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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

PREPARING STUDENTS FOR TRAINING AND UPBRINGING WORK ON THE FORMATION OF A HEALTHY LIFESTYLE IN PUPILS OF SENIOR CLASSES

Speciality: 5804.01 – general pedagogy,
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GENERAL CHARACTERISTICS OF THE RESEARCH

Relevance and degree of development of research. The preservation and strengthening of the health of 10th–11th grade students represents one of the most pressing social, medical-biological, economic, and political challenges faced by contemporary society. The success of students' education and upbringing is profoundly dependent on their overall state of health, as well as on the functional and adaptive capacities of their bodies. The health status of the younger generation is regarded as one of the most socially significant public indicators reflecting the developmental level of a society.

The promotion of a healthy lifestyle, the prevention of harmful habits (such as physical inactivity, tendencies toward obesity, smoking, alcoholism, laziness, and drug addiction), the encouragement of physical education and sports, as well as the consistent development of theoretical knowledge and belief systems related to healthy living, constitute essential areas of educational activity. In this regard, it is necessary to conduct regular awareness-raising initiatives and to make full use of the educational, formative, and developmental potential inherent in the teaching process, extracurricular activities, and out-of-school events across various academic subjects.

The responsibility for safeguarding students' health lies not only with their parents but also, to a significant extent, with members of the pedagogical staff. In this context, teachers may, in some cases, have a more impactful role than medical professionals, as they are entrusted with the critical mission of raising worthy children and citizens for the future of the nation.

It is an undeniable fact that the relationship between health and lifestyle is most comprehensively embodied in the concept of a "healthy lifestyle." As is widely recognized, human health depends 20% on heredity, 20% on the natural environment, 7–10% on the availability and quality of healthcare services, and 50% on an individual's lifestyle (Yu.P. Lisitsyn, G.K. Zaitsev, et al.).

In general education schools, in addition to teachers, university students undertaking pedagogical internships are also actively involved in promoting the demand for healthy lifestyles among schoolchildren, particularly those in upper secondary classes.

However, in order to ensure the effective organization of educational work in this domain, it is essential that these students receive prior preparation through lectures, seminars, and extracurricular activities conducted at the university level.

A number of dissertations have been defended in the Republic of Azerbaijan concerning the pedagogical aspects of fostering a healthy lifestyle. For instance, N.F. Sarxanli defended a dissertation titled "Pedagogical problems of forming a healthy lifestyle among Primary School Pupils" (2011); G.H. Huseynova conducted a study on "Methods of Educating a Healthy Lifestyle in Adolescents" (2015); Q.H. Bayramov explored the topic of "Valeological education of university students" (2016); and E.A. Ismayilova presented a dissertation on "The system of work for forming a healthy lifestyle among students of higher pedagogical education institutions" (2025).

The establishment of a unified and purposeful system for developing a culture of health among schoolchildren necessitates coordinated efforts among teachers, psychologists, medical professionals, physiologists, and sociologists.

Considering the urgency and relevance of this issue, the dissertation topic has been formulated as follows:

"Preparing students for training and upbringing work on the formation of a healthy lifestyle in pupils of senior classes."

The object and subject of the research: The object of the research is the process of forming a healthy lifestyle among upper secondary school students through the involvement of trainee university students in educational and instructional activities within general education schools.

The subject of the research is the creation of a demand for a responsible attitude toward health among 10th–11th grade students.

The purpose and objectives of the research. The purpose of the research is to theoretically substantiate, methodologically enhance, and empirically evaluate the effectiveness of educational and instructional activities conducted by trainee university students in fostering a responsible attitude toward health as a social value among senior secondary school pupils. This includes developing a comprehensive approach to upbringing that promotes health-

conscious behavior and testing its efficacy through experimental implementation.

Research Objectives:

1. To identify the theoretical and methodological foundations of work aimed at fostering a healthy lifestyle among senior secondary school students.

2. To elucidate the essence and conceptual framework of a healthy lifestyle in the context of senior secondary school students.

3. To interpret the philosophical underpinnings of the formation of a healthy lifestyle.

4. To examine the pedagogical and psychological bases underpinning activities directed towards the formation of a healthy lifestyle.

5. To conduct a comprehensive analysis of the existing literature related to the research problem.

6. To determine the practical foundations of work aimed at cultivating a healthy lifestyle among senior secondary school students.

7. To clarify the current state of the process of healthy lifestyle formation among senior secondary school students.

8. To highlight the activities related to the preparation of student-teachers for educational and upbringing work on promoting a healthy lifestyle among senior secondary school students.

