

The work was performed in the Theory and History of Education department of the Institute of Education of the Republic of Azerbaijan.

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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**SYSTEM OF WORK ON FORMING A HEALTHY
LIFESTYLE AMONG STUDENTS IN HIGHER
PEDAGOGICAL EDUCATIONAL INSTITUTIONS**

Speciality: 5804.01 – general pedagogy, history of pedagogy and
education

Field of science: Pedagogy

Applicant: **Elnara Atamali Ismayilova**

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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance of the topic and the level of study. The social and economic progress achieved through the strengthening of our state's material and technical base has created a solid foundation for ensuring the health of our population. During a televised address in March 2020 concerning the dangerous and deadly coronavirus epidemic (COVID-19) spreading worldwide, the President of the Republic of Azerbaijan, Mr. Ilham Aliyev, stated: "For us, the health, safety, and well-being of the Azerbaijani people are above all else and we will take any steps necessary to achieve this. This is a national issue, the health of our people and the security of our state".

The positive changes in the political, socio-economic and cultural life of our society during the years of independence, in turn, demand corresponding qualitative changes in the worldview, behavior, lifestyle and health of individuals, particularly young people. Thus, the further development of our state and its rightful place among European and world countries also depend on raising a young generation that is genetically, physically, mentally, and morally sound and lives in a healthy environment. In this context, the implementation of the "Healthy Education – Healthy Nation" project in educational institutions is of great importance.

A healthy lifestyle means a healthy future. The growth of a healthy younger generation and their adoption of a healthy lifestyle, as well as the emphasis on this direction in educational and upbringing processes, hold special importance in all educational institutions, including higher education establishments, in the modern era. Therefore, it is crucial for future teachers to have extensive knowledge and skills regarding health, valeology and the essence and content of a healthy lifestyle. This will enable them to competently instill these values in future generations. Developing valeological knowledge and essential qualities in prospective teachers during their pedagogical education, both theoretically and practically, is one of the pressing issues of today. A teacher plays a significant role in shaping the younger generation, not only through their knowledge and skills but also through their personality and personal qualities.

Therefore, a teacher's adherence to a healthy lifestyle is of great importance in the education and upbringing process.

The national leader of our people, Heydar Aliyev, emphasized the importance of a healthy lifestyle for individuals, including young people, in his speeches: "I believe that in an independent Azerbaijan, a healthy lifestyle is gradually gaining prominence in our society. A healthy lifestyle is one of the main factors in our society. It is not only essential for the younger generation but for every individual. It is about personal health, prolonging one's life and ensuring the health of future generations. A healthy lifestyle begins in childhood. If we guide all young people toward a healthy lifestyle, enabling them to grow up physically and mentally sound, then a healthy lifestyle will prevail in our society, and the individuals ensuring the future of independent Azerbaijan will become even healthier and stronger".¹

From a historical perspective, it becomes evident that our nation, which prioritizes living in peace and harmony, has always cared for the growing generations, consistently focusing on their moral and physical well-being and attaching great importance to their education and upbringing. However, it should also be noted that in the modern era various objective and subjective factors (socio-political, environmental, unhealthy lifestyles, addiction to harmful habits etc.) have had a significant negative impact on the moral and physical health, emotional, psychological, mental and intellectual state of many learners particularly student youth. The characteristic nature of such a situation has led to the emergence of valeology as a new integrative scientific field dictated by the needs of contemporary social life and society. This field emphasizes a healthy lifestyle, the care for personal health by all individuals including student youth and the necessity of ensuring, strengthening and protecting health while highlighting the importance of conducting serious scientific research in this area. It must be noted, however, that valeology, pedagogical valeology, sedentary lifestyles, hypodynamia, healthy lifestyles, the formation of healthy lifestyles and especially the issues

¹ Aliyev, H.A. Azerbaijani Sports / H.A.Aliyev. – Baku: Turan Publishing House, – 2004. – p. 149.

of didactogeny, which have gained significant global importance and possess substantial public and scientific pedagogical-psychological relevance, have not been extensively researched in our country over the past decades. Apart from a few articles and dissertations these topics have not been thoroughly studied.

