: self-assessment of health; medical awareness; the place of health in the system of life values; smoking, alcohol and drug use habits; environmental attitudes; the presence of stress, and etc. [10, 18].

This principle of differentiation was laid down in the grouping of indicators for anonymous questioning of second-year students of I. Horbachevsky Ternopil National Medical University, taking into account the content of each aspect.

According to the results of the questionnaires and survey of students, there was a lack of understanding of the simplest aspects of maintaining health and an inability to adequately assess the level of their own health. The following conclusion was drawn in accordance with analysis of the questionnaire of 134 students :

- 53 students considered themselves healthy (39.5 %);

- only 38 students follow the healthy lifestyle rules (28.3 %).

One of the most important indicators of a healthy lifestyle is the number of physical activity. One of the problems is the very low motive activity of students. Young people spend most of their time in classes in educational institutions, their rest is mostly passive. These are factors of their low motor activity. The studies have shown that the effectiveness of mental activity in

conditions of low physical activity is reduced by almost 50 % on the second day, while attention is decreased sharply, nervous tension is increased, fatigue, apathy, and indifference to the performing work is quickly developed, a person becomes irritable and nervous. And regular physical training and sports are the universal means that can help everyone resist the intense rhythm of life, neuro-mental overload, in particular, being involved in mental work [14, 17]. According to the results of our research, only 9 % of students are regularly engaged in physical training and sports.

An important factor in a healthy lifestyle is the qualitative composition of food consumed in the daily diet. An idea of these factors is given by the corresponding indicators, structured by the amount of food consumed and the degree of their benefit to the body. It is difficult for student youth to adhere to the rules of a balanced diet. The meal is often fast food and consists mainly of food that contains too many carbohydrates and fats, in the meal, there is almost no protein. Students were asked about eating regularly and following a diet, and only 25 % of them answered that they do it.

The proportion for bad habits (smoking, alcohol, drug use) impact that determines lifestyle is extremely significant. That is why this section of the survey contained the largest number (10) of indicators that characterize sufficiently this problem (causes of smoking, quantitative cross-section of those who smoke, smoking in the environment, quantitative signs of alcohol, psychoactive substances, awareness and awareness of harm to such habits). According to the results of the study, 82 % of students are well informed about the negative impact of bad habits on health, and yet 66 % of respondents smoke cigarettes, including women – 43 %. Alcoholic beverages are used periodically by 90 % of students, often consumed by 14 % of respondents, and just 8 % do not consume. Most of the respondents are confident in the absolute harmlessness of beer, which ranks the first place in the structure of alcoholic beverages used by students.

Statistics on the spread of sexually transmitted diseases in Ukraine in recent years, data on the deterioration

of the reproductive health of young people require a thorough study of these phenomena in the domestic youth environment. Within this framework, our survey contained five indicators describing the main aspects of the problem. Unfortunately, the results are not encouraging. Only 26 % of respondents consider themselves sufficiently informed about the risks and prevention of sexually transmitted diseases. Analysis of the problems of a healthy lifestyle, of course, can not avoid an issue of the possibilities of its implementation by young people in the current environment. The issue of the possibility (impossibility) to lead a healthy lifestyle is extremely subjective, because it is primarily determined by the degree of awareness of the importance of actions in this direction. And this is the difficulty of studying this issue. Even in the absence of some objective conditions (proper nutrition, comfortable housing, adequate income, etc.), individuals with a high level of awareness of healthy lifestyles tend to act for the benefit of their own health. Conversely, a lack of personal motivation makes it impossible to strive to be healthy under realistic conditions.

**Conclusions and Prospects for Research.** 1. The components of a healthy life of student youth and the problem of introduction of health-saving technologies in higher education institutions are analyzed through implementation of pedagogical strategy, which will be focused on healthy lifestyle in higher educational institutions.

2. It is determined that a university is a special social institution that has the potential to introduce health-saving methods with a slight intensification of the educational process, and that the time of study in higher educational establishment is a favorable and long enough period for students to develop sustainable motivation for a healthy lifestyle.

3. The solution to the problem under consideration should be found by introducing the maximum possible range of recreational activities in the educational institutions, and developing skills of self-regulation of their own state.

#### **List of literature**

1. Апанасенко Г. Л. Здоровий спосіб життя / Г. Л. Апанасенко // Актуальні проблеми здорового способу життя : тези доповідей І Укр. наук.-практ. конф. – К. : Укр. центр здоров'я, 1992. – С. 69–72.
2. Баканова А. Ф. Формирование здорового образа жизни студенческой молодежи / А. Ф. Баканова //

Физическое воспитание студентов. – 2011. – № 6. – С. 8–11.

