

## SCIENTIFIC AND METHODOLOGICAL ASPECTS OF SELF-DEVELOPMENT STRATEGY IN PHYSICAL EDUCATION OF STUDENTS OF HIGHER MEDICAL INSTITUTIONS OF EDUCATION

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**Abstract:** The research aims to multi-faceted studying students' personal health mechanisms of medical institutions of higher education and ways to strengthen and preserve it based on physical self-improvement using sanative technologies, which are vital for students' professional development during distance learning. The main research methods were theoretical analysis and generalization of special scientific and methodological literature, pedagogical experiment, system-structural analysis, and mathematical statistics methods. The proposed algorithm for compiling a preventive and sanative program for the development of EG students' health contributed to their physical self-improvement, which was reflected in the state of functional systems of the body, resulting in significant changes in personal health. During the research, it was found that the formation of a healthy lifestyle of students of higher medical education is a process of acquiring knowledge, abilities skills of a healthy lifestyle, which provide the foundation of physical and mental well-being as well as success in professional activities; the formation of a stable motivation for caring for their health and physical training, development of the physical and mental qualities, creative use of the means of physical education to provide high efficiency and creative longevity, the ability to work professionally without psychological drains in the name of successful professional activity in the chosen field during distance learning.

**Keywords:** Health activities, Healthy lifestyle, Personal health, Physical activity, Physical education.

### 1 Introduction

As an independent social group, students have always been the object of special attention [31]. There has been an alarming trend of deteriorating health status among young people in recent decades, their physical state [16]. This is due not only to changes in the economy, environment [14], working and living conditions of the population but also to underestimating health and educational functions in the society, which affected the harmonious development of personality [36].

The 2020-2021 academic year in the higher education institutions began during the deteriorating epidemiological situation in Ukraine caused by the spread of coronavirus disease (COVID-19). According to the letter of the Ministry of Education and Science № 1 / 9-576 dated October 12, 2020, "Regarding the temporary transition to distance learning", it was recommended to introduce distance learning in the higher education institutions [39].

According to current legislation, higher education institutions have academic autonomy. Higher education institutions independently determine how to organize the educational process in quarantine and what technologies to use for distance learning, which should be balanced and give students the opportunity to achieve progress in learning. It is important to choose the appropriate forms for this, which will not be limited by written works (abstracts). The ever-increasing amount of information without full feedback from the teacher, the lack of access to sports facilities of educational institutions make the educational schedule of student youth increasingly stressful. Forced restriction of motor activity leads to atrophic changes in muscles, bone tissue, metabolic disorders, decreased protein synthesis. Hypodynamia has an extremely adverse effect on the brain, it may cause headaches, insomnia, young people become emotionally unbalanced, and a simultaneous increase in mental stress complicates learning and physical condition [23].

A sedentary lifestyle is one of the main causes of severe chronic diseases of the internal organs [29]. At the same time mental capacity deteriorates, there may be negative changes in the central nervous system, worsening of attention, thinking abilities, memory, and weakening of emotional stability [33].

To improve the situation, it is necessary to organize the students' lifestyle according to their development [12, 13], to introduce a rational regime of studying and recreation, to develop effective means of influencing the physical state of the individual. It is necessary to promote physical education and sports as a generating factor in a healthy lifestyle of students and study the motives, interests, and needs of modern students of medical institutions during exercising to improve their state of health [30].

It is possible to change a student's attitude to their health and personal lifestyle if they understand these values and prioritize maintaining physical, mental, and social health through education [2]. Health-preserving pedagogy, on the one hand, should form special knowledge, abilities, skills of preserving and strengthening of health, and on the other – to provide in pedagogical technologies possibilities of carrying out independent attempts of self-improvement, improvement of their body, mentality, emotions, communicative abilities, taking into account the humane attitude to the world, to the environment and themselves [5].

The emphasis on the formation of a healthy lifestyle for health-preserving of young people is because the perception of certain norms and patterns of behavior, gaining proper knowledge and skills, the realization of needs and motives, determining values, interests, and ideas form at a young age [8].