9. To involve the educational and upbringing activities conducted by student-teachers with senior secondary school students on healthy lifestyle issues in the research process.

10. To bring into focus the educational and upbringing activities carried out by student-teachers with senior secondary school students regarding healthy lifestyle promotion during pedagogical practice.

11. To conceptualize the organization, implementation, and outcomes of the pedagogical experiment.

12. To develop a comprehensive understanding of the organization, conduct, and results of the pedagogical experiment.

The following research methods were used during the study: observation, interviews, analysis of school documents, informal conversations, questionnaires, and quantitative statistical methods.

The main provisions for the defense:

1. The concept of a healthy lifestyle encompasses an understanding of the value of such a lifestyle, awareness of one's own psychophysical capabilities, and recognition of it as a socio-psychological and pedagogical phenomenon that shapes the development of the student's personality.

2. Achieving positive outcomes in the formation of a healthy lifestyle among senior students fundamentally requires the coordinated efforts of pedagogical staff, parents, and trainee students.

3. The cultivation of a healthy lifestyle in students implies the systematic and purposeful implementation of activities aimed at their intellectual, moral, physical, and psychological well-being.

4. University students, by acquiring theoretical knowledge and methodological skills related to healthy lifestyle promotion through lectures, seminars, and extracurricular activities, are equipped to effectively conduct such work among school students.

Scientific novelty of the research.

1. The collaborative methods of the pedagogical collective and trainee students in fostering a healthy lifestyle among senior secondary school students have been identified.

2. The organizational and pedagogical conditions essential for the effective facilitation of healthy lifestyle readiness among senior students have been brought to the forefront.

3. A value-oriented framework for positively motivating students toward adopting a healthy lifestyle has been substantiated.

4. Conceptual approaches to the notions of "health" and "healthy lifestyle" have been clarified and theoretically grounded.

5. A systematic model for the preparation of trainee students to conduct educational and upbringing activities aimed at the formation of a healthy lifestyle among senior secondary school students has been developed.

Theoretical and practical significance of the research. The theoretical significance of the study lies in the fact that the purposeful and systematic work aimed at cultivating the demand for a healthy lifestyle among senior secondary school students will enrich the theory of pedagogy with new scientific ideas.

Practical Significance of the Research. The conducted research will benefit subject teachers and class supervisors of general education schools, as well as trainee students who come to educational institutions to undertake their pedagogical practice.

Approbation and result. Within the framework of the conducted research, six scholarly articles – including two published in international journals – and three conference proceedings – one of which was presented abroad – have been disseminated in academic journals recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan. These publications comprehensively encapsulate the principal scientific content, key theoretical contributions, and empirical findings derived from the study.

Name of the organization where the dissertation was performed. The dissertation was conducted at the Department of General Pedagogy of Ganja State University.

The total volume of the dissertation in marks, indicating the volume of the structural sections of the dissertation separately. The dissertation comprises an introduction, three chapters encompassing a total of ten paragraphs, a conclusion with recommendations, and a bibliography. The volume of the structural sections of the dissertation is indicated separately, along with the total volume in characters. The introduction part of the dissertation consists of 12.912 characters and 8 pages; the first chapter, which includes 10 paragraphs and 3 sections, contains 75.752 characters and 42 pages; the second chapter consists of 43.337 characters and 28 pages; the third chapter includes 152.289 characters and 50 pages; the conclusion consists of 7.215 characters and 4 pages. In total, the dissertation comprises 221.549 characters and 132 pages.

MAIN CONTENT OF THE RESEARCH

In the “**Introduction**” of the dissertation, the relevance of the research is substantiated; the object and subject of the study, its aim and objectives, the research methods employed, the main theses submitted for defense, the scientific novelty of the study, its theoretical and practical significance, the name of the institution where the dissertation was carried out, as well as detailed

information on the structure of the dissertation—including the volume of each section and the total volume indicated by symbols—are thoroughly presented.

Chapter I of the dissertation is entitled “**The theoretical and methodological foundations of activities aimed at promoting a healthy lifestyle among upper-grade students.**” This chapter comprises four paragraphs. The first paragraph, titled “*The essence of a healthy lifestyle among upper-grade students,*” is devoted to exploring the conceptual framework surrounding the development of a healthy lifestyle in the adolescent educational context. Within this paragraph, it is emphasized that health encompasses a comprehensive system of values—such as love for the environment, positive interpersonal relationships, and physical well-being. The concept of “healthy lifestyle” is presented as being intrinsically connected with the notion of “health” in both its physical and spiritual dimensions.