Although valeology emerged in the 1980s, attention to this integrative scientific field in our country began only 20-25 years later. Scientific articles dedicated to valeology and pedagogical valeology started to appear only in 2002–2003. After 2009-2010 valeology began to attract relatively more attention from Azerbaijani scholars resulting in the publication of scientific articles, completion of master's theses, initiation of dissertations for the degree of Doctor of Philosophy in Pedagogy and related research. The first dissertation defense for the degree of Doctor of Philosophy in Pedagogy was held in 2014.² The teaching of "Valeology" as an elective subject began only in the 2007/2008 academic year in the "Educational Management" department (second year, full-time) of the Faculty of Geography and Pre-Military Training at the Azerbaijan State Pedagogical University (ASPU). Additionally "Valeology" was included as an elective subject in the curriculum of the master's program (both full-time and part-time) at ASPU and its instruction commenced. However the analysis of the state of research and teaching of general valeology, pedagogical valeology and a healthy lifestyle indicates that these topics have primarily become research objects for the staff of the General Pedagogy Department at ASPU and to some extent for the departments of Primary Education Pedagogy and Preschool Education Pedagogy. Nonetheless insufficient attention has been paid to the problem of forming a healthy lifestyle among future teachers.

The strategic task of sustainable development in our country is to improve the population's living standards and develop human capital. Therefore, the study of the problem of forming a healthy lifestyle among future teachers has become one of the most pressing

² Sərxanlı, N.F. Pedagogical Problems of Forming a Healthy Lifestyle in Young Schoolchildren: / PhD in Pedagogy... Dissertation abstract. / – Baku, 2014.

issues of the modern era, necessitating the exploration of such a topic.

Object and subject of the research. The object of the research is the educational process of students in higher pedagogical educational institutions. The subject of the research is the system of work on forming a healthy lifestyle among students in higher pedagogical educational institutions.

Objective and tasks of the research. The objective of the research is to study and improve the theory and practice of forming a healthy lifestyle among students in higher pedagogical educational institutions, determine the system of work in this area and propose relevant suggestions. In accordance with the topic, object, subject, and objective of the research, the following tasks were identified:

- Investigation of the state of research on the problem of valeology, pedagogical valeology and forming a healthy lifestyle in our republic;

- Study of the state of teaching general and pedagogical valeology;

- Examination of the existing theory and practice of valeological upbringing;

- Identification of factors influencing the formation of a healthy lifestyle among students in pedagogical higher education institutions;

- Analysis of the experience of forming a healthy lifestyle among students in higher education institutions;

- Evaluation of existing teaching materials, programs and syllabi from the perspective of forming a healthy lifestyle;

- Investigation of the possibilities and ways of forming a healthy lifestyle among students during the educational process;

- Identification of opportunities for extracurricular activities;

- Preparation of scientific-pedagogical recommendations for developing a system of work on forming a healthy lifestyle among students.

Research methods.

- Theoretical analysis and systematization of results obtained from studies related to the problem;

- Study and generalization of the current pedagogical practices in Azerbaijan in this field;

-Scientific-pedagogical analysis of observations, oral and written surveys conducted with students regarding the research problem;

-Step-by-step pedagogical monitoring and analysis of the results.

Main provisions submitted for defense.

1. The emergence of valeology as a science in the late 20th century was conditioned by natural, social and political events (wars, displacement, migration etc.) and objective and subjective factors. Forming a healthy lifestyle among the younger generation holds great scientific-pedagogical and socio-political significance as it contributes to the growth of a healthy generation and the establishment of a healthy society.

2. Students in pedagogical higher education institutions acquiring scientific knowledge about a healthy lifestyle during the teaching of relevant subjects plays a significant role in preparing physically and morally healthy teachers.

3. The formation of a healthy lifestyle among students in pedagogical higher education institutions depends on the conditions created within the institution as well as the identification and realization of the potential of curricula, programs, textbooks and teaching aids in addressing the problem.

4. Equipping students in higher pedagogical education institutions with mental, moral and physical health significantly influences the upbringing of future generations under their care.

5. The formation of a healthy lifestyle among future teachers requires systematic, consistent and purposeful efforts as a comprehensive outcome of the educational and upbringing activities conducted in higher pedagogical education institutions.

Scientific novelty of the research. The scientific novelty of the research lies in the comprehensive study of the scientific essence of pedagogical valeology in higher pedagogical education institutions, the development of a system of work on forming a healthy lifestyle among students and the determination of the

scientific-pedagogical foundations of valeological education under these conditions.

Theoretical and practical significance of the research. The **theoretical significance of the research** is to enrich the modern pedagogical theory in our republic with solutions to pedagogical problems such as valeology, general and pedagogical valeology, the formation of a healthy lifestyle, physical activity etc.

The practical significance of the research lies in the possibility of applying the proposed methods and technologies in forming a healthy lifestyle among students during teacher training processes in higher pedagogical educational institutions. The results can also be utilized in the preparation of programs, textbooks and teaching aids in pedagogy.

Approval of the research results. The materials and results of the research were discussed at 15 national and international conferences and within the "Theory of Education" department of the Institute of Education of the Republic of Azerbaijan.