### 2 Literature Review

Physical education in the learning process of higher education, as part of the general educational system, provides the basis and development of health, a complex approach to the formation of mental and physical qualities of the individual, improvement of physical performance, preparation for active life and future professional activity on the principles of individual approach, the priority of sanative orientation and optimization of the learning process using various means and forms of physical improvement [28].

Studying the impact of physical education on the formation of a harmoniously developed personality and human health [7]; conceptual ideas for modeling the processes of education and development of children's and adolescents' motivation in physical education; factors that influence the effectiveness of teaching physical exercises and developing physical qualities, and therefore determine the interest in exercise remain extremely relevant not only in Ukraine [18].

Problems of health and a healthy way of life for the young generation and the maintenance of conditions of their optimization became a subject of research of philosophers, doctors, psychologists, and teachers. Theoretical and methodological principles of a healthy lifestyle are described in the works of A. Lyakhovych (1990), L. Sushchenko (1997), I. Smirnova (2000), V. Orzhekhovskaya (2002), A. Polulyakh (2007), V. Yazlovetskiy (2007), O. Petryshyn (2017), I. Shostak (2017) [25, 26, 27, 35, 37, 38, 44]. Psychological and pedagogical aspects of educating a healthy lifestyle of children and youth V. Voytenko (1991), S. Svyridenko (2000), O. Vakulenko (2001), T. Boychenko (2005), D. Voronin (2006) O. Zheleeva (2014), T. Krutsevich (2017), V. Radul (2017) [4, 31, 39, 41, 42, 43, 45].

The issues of formation of a healthy lifestyle by means of physical education were considered in the works of L. Mikheev

(2005), B. Shiyan (2008), A. Turchak (2009), V. Arefiev (2010), O. Dubohay (2011), D. Pyatnitskaya (2017) [1, 8, 9, 34, 40].

According to G. Kurtova (2008), in the conditions of psycho-emotional stress of the learning process, physical education, which creates the necessary prerequisites for a healthy lifestyle, is traditionally and justifiably considered a leading factor in improving the health and preparing students for active life and productive professional activity [19].

Among the factors that have the greatest impact on students' health is pedagogical because the foundations of physical, mental, social, and spiritual health are formed in universities. It is a complex dynamic process that is closely linked to a person's lifestyle. The relationship between lifestyle and health most fully reveals the concept of a "healthy lifestyle" [6].

The research analysis allows us to say that recently the number of young people who belong to special medical groups at the beginning of higher education is increasing. Accordingly, there is a decrease in the number of students belonging to the main group. This makes it especially important to study the state of students' healthy lifestyles and solve problems of primary disease prevention.

In addition, the research works by M. Popychev (2009), B. Koryagin and O. Blavt (2013), L. Ivashchuk and Y. Boychuk (2017) indicate a low level of physical development, physical state, and capacity of students [5, 15, 17]. The authors point at an insufficient level of solving the main tasks of physical education. As a result, the vast majority of university graduates are physically unable to perform their professional duties with the required quality and intensity.

The working potential of young people, on which the social and economic well-being of Ukraine depends, is declining. In this regard, one of the most important tasks of physical education of students is to strengthen their personal health, increase the level of physical state and physical condition of the individual through their involvement in a healthy lifestyle.

Motivation to follow a healthy lifestyle is formed on the basis of the biological needs for movements, new impressions, new information. The formation of the need for movement is a priority of physical education activities, which is possible provided by regular classes. The process of increasing students' motivation to engage in physical education should be approached comprehensively. The motivation for a healthy lifestyle is an essential component of a modern student's life. Under this motivation, the researcher of this problem T. Kyrchenko (1998), understands "the system of internal motivating forces that contribute to its maintenance and meet the natural human need to be healthy".

As a result of the research, the author V. Kuzmenko (2000) concluded that: the determining factor in ensuring active life expectancy, social, biological, and mental well-being of citizens is a healthy lifestyle, which provides for the presence of adequate forms of behavior [20]. A healthy lifestyle can be divided into three groups: standard of living, lifestyle, and quality of life [3].

The standard of living (level of well-being) is the degree to which people's material and spiritual needs are met by the mass of goods and services used per unit of time [11]. Lifestyle – the behavioral side of human existence, the established standard to which individuals adjust (socio-psychological category). Quality of life is an analysis of a set of criteria and features of a person's life, usually based on the personal degree of satisfaction with these conditions and features [21].