In the discussion, the dissertation raises important theoretical questions: What is health? What constitutes a healthy life? How is a healthy lifestyle defined? It is argued that the notion of “health” should be understood as a stable form of life activity, which takes shape under specific socio-economic conditions and is reflected in the individual’s daily routines, leisure pursuits, and the fulfillment of both material and moral needs – especially in the context of upper-grade students and university-level trainees.

The concepts of “health” and “healthy lifestyle” are intricately and organically interconnected. A healthy lifestyle refers to the essential forms and methods of daily human activity that enhance the body's reserve capacities and support the individual in effectively fulfilling their social and professional roles.

A healthy lifestyle is characterized by a number of important indicators. The present dissertation emphasizes the following: abstinence from harmful habits; resilience against stress; adherence to nutritional culture; commitment to moral integrity and the development of creative potential; a fulfilling life experience; and longevity. In addition, maintaining personal and public hygiene, as well as mastering medical and psychological self-regulation techniques, is deemed essential.

During their pedagogical practice, student-teachers conduct lessons in subjects such as mathematics, physics, technology, and Azerbaijani language and literature. They also organize extracurricular events. Within both formal instruction and extracurricular activities, discussions are held on topics related to the promotion of a healthy lifestyle. These issues are addressed through debates, thematic evenings, student conferences, and similar educational forums. To ensure the effectiveness of such pedagogical interventions among school students, it is imperative that the students themselves embody and adhere to the principles of a healthy lifestyle.

Based on the foregoing, it may be concluded that both members of the pedagogical staff and pre-service teachers undertaking their internship in general education schools must possess a clear and comprehensive understanding of the concepts of “health” and “healthy lifestyle”. Such understanding is a prerequisite for fostering a demand for health among students and for effectively instilling the principles of a healthy lifestyle, particularly among upper secondary school students.

The second paragraph of the chapter is devoted to “***The philosophical foundations of shaping a healthy lifestyle among upper secondary school students.***” This section highlights that the science of pedagogy maintains close interdisciplinary relationships with several other academic fields. In this regard, pedagogy is profoundly interconnected with the science of philosophy. Professor A.N. Abbasov, discussing the mutual relationship between pedagogy and philosophy and their reciprocal contributions, asserts that since philosophy determines the general laws governing the development of nature, society, and thought, its ideas find expression across all fields, including pedagogical reality. Philosophy has demonstrated that development is driven by the internal and external contradictions inherent in objects and phenomena. It is well established that philosophical thought has long addressed the role of activity in the development of personality, the formation of human consciousness, and the influence of being and social conditions. Such philosophical perspectives are revisited when clarifying the essence of education.

The link between philosophy and pedagogy facilitates the

advancement of pedagogical sciences. Throughout history, philosophers have proposed valuable ideas concerning human health and the necessity of a healthy lifestyle for personal development. In this context, the fifteenth chapter of Johann Amos Comenius's *Great Didactic* is titled "*The principles of life extension.*" The eminent educator, drawing attention to the views of classical pedagogues on health, emphasized that if we lack sufficient time in life to accomplish great things, the fault lies with us, as we often misuse our lives and gradually contribute to their deterioration. This statement contains profound truth.

In our view, the philosophical foundation for shaping a healthy lifestyle among upper secondary school students is grounded in the philosophy of education. As is well known, the founder of the philosophy of education is considered to be the renowned Anglo-American philosopher John Dewey. According to academic sources, the philosophy of education is defined as a branch of philosophical knowledge that takes education as its central subject. Its emergence dates back to the early twentieth century. In English-speaking countries, the philosophy of education has since attained the status of an academic discipline and is currently represented in various departments of higher education institutions – particularly within faculties of philosophy, and even in certain teacher training colleges.

When considering health as a value, it is understood as the integration of three core components: (a) physical, (b) intellectual, and (c) social; to which (d) moral health must also be added.

Based on the present research, the formation of a healthy lifestyle among upper secondary school students must emphasize the following significant components:

From a philosophical standpoint, it involves value-motivational strategies and attitudes that guide the individual toward perceiving a healthy lifestyle as the most essential aspect for preserving and enhancing health;

From a psycho-pedagogical perspective, it encompasses the necessary mechanisms that support personal well-being, including systematic knowledge and skills conducive to the realization of a healthy lifestyle;

From a physiological point of view, it involves activities that meet the individual's biological needs in relation to physical activity and nutrition.