The main provisions of the dissertation are reflected in 9 scientific articles (3 of them abroad), 8 international conference materials (3 abroad) and 7 national scientific conference materials. The program "General and Pedagogical Valeology" was also developed in co-authorship.

The name of the organization where the dissertation work was performed: Theory and History of Education of the Institute of Education of the Republic of Azerbaijan.

The structure of the dissertation in characters, indicating the separate volumes of the structural sections of the dissertation. The dissertation consists of an introduction, 2 chapters, 7 paragraphs, a conclusion and a list of references.

Introduction – 9 pages, 16005 characters, Chapter I – 39 pages, 73994 characters, Chapter II – 71 pages, 126696 characters, Conclusion – 3 pages, 4961 characters, List of used literature – 14 pages, The dissertation work consists of 221656 characters in total.

MAIN CONTENT OF THE RESEARCH

In the "**Introduction**", the relevance of the topic is justified and the object, subject, objective, tasks, methodological basis, research methods, main provisions for defense, scientific novelty, theoretical and practical significance are determined. Additionally information about the results obtained is provided.

The first chapter of the dissertation, titled "**Theoretical foundations of forming a healthy lifestyle among students in higher pedagogical educational institutions**" consists of three paragraphs. *The first paragraph of the chapter* is devoted to the essence and content of the "**Healthy lifestyle**" category. Throughout all stages of societal development, people have consistently prioritized their health, well-being, lifestyle and healthy lifestyle, depending on both objective and subjective factors. This focus stems from their natural needs and is conditioned by objective factors. Therefore, it is entirely logical for not only medical scientists but also philosophers, educators, psychologists, sociologists, ecologists and others to pay serious attention to human health.

In the modern era, the most widely accepted definition of "health" which various scientific fields refer to, was provided only in 1968 by the World Health Organization: "Health is not merely the absence of disease or physical infirmity but a state of complete physical, mental and social well-being."

Like the concept of "health" the concept of "healthy lifestyle" has also gained the status of an interdisciplinary category (medicine, philosophy, sociology, psychology, pedagogy, etc.). These concepts are differentiated and interpreted in each scientific field according to their significance and areas of application.

In this paragraph, we emphasize definitions provided by researchers for "lifestyle" and "healthy lifestyle" highlighting the following components that constitute the essence of a healthy lifestyle:

- 1) Absence of harmful habits (smoking, alcohol, drugs, etc.)
- 2) Physical activity Communicative competence (effective communication)

- 3) Communicative competence (skilled communication)
- 4) Physical strengthening
- 5) Stress management skills (autogenic training, breathing exercises and tasks)
- 6) Massage
- 7) Rational nutrition

It is substantiated in the paragraph that a healthy lifestyle is not a permanent or eternal category, concept or phenomenon. It cannot be permanently acquired. A healthy lifestyle can only exist when it is developed and enriched with new beneficial elements and habits for health. Therefore, it can be stated that a healthy lifestyle serves as a regulator of human social behavior.

The paragraph also explains the essence and content of possessing a healthy lifestyle among future teachers, providing an interpretation of its various objective and subjective factors.

The second paragraph, titled "***The state of research on forming a healthy lifestyle among students***" emphasizes that cases of a significant decline in people's health have been increasingly observed in society since the second half of the 20th century. These issues arise due to both objective (uncontrolled) and subjective (controlled) factors. Such problems have carried significant socio-political and scientific-pedagogical relevance. Starting from the 1950s, as a result of various objective and subjective factors, there has been a notable decline in the overall health of the population, including preschool-aged children, pupils in secondary and vocational-technical schools and students in secondary-specialized and higher education institutions. This has been accompanied by the emergence of pathophysiological conditions. This problem, evident in public life, became a significant issue of socio-political and scientific-pedagogical relevance, leading to the formation of a new integrative scientific field called "valeology" in 1980, aimed at addressing the consequences of such challenges and promoting a healthy lifestyle. Despite the recognition of the importance of interdisciplinary studies in pedagogy, psychology, sociology, philosophy and other fields by Azerbaijani scholars, it should be noted that although this integrative scientific field emerged in the

mid-1980s, significant attention to it in our republic began only 20 years later. In recent years, "healthy education" classrooms have been operational at the Faculty of Primary Education of the Azerbaijan State Pedagogical University, aimed directly at ensuring the health of student youth during the educational process. The establishment of similar "healthy education" classrooms in other universities across the republic can also be considered a positive development. The paragraph emphasizes that research in this field in our republic is still insufficient, while some conducted studies and their main content have been analyzed.

