

LIFESTYLE OF STUDENTS AND ITS IMPACT ON HEALTH

Hayitova Khayitova Ulfatoy Tursunovna
Teacher, Samarkand State Medical Institute

Khaitov Najim Shomurodovich
Senior Teacher, Samarkand State University
Samarkand, Uzbekistan

Annotation

The requirements of the physical standard of educational higher professional education for knowledge and a high degree of cyclicity of large humanitarian and socio-economic disciplines indicate that in the field of culture, the future bachelor must take into account the role of physical culture in the development of a person and a specialist, know physical culture and a healthy lifestyle, possess a system of practical skills that ensure the preservation and strengthening of health, the development and improvement of psychophysical abilities and qualities, self-determination in physical culture, gain experience in using physical culture and sports activities to achieve life and professional goals.

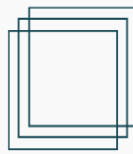
Keywords: physical culture, sports, health, bachelor, students, development.

Introduction

The state of health at all levels of people's lives. The completeness and appearance of a person's diverse life manifestations depend on the level of health, its "qualitative" characteristics, which, when considered, determine the image and style of a person's life: the level of social, economic and labor activity, the degree of manifestation of people's mobility, their familiarization with the social achievements of culture, science, art, technique and technology, nature and conduct of leisure and recreation. At the same time, an inverse relationship is also manifested here: a person's lifestyle, the degree and nature of his activity in everyday life, especially in work, largely determine the state of his health.

This interdependence offers great opportunities for prevention and health promotion. Health affects the quality of labor resources, the productivity of social labor, and thus the dynamics of the economic development of society. In the conditions of transition to a predominantly intensive type of development of production, health, along with other qualitative characteristics, acquires the role of a leading factor in economic growth.

It is no coincidence that the share of people participating in social production reaches its maximum value in the age groups of 30-39 and 40-49 years. From the age of 50, there is a decrease in labor activity, in which the health factor plays a leading role. The



level of health and physical development is one of the most important conditions for the quality of the workforce. Depending on their indicators, the possibility of a person's participation in certain areas of labor activity is assessed. Therefore, already at the stage of choosing a specialty and type of vocational training, the problem of the psychophysiological correspondence of the individual to specific types of professional activity objectively arises, is posed and solved.

The acceleration of the rhythm of life and the complication of modern production with a high level of mechanization and automation determines significant loads on the body, the importance of such personality traits as speed of reaction, speed of decision-making, composure, concentration, attentiveness, which are to a greater extent determined by the whole complex of indicators of people's health, increases. The need for health is universal, it is inherent in both individuals and society as a whole.

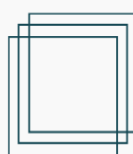
Attention to one's own health, the ability to provide individual prevention of its disorders, a conscious focus on the health of various forms of life - all these are indicators of a person's general culture. The criteria for the socio-ethical maturity of society, the level of its humanization are the scale of the state's concern for the "fund" of the health of its citizens, real achievements in this area.

The humanistic direction of protecting and strengthening the health of society always makes the individual responsible not only for his physiological behavior in front of society, the team, close people, but also for his attitude to his own health as a social value.

The protection and strengthening of the health of students is mainly determined by the way of life. Increased attention to it is manifested at the level of public consciousness, in the sphere of culture, education, and upbringing. The student's lifestyle is nothing more than a certain way of integrating his needs and the activities corresponding to them, accompanying his experiences.

The structure of the way of life is expressed in those relations of subordination and coordination in which different types of life activity are found. This is manifested in the share of the individual's time budget that is spent on them, in what types of life activities the individual spends his free time on, which types he prefers in situations where a choice is possible. If the lifestyle does not contain creative activities, then its level decreases. Some students use their free time more for reading, others for physical exercises, and others for communication.

Consciously planning the expenditure of time and effort, the student can either be included in a wide network of such connections, or stand apart. A student's lifestyle cannot be imposed from the outside. A person has a real opportunity to choose forms of life activity, types of behavior that are significant for her. Possessing a certain autonomy and value, each person forms his own way of acting and thinking. The personality is able to influence the content and nature of the way of life of the group, the collective in which it is located. The expression of self-regulation of a personality



in life is its lifestyle. This is a behavioral system characterized by a certain constancy of its components and including behavioral techniques that ensure the student achieves the intended goals with the least physical, mental and energy costs. By becoming a habit, a lifestyle gains some freedom from the realm of conscious control. But for the sphere of personal self-government, purposeful volitional acts of self-influence can also be characteristic. This level of self-regulation becomes possible with the development of the hierarchy of personality motives, the presence of high-level motivations associated with the general orientation of interests and value orientations, generalized social attitudes.

An analysis of the factual materials on the life of students indicates its disorder and chaotic organization. This is reflected in such important components as untimely meals, systematic lack of sleep, little exposure to fresh air, insufficient physical activity, lack of hardening procedures, self-study during sleep time, smoking, etc.

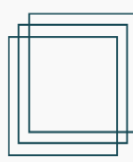
At the same time, it was found that the influence of individual components of the students' lifestyle, taken as 100%, is very significant. So, the sleep mode accounts for 24-30%, the diet - 10-16%, the mode of physical activity - 15-30%. Accumulating during the school year, the negative consequences of such an organization of life are most clearly manifested by the time it ends (the number of diseases increases).

And since these processes are observed during 5-6 years of study, they have a significant impact on the health of students. Thus, according to a survey of 100 SamMI students, a deterioration in their health during their studies was recorded. If we take the level of health of students of the 1st year as 100%, then in the 2nd year it decreased to an average of 91.9%, in the 3rd year to 83.1%, in the 4th year to 75.8%. These facts allow us to conclude that practical training in physical education at a university does not automatically guarantee the preservation and strengthening of students' health. It is provided by many components of lifestyle, among which a large place belongs to regular exercise, sports, as well as health factors.