In light of the foregoing, it becomes clear that achieving the effective formation of a healthy lifestyle among upper secondary school students requires a thorough understanding of the philosophical foundations underlying this process.

The third paragraph of Chapter I of the dissertation is entitled ***“Pedagogical and psychological concepts of activities aimed at the formation of a healthy lifestyle.”*** This paragraph focuses on several key issues, namely the deeply interconnected nature of the sciences of pedagogy and psychology. It is virtually impossible to conceptualize pedagogy without psychology, or vice versa. It is not coincidental that a separate scientific discipline known as pedagogical psychology has long existed, integrating both fields. In recent decades, a new academic discipline – psychopedagogy – has emerged. Both pedagogical psychology and psychopedagogy are now included in the curricula of higher education institutions alongside the core subjects of pedagogy and psychology. Professors A.A. Alizadeh (psychologist), H.A. Alizadeh (pedagogue), and Associate Professor S.H. Alizadeh (psychologist) have co-authored a textbook entitled Psychopedagogy.

This textbook clarifies the concept of development from a psychopedagogical perspective; it examines the traditional lesson through the prism of contemporary educational demands; it analyzes the modern educational system within a framework of cognitive and creative criteria; it highlights both the concept of upbringing and the psychology of upbringing; it regards the philosophy of Azerbaijani national identity (Azərbaycançılıq) as a methodological foundation for the psychology of education; and it presents personality formation as the primary goal of upbringing.

The specific features of activities aimed at promoting a healthy lifestyle among school students can be identified as follows: ensuring students' care for both their physical and moral health; cultivating a system of moral and ethical behavior that discourages tendencies toward irresponsible lifestyles and meaningless leisure, while

encouraging a desire to live and act purposefully; enabling students to recognize and address their own behavioral shortcomings, and to adopt a self-directed stance involving self-education, self-discipline, self-improvement, and personal mastery.

The term “lifestyle” refers to the modes of living and activity of individuals within specific socio-economic conditions, including the fulfillment of material and spiritual needs, as well as norms of communication and behavior. The concept of a healthy lifestyle implies a system in which the human organism functions over an extended period through the harmony of internal and external factors. It encompasses physical strengthening, the harmonious development of personality, and the mutual influence of work and rest practices. A healthy lifestyle and psychological well-being must become a natural and essential need for every individual.

In conclusion, the above considerations demonstrate that the effective formation of a healthy lifestyle among students in grades 10th –11th requires a clear and comprehensive understanding of the pedagogical and psychological concepts guiding this process.

In the fourth paragraph of Chapter I, an analysis entitled ***“Preparation of students for the formation of a healthy lifestyle among senior high school students: A review of the existing literature”*** is conducted. This paragraph clarifies the following points: as a rule, when conducting research on any topic, the relevant literature and dissertation works related to the problem must first be examined and subjected to analysis. The researcher attempts to answer questions such as: What is the current level of development of the problem? To what extent has this issue been studied? What are the identified strengths and shortcomings? Primarily, dissertations defended in our country, authored books and booklets, as well as journal articles, should be reviewed. For obtaining the academic degree of Candidate of Pedagogical Sciences, the following dissertations have been defended: G.H. Huseynova’s “Methods of educating adolescents on a healthy lifestyle” (2015); N.F. Sarkhanli’s “Pedagogical problems of forming a healthy lifestyle among young schoolchildren” (2011); Q.H. Bayramov’s “Valeological education of university students” (2016); and E.A. Ismayilova’s “The system of

work on the formation of a healthy lifestyle among students of higher pedagogical education institutions” (2025).

Chapter II of the dissertation, entitled **“Preparing university students for activities aimed at shaping a healthy lifestyle among upper secondary school pupils,”** consists of two paragraphs. The first paragraph is titled ***“Preparing university students for educational activities aimed at shaping a healthy lifestyle among upper secondary school pupils within the framework of university instruction.”***

In light of the research problem examined in the dissertation, various textbooks have been reviewed. The Psychology textbook contains several relevant topics, among which a dedicated section on mental health is of particular importance. University instructors, during their lectures, make use of this section to convey to students the most essential aspects of psychological well-being. In seminar sessions, students engage with the core content of this topic and examine related themes such as psychological health and longevity.