The third paragraph, titled *"Factors influencing the formation of a healthy lifestyle among student youth"* notes that in modern times, educational institutions bear significant responsibility for ensuring and protecting the health of the growing generation. The primary mission of educational institutions in our republic is described as follows: "To raise individuals who are aware of their responsibilities, loyal to the national traditions, patriotism and the ideas of Azerbaijani identity, respectful of human rights and freedoms, capable of independent and creative thinking; and to prepare modern-minded and competitive specialists with broad scientific worldviews and both theoretical and practical knowledge". Scientific and technological progress has impacted nature, society and individuals, gradually leading to ecological tensions and disrupting the ecological balance that had existed between nature and society for centuries. Naturally, all these developments have created serious problems in people's lifestyles, health, well-being and activities. In the modern era, harmful habits among student youth, their inclination towards a sedentary lifestyle and the ecological imbalance in nature have made valeological education and the study of the problem of a healthy lifestyle highly relevant. The emergence, development and evolution of valeology as a new interdisciplinary scientific field and pedagogical valeology are conditioned by the urgent needs of contemporary society and socio-pedagogical factors.

The second chapter of the dissertation, consisting of four paragraphs, is titled **"Ways of forming a healthy lifestyle among students in higher education institutions"**. The first paragraph,

titled *"The potential of educational programs in higher pedagogical institutions for forming a healthy lifestyle"* states that one of the factors influencing students' health, both moral and physical, as well as their lifestyle and healthy lifestyle, is the university environment. This includes the purposeful educational process, parity subject-subject relationships between teachers and students, and enriching the content of education with materials related to a healthy lifestyle. The paragraph analyzes the content of educational programs implemented in ASPU (Azerbaijan State Pedagogical University) and its Jalilabad branch for the "Primary School Teaching", "History and Geography Teaching", "Azerbaijani Language and Literature Teaching" and "Preschool Education and Upbringing" specialties, covering subjects taught from the first to the fourth year. These subjects include general pedagogy, preschool pedagogy, ethnopedagogy, social pedagogy, psychology, preschool psychology, introduction to the surrounding world, methodology of teaching about the surrounding world, physical education and its teaching methodology, child anatomy, physiology and hygiene, children's literature and Azerbaijani history. The analysis highlights the potential of these programs in forming a healthy lifestyle among students. It is substantiated that utilizing the existing potential of these programs significantly impacts the formation of a healthy lifestyle among students. Moreover, the paragraph emphasizes that fostering a healthy lifestyle among students is not only essential for their personal health but also for the future pupils they will teach. This dual significance, both individual and social, demonstrates the importance of instilling such values in future teachers. It also stresses that only a teacher who leads a healthy lifestyle and serves as a vivid, living example in this area can effectively impart these values to their students.

The second paragraph of the chapter, titled *"The state of teaching valeology in higher pedagogical educational institutions"* is dedicated to the teaching of valeology as an independent subject. It discusses the efforts in this field in the higher education institutions of our republic, particularly at ASPU, highlighting that the teaching of such a subject began in several faculties during the 2007–2008 academic year. The paragraph notes that currently, "General and

Pedagogical Valeology" "Current Issues of Valeology" and "Pedagogical Valeology" are taught as subjects in the master's programs at ASPU. These subjects provide extensive opportunities for meaningful teaching of various problems related to forming a healthy lifestyle among students. The dissertation offers a comprehensive analysis in this direction.

The third paragraph, titled ***"The role of extracurricular activities in forming a healthy lifestyle among students"*** emphasizes that in contemporary times, the formation of students' ideological-political upbringing, moral and ethical values, health awareness, and psychological qualities is influenced not only by the educational process in higher education institutions but also by extracurricular activities. Processes initiated in the educational environment (lectures and seminars) are further developed through extracurricular activities. These activities play a significant role in organizing students' leisure time in an engaging and educational manner. It is emphasized that students' physiological and psychological characteristics must always be taken into account during extracurricular activities. Purposeful, planned and principle-oriented organization of extracurricular activities contributes significantly to creating a student-centered educational content. Survey results from experimental and control groups demonstrated that effective utilization of extracurricular activities and a healthy socio-psychological environment in educational institutions are crucial factors in forming a healthy lifestyle among students.

The final paragraph of the chapter is dedicated to ***"Opportunities for forming a healthy lifestyle among students in higher pedagogical educational institutions and experimental implementation methods"***.