3. Башавець Н. А. Здоров'язбережувальна компетентність майбутнього фахівця як основа його культури / Н. А. Башавець // Наука і освіта. Педагогіка. – 2013. – № 1-2. – С. 120–122.

4. Ващенко О. Здоровий спосіб життя – важливий чинник виховання особистості: теоретико-методологічний аспект / О. Ващенко // Освіта вчителя. – 2007. – № 5. – С. 48–51.

5. Ващук Ф. Г. Інтеграція в європейській освітній простір: здобутки, проблеми, перспективи / Ф. Г. Ващук. – Ужгород : ЗакДУ, 2011. – 511 с.

6. Домбровська С. М. Якість освіти як одна із заporук вдалого державного реформування вищої школи України / С. М. Домбровська // Актуальні проблеми державного управління. – 2011. – № 1. – С. 149–154. – Режим доступу : <http://www.kbuapa.kharkov.ua/e-book/arpu/2011-1/index.html>.

7. Єжова О. О. Здоровий спосіб життя : навч. посіб. / О. О. Єжова. – Суми : Університетська книга, 2010. – 128 с.

8. Железнова Т. Структурно-компонентний склад та критеріальні характеристики рівнів здоров'я-збережувальної компетентності вчителів основної школи / Т. Железнова // Педагогічні науки: теорія, історія, інноваційні технології. – 2019. – № 6 (90). – С. 251–266.

9. Ізюмська Т. О. Розвиток здоров'язбережувальної компетентності в педагогічних працівників / Т. О. Ізюмська // Теоретичні основи та технології професійного розвитку педагогів у післядипломній освіті [Електронний ресурс] : матеріали Всеукр. наук.-практ. конф., 10 квітня 2013 р. – Режим доступу : <https://www.slideshare.net/lanalana63/ss-18660489>.

10. Лаврова Л. В. Здоров'я через освіту як один із пріоритетних напрямків розвитку освіти / Л. В. Лаврова // Освіта і здоров'я: формування здоров'я дітей, підлітків та молоді в умовах навчального закладу : матеріали III Всеукр. наук.-практ. конф. з міжнар. участю, 25–26 березня 2010 р. – Суми : СОІППО, 2010. – С. 91–94.

11. Міхєєва Л. Особливості формування здорового способу життя у молодого покоління / Л. Міхєєва // Український науковий журнал. – 2011. – № 3. – С. 318–322.

12. Молодь та молодіжна політика в Україні: соціально-демографічні аспекти / за ред. Е. М. Лібанової. –

К. : Інститут демографії та соціальних досліджень ім. М. В. Птухи НАН України, 2010. – 248 с.

13. Мягких В. Б. Соціальне здоров'я молоді в умовах сучасного українського суспільства : автореф. дис. на здобуття наук. ступеня канд. соціол. наук / В. Б. Мягких. – Х., 2007. – 20 с.

14. Про Національну стратегію з оздоровчої рухової активності на період до 2025 року «Рухова активність – здоровий спосіб життя – здорова нація» : Указ Президента України № 42/2016. – Режим доступу : <http://zakon4.rada.gov.ua/rada/show/2992-vi>.

15. Про фізичну культуру і спорт : Закон України : редакція від 25.04.2019 р. № 2704-VIII // Відомості Верховної Ради (ВВР). – 2019. – № 21. – Ст. 8. – Режим доступу : <https://zakon.help/law/3808-XII/>.

16. Рибалко П. Ф. Особливості розвитку, формування і збереження здоров'я молоді в сучасних умовах / П. Ф. Рибалко // Вісник Чернігівського державного педагогічного університету ім. Т. Г. Шевченка. – 2011. – № 1 (91). – С. 392–394.

17. Рибалко П. Ф. Сучасні технології збереження та відновлення здоров'я молоді в діяльності фахівця з фізичної культури / П. Ф. Рибалко // Вісник Чернігівського національного педагогічного університету імені Т. Г. Шевченка. Серія «Педагогічні науки». – 2016. – № 136. – С. 181–184.

18. Формування здорового способу життя студентів як педагогічна проблема / І. В. Іванова, С. П. Гвозд'їй, Л. М. Поліщук, А. Г. Козикін // Педагогічні науки. – 2007. – № 4. – С. 21.