Modern society is faced with the task of forming a healthy lifestyle as a condition for the preservation of the Ukrainian nation, the prospects for the true spiritual renewal of future generations, the key to a qualitative change in the state [24].

We emphasize the importance of forming a healthy lifestyle in medical institutions, as future medical workers in universities get one of the most difficult and most in-demand professions [35].

The problem of acquiring professional knowledge, skills, and abilities by future medical workers in order to form a priority of personal health, which should occupy one of the leading places in their future professional activity [22], is relevant in this context.

There is a need to develop and implement concrete actions aimed at improving the health of students. One of the effective ways to solve this problem is to create conditions for the formation of a healthy lifestyle of young people through the perception of the ideal, norms of behavior, and awareness of the negative impact of factors on the body and mind as a condition for preserving the Ukrainian nation.

Research purpose – studying the mechanisms of the personal health of the younger generation and highlighting the problem of forming a healthy lifestyle among students of medical, educational institutions and identifying the main current areas of self-development strategy in physical education.

### 3 Materials and Methods

#### 3.1 Research Participants

The research involved 611 students of 1-4-year of Medical, Dental, and Pharmaceutical faculties of Donetsk National Medical University aged 17-23 years (208 boys (34%) and 403 girls (66%)).

The specifics of the object and the purpose of the study led to the use of a set of general and special methods: theoretical methods – study, analysis and systematization of educational and normative documentation, philosophical, medical-biological, psychological-pedagogical, methodical and special literature, curricula, dissertations and abstracts, materials of conferences and periodicals on the subject of the research; comparison and generalization of theoretical and empirical data to study the nature, structure and content of the formation of a healthy lifestyle of students of higher medical institutions by means of physical education; empirical methods: diagnostic methods (questionnaires, testing, interviews, individual interviews); observational methods (direct, indirect, participant observation); diagnostic methods (anthropometric, physiological, pedagogical); prognostic methods (expert assessments, data analysis, generalization of independent characteristics, modeling, ranking, etc.); visual methods, experimental methods; statistical: quantitative and qualitative processing of the results of a pedagogical experiment using the methods of mathematical statistics in order to determine the reliability of the experimental results.

#### 3.2 Statistical Analysis

Statistical processing of the data was performed using the Excel 2010 spreadsheet editor (Microsoft, USA, 2010), the average value was used.

The main research methods were the analysis and generalization of literature sources, system-structural analysis. The content of the pedagogical experiment aimed at applying experimental methods in the preparation of students of medical institutions of higher education for the formation of personal health in the process of educational and extracurricular activities, in the formation of a healthy lifestyle by means of physical education and health activities based on physical self-improvement, as well as innovative physical educational and health-improving approaches, which were selected based on the level of physical and functional capabilities of students, which allowed to obtain objective data on the current and stage state of personal health indicators.

#### 4 Results

A questionnaire was conducted to study the needs, interests, motivation, and attitude of the 1-4 year students of Medical, Dental, and Pharmaceutical faculties in Donetsk National Medical University aged 17-23 years to different types, forms, and means of physical activity in their free time. One hundred eighty respondents took part in the survey. The questionnaire consisted of 17 questions, which allowed to find out their attitude to classes in the discipline of "Physical Education". 4 of them were creative and required a detailed answer, 4 questions were answered "yes" or "no", and the rest contained ready-made solutions.

To the question "Are you engaged in physical education and healthy activities in extracurricular time", the majority of students – 50 %, said "sometimes", 16.7 % – "no" and only 33.3 % of respondents answered "yes". It is determined that 80 % of classes on various types of physical activity in extracurricular time are usually occasional. Only 17.0 % of respondents are engaged regularly and 3.0 % – by accident. To the question, "What are the main motives that stimulate you to be engaged in physical education classes?" The answers are: 32.2 % of respondents prefer to improve their appearance and state of health, 16.8 % of students enjoy and relieve stress, 22 % reach for self-affirmation and self-improvement, 19 % – increase self-esteem and gain self-confidence. It should be noted that only 15.5 % of students are interested in attending extracurricular activities, and 84.5 % do not attend them at all.