It is highlighted that in the modern era, guiding future teachers towards a healthy lifestyle and forming such a lifestyle among them is highly important. The dissertation emphasizes adhering to the following conditions to achieve this goal:

a) Considering the orientation towards a healthy lifestyle for students in the teaching, upbringing and educational activities of teachers in higher pedagogical education;

b) Creating conditions for students to understand the importance and necessity of maintaining a healthy lifestyle in their lives and activities;

c) Equipping future teachers with the necessary knowledge, skills and methodology to foster a healthy lifestyle among pupils;

d) Ensuring that teachers in pedagogical educational institutions possess relevant valeological knowledge, avoid harmful habits, lead a healthy lifestyle, adhere to it, and are morally, spiritually pure and physically healthy;

e) Deeply understanding the valeological potential of the program materials of the subjects they teach and knowing how to competently utilize these opportunities to develop corresponding qualities in students.

Based on these scientific provisions, in the first stage, we analyzed teaching programs from a valeological perspective to determine the potential of the studied subjects for forming a healthy lifestyle. In the second stage, we involved subject teachers in permanent seminars organized by us over three consecutive academic years to help them successfully instill a healthy lifestyle in their students (Tables 1, 2, 3).

Table 1

The table reflecting the content of the seminar, which operated continuously during the 2017/2018 academic year

	Sample topics	2017–2018 Academic Year
1.	Information about general valeology as a new integrative scientific field	October
2.	The object and subject of pedagogical valeology	December
3.	The integration of valeology, as a science centered on humans, with other sciences	February
4.	Healthy lifestyle as an object of pedagogical valeology	March
5.	Healthy lifestyle and its components	May

Table 2

The table reflecting the content of the seminar, which operated continuously during the 2018/2019 academic year

	Sample topics	2018–2019 Academic Year
1.	The role of daily and rest routines in the health of learners	October
2.	The importance of physical activity for learners' health	November
3.	Valeological significance of nutrition and sleep patterns	December
4.	Objective and subjective factors influencing health	February
5.	Valeological requirements for the content of education and valeological aspects of organizing teaching	March
6.	The influence of didactogenic and psychogenic factors on learners' health	April

Table 3

The table reflecting the content of the seminar, which operated continuously during the 2019/2020 academic year

	Sample topics	2019–2020 Academic Year
1.	Analysis of the valeological potential of teaching subjects from the perspective of a healthy lifestyle	October
2.	Valeological potential of ecology and biogeography subjects	December
3.	Valeological potential of the child anatomy and physiology subject	February
4.	Integration of medical knowledge subject with valeology	March
5.	Valeological potential of the children's literature subject	May

It should be noted that since the years 2020-2021 coincided with the pandemic period, it was not possible to conduct these seminars in that academic year. Therefore, we continued organizing seminars on this subject in the following academic years of 2021-2022 and 2022-2023, and carried out certain activities with the students.

The importance of forming a need for a healthy lifestyle among future teachers Understanding how students utilize the components of a healthy lifestyle and which value systems they are inclined to implement is a crucial condition for forming a demand for a healthy lifestyle among future teachers. For this purpose, the research utilized appropriate scientific-pedagogical research methods to determine students' attitudes towards a healthy lifestyle, their level of adherence to it, and their practical application of its principles. Targeted measures were conducted at the Faculty of Preschool Education of the Azerbaijan State Pedagogical University (ASPU) and its Jalilabad branch, Lankaran State University. Students were involved in experimental analyses throughout their academic years at the university. The experiment included 106 first-year students from various specialties in experimental groups and 104 in control groups. Initially, a questionnaire was prepared to assess students' understanding of health, the concept and components of a healthy lifestyle, their attitudes towards health determinants, and their theoretical and practical level of valeological knowledge. The questionnaire aimed to identify their adherence to healthy lifestyle principles. Sequential measures were implemented in stages, using educational subjects relevant to the problem and other methods to monitor their development dynamics concerning a healthy lifestyle throughout their education.

As expected, during the first year of the survey, most students either did not answer the questions at all or found it challenging to provide correct answers. This indicated that before the experiment, the students' knowledge level about health, a healthy lifestyle, its components, and the impact of adherence to these on health was very low. An analysis of the answers showed that the 106 respondents involved in the survey lacked even basic understanding in this area.

The results of our experimental research revealed that ensuring normal living conditions that balance the values of attractiveness and accessibility is a significant task for students in the learning process at pedagogical universities. To achieve this, it is essential to extensively utilize the opportunities offered by both in-class and extracurricular activities in higher pedagogical educational institutions (Table 4).