19. Футорный С. М. Здоровьесохраняющие технологии в процессе физического воспитания студенческой молодежи : монография / С. М. Футорный. – К. : Саммит-книга, 2014. – 295 с.

20. Чайковський Ю. Б. Додипломна вища медична освіта в Україні: що можна змінити вже сьогодні? / Ю. Б. Чайковський, Л. І. Хламанова // Медична освіта. – 2015. – № 1. – С. 125–128.

## References

1. Apanasenko, H.L. (1992). *Zdorovyi sposib zhyttia [Healthy lifestyle]. Aktualni problemy zdorovoho sposobu zhyttia: tezy dopovidei i Ukr. nauk. prakt. konf. – Actual Problems of a Healthy Lifestyle: Abstracts of the Ukr. Scien. Pract. Conf.* Kyiv: Ukr. Tsentr zdorovia [in Ukrainian].

2. Bakanova, A.F. (2011). *Formirovanie zdorovogo obraza zhizni studencheskoy molodezhi [Formation of healthy lifestyle of student youth]. Fizicheskoe vospitanie studentov – Physical Education of Students*, 6, 11. Retrieved from: <http://bmsi.ru/doc/26399b33-8cca-487S-ab4d-al9c4537b5cd> [in Russian].

3. Bashavets, N.A. (2013). *Zdoroviazberezhivna kompetentnist maibutnoho fakhivtsia yak osnova yoho kultury [Health preserving competence of the future specialist as the basis of his culture]. Nauka i osvita.*

*Pedahohika – Science and Education. Pedagogy*, 1-2, 120-122 [in Ukrainian].

4. Vashchenko, O.A. (2007). *Zdorovyi sposib zhyttia – vazhlyvyi chynnyk vykhovannia osobystosti: teoretiko-metodolohichni aspekt [Healthy lifestyle – an important factor in the education of the individual: theoretical and methodological aspect]. Osvita vchytelia – Teacher Education*, 5, 48-51 [in Ukrainian].

5. Vashchuk, F.H. (2011). *Intehratsiia v yevropeiskyi osvitnii prostir: zdobutky, problemy, perspektyvy [Integration into the European educational space: achievements, problems, prospects.]*. Uzhhorod: Zak DU [in Ukrainian].

6. Dombrovska, S.M. (2011). *Yakist osvity yak odna iz zaporuk vdaloho derzhavnogo reformuvannia vyshchoi shkoly Ukrainy [The quality of education as one of the keys*

to successful state reform of Ukrainian higher education]. *Aktualni problemy derzhavnoho upravlinnia – Actual Problems of Public Administration*, 1, 149-154. Retrieved from: <http://www.kbuapa.kharkov.ua/ebook/apdu/2011-1/index.html>. [in Ukrainian].

7. Yezhova, O.O. (2010). *Zdorovyi sposib zhyttia: navch. posibnyk [Healthy lifestyle]*. Sumy: Universytetska knyha [in Ukrainian].

8. Zhelieznova, T. (2019). Strukturno-komponentnyi sklad ta kryterialni kharakterystyky rivniv zdoroviazberezhuvainoi kompetentnosti vchyteliv osnovnoi shkoly [Structural-component composition and criterial characteristics of levels of health-saving competence of the basic secondary school teachers]. *Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnologii – Pedagogical Sciences: Theory, History, Innovative Technologies*, 6 (90), 251-266 [in Ukrainian].

9. Iziumska, T.O. (2013). Rozvytok zdoroviazberezhuvainoi kompetentnosti v pedahohichnykh pratsivnykiv [Development of health-saving competence in teaching staff]. *Vseukrainska naukovo-praktychna konferentsiia “Teoretychni osnovy ta tekhnologii profesiinoho rozvytku pedahohiv u pisliadyplomnii osviti” – All-Ukrainian Scientific-Practical Conference “Theoretical Foundations and Technologies of Professional Development of Teachers in Postgraduate Education”*. Retrieved from: <https://www.slideshare.net/lanalana63/ss-18660489> [in Ukrainian].

10. Lavrova, L.V. (2010). Zdorovia cherez osvitu yak odyn iz priorytetnykh napriamkiv rozvytku osvity [Health through education as one of the priority areas of educational development]. *Osvita i zdorovia: formuvannia zdorovia ditei, pidlitkiv ta molodi v umovakh navchalnoho zakladu: materialy III Vseukr. nauk.-prakt. konf. z mizhnarodnoiu uchastiu, 25-26 bereznia – Education and Health: Shaping the Health of Children, Adolescents and Young People in the Educational Setting: Materials III All-Ukrainian. Research Practice Conf. with International Participation*, March 25-26, Sumy: SOIPPO [in Ukrainian].