Thus, 34.3% of students consider the main reason for the insufficient level of formation the physical activity lack of proper technical provision (sports facilities, playgrounds, equipment), which would allow exercising; 30.2 % of respondents – lack of systematic habit of regular physical activity; 11.5 % of respondents preferred excessive promotion of tobacco products, alcoholic beverages on television and in everyday life; 24 % of students – features of the emotional and volitional sphere of an individual.

A number of students answered the questions ambiguously and gave several answers. Among the reasons that may prevent them from engaging in physical education and health activities, 50.2 % of students attributed to lack of free time, 30.9 % – heavy workload, 12.6 % – lack of opportunity to attend classes, 6.3 % – lack of interest in studies and their monotony (Figure 1).

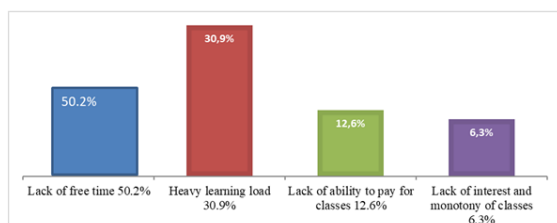


Figure 1 – The results of the survey on the attitude of students to physical education and health activities.

The analysis revealed that out of 100 % of students in the leading medical group, 87 % are engaged in physical education, and 13 % are not engaged in classes due to health issues. There is a tendency to worsen students' health state due to the number of people in special medical groups. Because of the small number of classroom hours (30 per semester) devoted to physical education classes, students are indifferent to the content of compulsory physical education classes. Almost 70 % of them have health problems, and more than 45 % have a poor physical state.

It was found that the attitude of the student's social environment to physical education and sports, as well as the attitude to personal health and a healthy lifestyle in a larger number of students, is generally positive. Most of the students have agreed that physical education in higher education promotes a healthy lifestyle and improves their personal health. But more students

showed a negative, indifferent attitude to the organization, content of classes, and distribution of educational material in physical education. Also, a significant number of students, 75 % (first year) and 58.2 % (second year), expressed a desire to engage themselves in physical education in sports clubs. The biggest obstacles to attending extracurricular activities are the lack of free time and lack of support from friends, the negative impact of the social circle, the inability to force themselves to increase physical activity due to adaptation processes, large curriculum, and false prioritization, also the spread of COVID-19 lately. The idea of the personal health of medical students is only reduced to disease prevention.

The leading types of physical activity, according to the choice of first- and second-year students, were team sports (football, volleyball, basketball) – 43.3 %, cyclic sports (swimming, athletics, cycling) – 25.1 %, tourism, and orienteering – 20.8 %, the same percentage received aesthetic sports (rhythmic gymnastics, sports dancing), as well as game sports – 11.8 % (Figure 2).

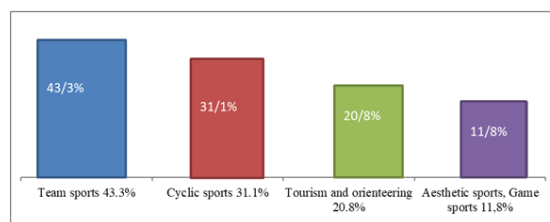


Figure 2 – Preferred types of physical activity according to the results of the questionnaire

Students' values are seen as means to differentiate objects of physical education according to their significance.

The results of our study are consistent with the scientific views of Richards, and Levesque-Bristol (2014), who emphasize the importance of structuring curricula so that they develop the need for lifelong learning [32].

#### 5 Discussion

Analyzing the scientific approaches to forming a healthy lifestyle of students to strengthen students' personal health during their studies at the Medical University, we found out the state of anthropometric data in boys and girls. The data on the physical development of medical students were studied. From the analysis of the available indicators of youth's physical development, it is possible to conclude that the students (young men) of the first year have a lag in body weight and a chest circumference as to body length. By the second year, young men's weight increases, although it does not reach the proper level. As for the girls, their body weight and chest circumference tend to increase. However, the data of medical examination and anthropometric indicators cannot fully state the state of physical health of students of medical universities.