Awareness level of students about a healthy lifestyle

Table 4
The level of students' awareness about a healthy lifestyle

Levels Questions	Before the Experiment						After the Experiment					
	High		Medium		Low		High		Medium		Low	
	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control	Experimental	Control
1	27	29	36	34	43	41	48	34	44	40	14	30
2	22	21	22	29	62	54	51	24	42	47	13	33
3	29	25	35	32	42	47	63	29	28	30	15	45
4	31	28	43	30	42	46	71	32	19	24	16	48
5	30	29	34	31	42	54	66	31	20	28	20	45
6	25	27	33	25	48	52	51	30	34	31	21	43
7	24	23	28	29	54	52	47	29	36	32	23	43
8	30	31	42	37	34	36	61	37	31	28	14	39
9	34	35	35	28	37	41	60	38	28	22	18	44
10	28	30	30	31	48	43	62	41	29	30	15	33

The results of the experiment demonstrated that effectively utilizing the opportunities provided by the teaching process, extracurricular activities, and the healthy social-psychological environment created in educational institutions plays a crucial role in forming a healthy lifestyle among students.

As seen from the table, the understanding and reasoning of first-year students regarding the questions posed to them were generally weak. The number of high-level responses among students in both experimental and control groups was relatively low. This trend was evident in responses to individual questions as well. However, by the end of the experiment, a noticeable improvement in the preparedness of students in the experimental groups was observed.

Thus, for the first question, "What constitutes the essence of the concept of a healthy lifestyle?", the number of students in the experimental groups providing high-level responses increased from 27 in the first academic year to 48 in the fourth academic year (a difference of 21 students). In the control groups, this number increased to 34 (a difference of 5 students).

Similar changes were observed for other questions. For instance, for the second question, "Are you satisfied with the efforts made in educational institutions to promote a healthy lifestyle among students?", the number of students in the experimental groups providing high-level responses increased from 22 during the formative experiment in the fourth year to 51 by the end of the experiment, i.e., during the summative experiment (a difference of 29 students). In the control groups, however, the increase was only 3 students by the end of the experiment.

For the third question, "How are the opportunities of the pedagogical process utilized to promote health and a healthy lifestyle among students in your university?", it was revealed that while there were some changes in the opinions of first-year students, the overall implementation level of these opportunities in their universities did not fully satisfy them. However, the efforts conducted within the experimental groups brought significant changes in the students' perspectives. In the experimental groups, 29 students provided high-

level responses in the first academic year. By the end of the experiment, in the fourth academic year, this number had significantly increased.

As indicated in the table, the percentage of high-level responses in the experimental groups was much higher compared to the control groups. Specifically, the experimental groups reached 59.4%, while the control groups achieved only 27.9%.

For the fourth question, "What are the factors contributing to a healthy lifestyle?", an improvement in the students' responses was observed. During the formative experiment, students primarily highlighted aspects such as proper nutrition and organizing rest effectively. However, by the end of the experiment, during the summative phase, their responses expanded to include physical exercises and various social factors (e.g., communication).

For the fifth question, "What is the essence of the relationship between "Healthy Education – Healthy Nation?"", the responses demonstrated different patterns of development in the experimental and control groups. During the formative experiment, students' answers in the experimental group often lacked precision and tended to be similar. However, after the experiment, their responses became more diverse and comprehensive. In the experimental group, the number of high-level responses increased from 30 during the formative experiment to 56 after the experiment. In the control groups, the numbers were 29 and 31, respectively, indicating minimal improvement.

For the sixth question, "What are the components of a healthy lifestyle, and what is your opinion about them?", students' responses were initially inconsistent. Before the experiment, the majority explained it with very simplistic concepts (e.g., resting, sleeping, proper nutrition, etc.). However, after the experiment, they attempted to provide more scientifically grounded and broader explanations. The increase in high-level responses by 26 students (24.5%) confirms this improvement.

One of the points of interest was how students responded to the seventh question, "Are you satisfied with the opportunities provided by teaching programs, textbooks, and the lessons conducted by

subject teachers for forming a healthy lifestyle?". The responses revealed that students initially had very limited knowledge about this topic and rarely heard teachers provide comments on it. However, significant changes were observed in their responses after the experiment. Before the experiment, 24 students (22.6%) in the experimental groups provided high-level answers, whereas this number doubled to 47 students (44.3%) by the end of the experiment. In the control groups, the corresponding figures were 23 students (22.1%) before the experiment and 29 students (27.9%) after the experiment, showing only a slight increase.

As indicated in the table, the responses of students to the eighth question, "What would you do to address harmful habits and promote healthy practices?", varied significantly in terms of character and content. Before the experiment, most students provided simple answers such as "I would have a conversation with them", "I would explain that certain habits are harmful" or "I don't know yet." However, after the experiment, their responses became more scientific and focused on practical actions. In the experimental groups, the number of high-level responses increased from 30 (28.3%) before the experiment to 61 (57.5%) after the experiment. In the control groups, high-level responses increased modestly from 31 (29.8%) to 37 (35.6%).