11. Mikhieieva, L. (2011). Osoblyvosti formuvannia zdorovoho sposobu zhyttia u molodoho pokolinnia [Peculiarities of forming a healthy lifestyle in the young generation]. *Ukrainskyi naukovyi zhurnal – Ukrainian Scientific Journal*, 3. 318-322 [in Ukrainian].

12. Libanova, E.M. (2010). *Molod ta molodizhna polityka v Ukraini: sotsialno-demohrafichni aspekty [Youth and youth policy in Ukraine: socio-demographic aspects]*. Kyiv: Instytut demohrafii ta sotsialnykh doslidzhen im. M.V. Ptukhy NAN Ukrainy [in Ukrainian].

13. Miahkykh, V.B. (2007). Sotsialne zdorovia molodi v umovakh suchasnoho ukrainskoho suspilstva [Social health of youth in the conditions of modern Ukrainian society]. *Candidate’s Extended abstract*. V.N. Karazin National University. Kharkiv [In Ukrainian].

14. (2016). *Ukaz Prezydenta Ukrainy “Pro Natsionalnu stratehiu z ozdorovchoi rukhovoi aktyvnosti na period do 2025 roku “Rukhova aktyvnist – zdorovyi sposib zhyttia – zdorova natsiia” № 42/2016 [Decree of the Presiden of Ukraine “On the National Strategy for the Health-Improving Motor Activity for the Period up to 2025 “Motor Activity is Healthy Lifestyle and Healthy Nation” No. 42/2016]*. Retrieved from: <http://zakon4.rada.gov.ua/rada/show/2992-vi>. [in Ukrainian].

15. *Pro fizychnu kulturu i sport: Zakon Ukrainy, redaktsiia vid 25.04.2019r. № 2704-VIII, Vidomosti Verkhovnoi Rady (VVR), 2019, № 21, st.8. [On Physical Culture and Sports: Law of Ukraine, as of April 25, 2019. No. 2704-VIII, Bulletin of the Verkhovna Rada (BB), 2019, No. 21, Art.]*. Retrieved from: <https://zakon.help/law/3808-XII/> [in Ukrainian].

16. Rybalko, P.F. (2011). Osoblyvosti rozvytku, formuvannia i zberezhennia zdorovia molodi v suchasnykh umovakh [Peculiarities of development, formation and preservation of youth health in modern conditions]. *Visnyk Chernihivskoho derzhavnoho pedahohichnoho universytetu im. T.H. Shevchenka – Bulletin of Chernihiv State Pedagogical University named after T.H. Shevchenko*, 1 (91), 392-394 [in Ukrainian].

17. Rybalko, P.F. (2016). Suchasni tekhnologii zberezhennia ta vidnovlennia zdorovia molodi v diialnosti fakhivtsia z fizychnoi kultury [Modern technologies for the preservation and restoration of young people’s health in the activity of a specialist in physical culture]. *Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu imeni T.H. Shevchenko, Serii: Pedahohichni nauky – Bulletin of Taras Shevchenko Chernihiv National Pedagogical University, Series: Pedagogical Sciences*, 136,181-184 [in Ukrainian].

18. Ivanova, I.V., Hvozdi, S.P., Polishchuk L.M., Kozykin, A.H. (2007). Formuvannia zdorovoho sposobu zhyttia studentiv yak pedahohichna problema [Formation of healthy lifestyle of students as a pedagogical problem]. *Pedahohichni nauky – Pedagogical Sciences*, 4, 21 [in Ukrainian].

19. Futorny, S.M. (2014). *Zdorovesohranyayuschie tehnologii v protsesse fizicheskogo vospitaniya studencheskoy molodezhi [Health-preserving technologies in the process of physical education of students: monograph]*. Kyiv: Summit Book [in Russian].

20. Chaikovskiy, Yu.B., & Khlananova, L.I. (2015). Dodyplomna vishcha medychna osvita v Ukraini: shcho mozhna zminyty vzhe sohodni? [Undergraduate higher medical education in Ukraine: what can be changed today?]. *Medychna osvita – Medical Education*, 1, 125-128 [in Ukrainian].

Received 14.04.20  
Recommended 16.04.20

E-mail address for correspondence: [kravecjn@tdmu.edu.ua](mailto:kravecjn@tdmu.edu.ua)