The results of theoretical analysis, synthesis, and generalization of pedagogical, scientific-methodical, and special literature allowed us to consider the data presented in table 1, which characterize the state of the personal health of students of medical institutions of higher education by means of physical education (Table 1).

Table 1: Components and indicators of the formation of the personal health of students of medical institutions of higher education by means of physical education

Components	Indicators	Diagnostic methods
Motivational	- Value attitude to personal health; - Strong interest in physical education classes; - The presence of positive motivation for health activities.	- Self-assessment; - Questionnaire.
Cognitive	- Theoretical knowledge about personal health; - Possession of a system of professional and applied	- Diagnostics of test tasks in professional disciplines.

	knowledge for the formation, maintenance and strengthening of personal health; - Ability to self-control and self-correct in the aspect of health care.	
Activity	- Improving the functional characteristics of the physical aspect of health; - Application of rehabilitation techniques; - Ensuring the optimal physical condition of the individual which determines the achievement of a certain level of physical skills.	- Development of a preventive and health programs for the maintenance of personal health.
Reflexive	- The development of psychophysiological capabilities; - Ability to create behavioral algorithms; - The ability to predict the outcome of their actions.	- Introspection; - The level of physical development of students according to the method of G. L. Apanasenko.

It should be noted that these structural components extrapolate the process of forming students' personal health as a systemic education, the components of which create a complex that has its content and structure.

The formative experiment program consisted of the use of types of physical education and health classes of the students' choice, as well as the provision of the necessary theoretical knowledge on the basics of a healthy lifestyle, organization of independent physical exercises, theory of physical culture. Students who joined the experimental group (EG1) chose aerobics classes, which included studying various dance styles – from folk to modern. The theoretical part was used in each lesson. The provision and testing of theoretical knowledge were carried out with the help of educational games and interactive technologies. Students of the experimental group (EG2) chose active and sports games. The theoretical part was also used during each lesson, but material was given according to the traditional system of education. The control group (CG) was engaged in the program of physical education developed by the Department of Physical Education of Donetsk National Medical University.

The results of a rapid assessment of students' physical health before and after the experiment indicate an increase in personal health. Prior to the pedagogical experiment, the majority (62%) had a below-average health state. In the end, the rates of EG1 and EG2 rose to the average, which is considered a safe level (Table 2).

Table 2: Student physical health indicators (according to the method of G.L. Apanasenko)

Indexes	Experimental group №1 (n=60)		Experimental group №2 (n=60)		Control group (n=60)	
	Before	After	Before	After	Before	After
Body mass index, kg • m <sup>-2</sup>	22,6±2,1	21,3±1,8	22,3±2,1	21,0±1,6	24,3±3,1	24,5±2,5
Power index, %	49,4±6,7	52,0±6,2	48,8±6,1	50,8±5,6	63,2±5,6	70,7±5,4
Life index, ml • m <sup>-1</sup>	44,3±4,0	47,9±3,7	43,6±4,0	45,8±3,6	52,1±4,2	59,5±3,8
Robinson's Index, c. u.	91,4±3,4	90,2±4,1	90,2±4,1	85,3±3,1	89,5±4,1	81,1±3,6
P	< 0,05		< 0,05		< 0,05	

The mathematical processing of research results shows that there were significant changes in personal health in the experimental groups.

## 6 Conclusion

During the years of studying in universities, young people do not increase but primarily lose their body's reserve stock, which significantly affects its efficiency and sharply reduces the younger generation's reproductive capacity. Active engagement of students in physical education and health activities is essential for the harmonious development of the individual and influences a particular person according to their needs. Each student needs to form a caring attitude to their health and physical condition, develop comprehensive physical and mental qualities, and promote the active and creative use of physical education in the organization of a healthy lifestyle of future doctors.

As a basis for determining ways to improve the physical state of students during distance learning, we propose to consider: providing students with the opportunity to choose sports and fitness systems to increase the level of physical state at their own will; creating favorable conditions for independent classes of students at the desired time and according to a personal schedule, providing students with the amount of knowledge necessary for independent planning of physical exercises during individual consultations and personal diary of self-development.

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**Primary Paper Section: A**

**Secondary Paper Section: AM**