For the ninth question, "How do you see the connection between a healthy lifestyle and an active lifestyle?", many students initially struggled to articulate a connection. A small number of students associated the concept with the saying "A healthy mind in a healthy body." The responses from the control groups showed little change, while the experimental groups demonstrated noticeable improvement, with an increase of 26 high-level responses.

For the final question, "Is there a healthy psychological environment in your group, and what are its criteria?", students in both experimental and control groups generally expressed satisfaction with the psychological climate in their groups. However, they struggled to clearly define its criteria. The experimental groups showed distinct improvement in their responses after the experiment, with logical and more comprehensive answers. This aligns with the

findings of other questions, indicating that the experimental efforts had a positive impact on students' perspectives.

The following **conclusions** were drawn from the research:

1. In today's world, addressing the preservation of humans as a biosocial structure, ensuring the comprehensive healthy development of the younger generation, and fostering a healthy lifestyle are universal and pressing problems. These are closely tied to the development of a healthy worldview and lifestyle among future teachers studying in pedagogical educational institutions. A healthy lifestyle contributes to a healthy society, cultural development, and a promising future. The active participation of individuals leading healthy lives in societal development is essential.

2. One of the causes of global problems requiring resolution is anthropological crises, often associated with technocratic approaches to the world, nature, society, and humans. One characteristic of technocratic approaches is human activity limited to a "closed rationality" mode. Addressing these challenges is intrinsically linked to promoting healthy lifestyles among individuals.

3. A healthy lifestyle among students in higher pedagogical institutions reflects their interactions with the surrounding world, nature, other people, and society, within the context of universal and national values. Moreover, it directly influences the healthy growth and lifestyles of the younger generation they will educate in the future.

4. Identifying and addressing objective and subjective factors influencing students' healthy lifestyles should become a key component of activities in higher pedagogical institutions. Utilizing the full potential of educational and extracurricular activities is a crucial task for pedagogical teams. Regular monitoring of the outcomes of activities aimed at promoting healthy lifestyles among students is essential.

5. Within the framework of promoting healthy lifestyles among students in higher pedagogical institutions, it is crucial to instill an understanding of the importance of a healthy lifestyle as a core value and motivate active engagement in this direction. This

process requires the integration of moral consciousness with moral behavior, emphasizing their consideration in the pedagogical process.

6. For students, concepts such as "health", "happy family life", "friendship" and "love" appear more attractive than the notion of "healthy lifestyle" as a value. Expressions like "active life activity", "the beauty of nature and art", "creativity", and "healthy education, healthy generation" are less appealing. Students often associate "active life activity" with work (in a sociological sense) and labor (in both sociological and physical senses). Therefore, fostering a belief in the value of health and a healthy lifestyle and embedding it as a conviction among students is necessary. This belief should also include recognizing the importance of a healthy lifestyle in managing relationships with the external world, friends, and others, as well as its role as a criterion for evaluating these relationships.

7. Several factors positively influencing and dominating the formation of healthy lifestyles among students in higher pedagogical institutions should be effectively utilized in the educational process. These include:

- a) The potential of the taught subjects;
- b) The influence of professors and teaching staff;
- c) Extracurricular activities;
- d) Active life stances;
- e) Absence of harmful habits and their rejection;
- f) Physical exercises;
- g) Competent communication;
- h) Stress management skills, etc.

The research considers the following proposals essential:

1. Organizing specific training for university teachers in higher pedagogical institutions to prepare them for promoting healthy lifestyles among future teachers and ensuring their readiness for this task.

2. Including the course "Valeology and its current issues" as an elective subject in the curricula of all faculties in higher pedagogical institutions and ensuring its delivery by qualified specialists.

3. Equipping future teachers with the necessary methodologies and technologies to prepare them for promoting health and a healthy lifestyle among school pupils.

4. Maximizing the use of classroom opportunities in relevant subjects at pedagogical-oriented universities and faculties to promote healthy lifestyles among students and foster strong convictions in them.

5. Strengthening the theoretical knowledge, practical skills, and habits of students in higher pedagogical institutions regarding healthy lifestyles and the factors negatively affecting them. This includes organizing extracurricular activities such as conferences, discussions, meetings, competitions, debates, round tables, etc., and ensuring the active participation of students as organizers in these processes.