In recent years, attention to a healthy lifestyle of students has intensified, this is due to public concern about the health of specialists graduating from higher education, an increase in morbidity in the process of vocational training, and a subsequent decrease in working capacity.

It is necessary to clearly understand that there is no healthy lifestyle as some special form of life outside the lifestyle as a whole. A healthy lifestyle reflects the generalized typical structure of students' life forms, which is characterized by the unity and expediency of the processes of self-organization and self-discipline, self-regulation and self-development aimed at strengthening the adaptive capabilities of the body, full self-realization of one's essential forces, talents and abilities in general cultural and professional development, life in in general.

A healthy lifestyle creates such a socio-cultural microenvironment for the individual, in which real prerequisites arise for high creative dedication, efficiency, labor and



social activity, psychological comfort, the psycho-physiological potential of the individual is most fully revealed, and the process of self-improvement is actualized. Under the conditions of a healthy lifestyle, the responsibility for health is formed in the student as part of the general cultural development, manifested in the unity of stylistic features of behavior, the ability to build oneself as a person in accordance with one's own ideas about a spiritually, morally and physically full life.

The content of a healthy lifestyle of students reflects the result of the spread of an individual or group style of behavior, communication, organization of life, fixed in the form of samples to the traditional level. The main elements of a healthy lifestyle are: compliance with the regime of work and rest, nutrition and sleep, hygiene requirements, organization of an individual expedient mode of physical activity, rejection of bad habits, culture of interpersonal communication and behavior in a team, culture of sexual behavior, meaningful leisure that has a developing impact on personality. Organizing his life, a person introduces order into it, using some stable structural components.

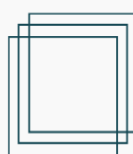
This may be a certain mode, when a student, for example, regularly eats at the same time, goes to bed, does physical exercises, uses hardening procedures. A sequence of forms of life can also be stable: after a school week, one day off is devoted to communicating with friends, the other to household chores, and the third to physical education.

These characteristics of a healthy lifestyle are stable in relation to the constantly changing, numerous influences of the human environment. They form a kind of barriers that protect him from the need to constantly respond to the diversity of judgments, opinions, assessments, and requirements that exist around him. Within these boundaries, the student is free to regulate his actions, to try out new patterns of behavior.

On the one hand, stable and repetitive components of life activity are addressed to the individual, are associated with her individual preferences, on the other hand, they are not her invention, but are formed and acquire cultural significance in the process of communication between people, in the course of their daily practice.

A healthy lifestyle is characterized by an orientation that is objectively expressed in what values it produces, what social needs it satisfies, what it gives for the development of the individual himself. Between the real way of life and the system of subjective relations generated by it, contradictions arise, in the process of resolving which, a restructuring, development and improvement of the way of life, the system of relations in it takes place.

It is important not only how a student lives, but also what he lives for, what he is proud of and what he fights against. Thus, a healthy lifestyle acquires an evaluative and normative concept. A healthy lifestyle largely depends on the student's value orientation, worldview, social and moral experience.



Social norms, values of a healthy lifestyle are accepted by students as personally significant, but do not always coincide with the values developed by public consciousness. So, in the process of accumulation of social experience by a person, disharmony of cognitive (scientific and worldly knowledge), psychological (formation of intellectual, emotional, volitional structures), socio-psychological (social orientations, system of values), functional (skills, abilities, habits, norms of behavior) is possible. activity, relations) processes.

Such disharmony can cause the formation of asocial qualities of a person. Therefore, it is necessary to ensure a conscious choice by the individual of social values of a healthy lifestyle and to form on their basis a stable, individual system of value orientations that can provide self-regulation of the individual, motivation of her behavior and activities.

A student with a high level of personality development is characterized not only by the desire to learn. himself, but the desire and ability to change himself, the microenvironment in which he is. Through active self-change, a person's way of life is formed. Self-consciousness, absorbing the experience of the individual's achievements in various activities, checking physical and mental qualities through external activities, communication, forms a complete picture of the student about himself. At the same time, ideals, norms and values that are social in nature are included in the structure of self-consciousness. They are appropriated by the personality, become its own ideals, values, norms, part of the core of the personality - its self-consciousness.

Literature

1. Andreev Yu. Three whales of health. - St. Petersburg, 1997.
2. Antropova M.V. Education and health. - M.: Medicine, 1999. S. 136.
3. PECULIARITIES OF THE MOTOR ACTIVITY ORGANIZATION OF STUDENTS SM Kholova - ResearchJet Journal of Analysis and Inventions, 2021
4. Kholova S. M. PECULIARITIES OF THE MOTOR ACTIVITY ORGANIZATION OF STUDENTS //ResearchJet Journal of Analysis and Inventions. – 2021. – Т. 2. – №. 04. – С. 348-364.
5. ФОРМИРОВАНИЕ КУЛЬТУРНЫХ ЦЕННОСТЕЙ МОЛОДЕЖИ
6. ЕУ Кузбаев, ШМ Холова - БИЛИМ ЖАНА ТАРБИЯ
7. ОСОБЕННОСТИ ОРГАНИЗАЦИИ ОЗДОРОВИТЕЛЬНЫХ ЗАНЯТИЙ СО СТУДЕНТАМИ МЕДИЦИНСКОЙ И ПОДГОТОВИТЕЛЬНОЙ ГРУПП ДБ Инкарбеков, Ш Холова, Т Хайитов - БИЛИМ ЖАНА ТАРБИЯ.