The main content of the dissertation is reflected in the following scientific works:

1. The role of modern pedagogical technologies in the formation of a healthy lifestyle of students // – Baku: Baku Institute for Advanced Training and Retraining of Pedagogical Personnel, Scientific-theoretical and scientific-methodical journal of History, Humanity and Society. – 2016, – p.88-95.
2. Formation of learning outcomes in students of higher education institutions // International scientific conference “Assessment of student achievements: problems of creating content and tools”, – Baku: ARTPI, – 2016, – p.95-96.
3. Formation of a healthy lifestyle in students // Republican scientific conference “Quality assurance in higher education”, – Lankaran: – LSU – 2016, – p.213-214.
4. The role of national-spiritual values in the formation of a healthy lifestyle of students // Materials of the XX Republican scientific conference of doctoral students and young researchers, – Baku: ASOIU, May 24-25, – 2016, volume II, – p. 341-342.
6. The role of national-spiritual values in the formation of a healthy lifestyle of students, Republican scientific conference “Heydar Aliyev and our national-spiritual values” dedicated to the 94th anniversary of the birth of the national leader Heydar Aliyev, – Baku: May 06, – 2017, – p. 146-151.

7. The role of modern technology in teaching students in the formation of a healthy lifestyle // Republican scientific conference "Problems of development of natural and humanitarian sciences" dedicated to the 94th anniversary of the birth of the national leader Heydar Aliyev, – Lankaran, May 5-6, – 2017, – p.121-122.
8. The role of higher pedagogical educational institutions in eliminating factors that negatively affect students' healthy lifestyle // – Baku: ARTI, Scientific works, – 2017, No. 6(84). – p.226-231.
9. Ways to eliminate negative factors that affect students' healthy lifestyle // – Ukraine, – 2017, No. 11. – p.31-39.
10. Teacher training in higher education institutions // Republican scientific conference "Teacher training as one of the strategic goals" dedicated to the 95th anniversary of the national leader Heydar Aliyev's birth, – Baku: ARTI, – May 18, – 2018, – p.113-114.
11. The state of forming a healthy lifestyle of students in higher educational institutions // – Baku: ARTI, Scientific works, – 2019. No. 6(86), – p.88-92.
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13. The importance of valeology in the formation of a healthy lifestyle of students in the modern era // I International Scientific and Practical Conference "Universities of Azerbaijan and Turkey: Education, Science, Technology", – Baku: AMU, – 2019, Part II, – p. 182-186.
14. The role of valeology in the formation of a healthy lifestyle of students // – Baku: Pedagogika. Scientific-theoretical-methodical journal on pedagogy, psychological sciences, – 2020. No. 1, – p. 43-51.

15. General and Pedagogical Valeology, Program for the Master's Degree, – Baku: ADPU, – 2020. No. 4, – p.1-28.
16. The state of teaching Valeology in higher education institutions // – Baku: BGU, Scientific works, – 2021, No. 12(46). – p.94-99.
17. Scientific and theoretical foundations of the formation of a healthy lifestyle of students // “Priority directions of science and education in modern Azerbaijan” Republican scientific conference, – Baku: – April 02, – 2021, – p.87-91.
18. Experience in the formation of a healthy lifestyle of students in higher education institutions // International Symposium on Innovative Technologies in Science and Education, – Baku: – 2021, – p.456-460.
19. The relevance of the problem of the formation of a healthy lifestyle of students in curricula and textbooks // “Development strategies of modern education: Successes and Challenges”, International scientific conference, – Nakhchivan: – November 26-27, – 2021, – pp.709-711.
20. Monitoring of healthy lifestyles of students // “Sustainable development strategy: Global trends, national experiences and new goals” I International scientific conference, – Moscow State University: – December 10-11, – 2021, No. I volume, – p.320-322.
21. Using innovative technologies in the formation of healthy lifestyles of students // “V International Innovative technologies in science and education” conference, – Iksad: – May 24-25, – 2022, – p.407-410.
22. THE ROLE AND IMPORTANCE OF EDUCATION IN THE ELIMINATION OF HARMFUL HABITS PERSPECTIVES OF SCIENCE DEVELOPMENT IN THE MODERN WORLD // Collection of scientific articles on the materials of the IX International Scientific and Practical Conference, – Ufa: – June 10, – 2022, – p.139-142.
23. The struggle for the formation of a healthy lifestyle in higher education institutions // – Baku: ARTI, Scientific works, – 2022, No. 3(89). – p. 224-228.

24. RESEARCH IN HEALTHY LIFESTYLES IN STUDENTS
CURRENT ASPECTS OF MODERN SCIENCES: STATUS,
PROBLEMS, TENDENTS AND DEVELOPMENT //
Proceedings of the XXVI International Scientific and Practical
Conference, – Croatia: – 07 November, – 2022, – p.53-66.

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