Likewise, Pedagogy textbooks and courses provide educational content relevant to guiding students in organizing educational activities aimed at fostering a healthy lifestyle among schoolchildren. In other words, these resources equip students with theoretical knowledge. Topics such as the “principles of education,” their defining characteristics, and the pedagogical principles – such as the principle of goal orientation in education; the integration of education with life, labor, and peaceful nation-building in the Republic of Azerbaijan; the principle of taking developmental characteristics into account; the balance between respect for the pupil’s personality and appropriate pedagogical demands (respect and discipline); the principle of unity in pedagogical demands; the comprehensive approach to the educational process; and education within, through, and for the collective – provide substantial theoretical and practical material for educating students on promoting a healthy lifestyle among pupils in grades 5th through 11th.

Research has shown that during their teaching practicum, university students must possess essential knowledge and understanding of health and healthy lifestyle concepts in order to

effectively conduct educational activities related to these themes with upper secondary school pupils. Therefore, their preparation for such activities must begin within the university environment. In this regard, lectures and seminar sessions play a crucial role.

The second paragraph of Chapter II is entitled "***The preparation of university students for educational activities aimed at fostering a healthy lifestyle among upper secondary school pupils through extracurricular activities.***" This paragraph highlights several key points: the process of preparing university students for carrying out educational work with upper-grade pupils was effectively continued through extracurricular activities. In general education schools, various events were organized to promote healthy lifestyle habits among pupils. These events fulfilled important educational, formative, and developmental functions. Firstly, such events were designed to help students effectively organize educational activities with schoolchildren. Secondly, the events contributed to the students' own development, including their education, training, and personal growth. Becoming acquainted with key concepts such as "health," "healthy life," "healthy lifestyle," "physical health," "mental health," "moral (or spiritual) health," "psychological health," "proper nutrition," "the importance of physical activity, physical education, and sports," and similar notions – alongside acquiring the necessary skills and competencies in this field – contributed to the students' own readiness to adopt and practice a healthy lifestyle.

To prepare students for educational activities that promote a healthy lifestyle among upper secondary school pupils, a range of extracurricular formats were employed, including conversations, lectures, presentations, discussions, debates, roundtable meetings, thematic evenings, contests, competitions, student conferences, and more. In this regard, the disputation-discussion titled "*Fostering a healthy lifestyle among pupils: preparing students for educational activities during the pedagogical practicum*" proved to be highly effective. From the perspective of achieving a healthy lifestyle, several essential factors play a significant role in ensuring personal well-being. These include maintaining a consistent daily routine, proper nutrition, a commitment to sports and physical activity, and

maintaining positive and reciprocal communication with peers and the wider community.

Health is approached through four main dimensions: mental health, moral (or general) health, physical health, and psychological health.

Mental health is nourished through the development of sound reasoning, rational consciousness, critical thinking, imaginative capacity, and a broad worldview.

Moral health is expressed as a demand for qualities such as integrity, humanism, and justice. As Mir Mohsun Navvab once said, “Value the healing of your conscience more than the healing of your body.”

Physical health refers to a natural condition of the individual, defined by the normal functioning of the body’s organs and systems.

Psychological health is largely dependent on the central nervous system and is characterized by emotional stability, developed attention and memory, and the strengthening of volitional traits.

To ensure the mental, moral, physical, and psychological well-being of the younger generation, it is essential to cultivate within them a conscious need for a healthy lifestyle.

The research findings indicate that, in order for university students to effectively conduct educational activities with upper secondary school pupils in fostering a healthy lifestyle, they must themselves possess the necessary knowledge and awareness regarding health and healthy living. Thus, institutions of higher education bear the responsibility of preparing students for this task. In this regard, extracurricular activities play a crucial and transformative role.

Chapter III of the dissertation is titled **“The activities of university students in promoting a healthy lifestyle among upper secondary school pupils during the pedagogical practicum.”** This chapter comprises four paragraphs. The first paragraph, entitled ***“The pedagogical practicum as a means of promoting a healthy lifestyle among 10th –11th grade pupils,”*** focuses on the following key issues:

Students pursuing a teaching profession undertake their pedagogical practicum in general education schools, kindergartens,

vocational and technical institutions, colleges, and, in some cases, within the faculties of their own universities or institutes. The pedagogical practicum typically includes professional practice and pre-graduation internship phases, while at the master's level, it encompasses stages of scientific-research and scientific-pedagogical practice.

The pedagogical practicum constitutes one of the essential components in the preparation of competent pedagogical personnel. During this period, students consolidate and deepen the theoretical knowledge acquired at universities or pedagogical institutes in their respective fields – be it mathematics teaching, literature, history, primary education, physics, or another specialization. Moreover, they expand their experience and acquire new, necessary skills, competencies, and habits.

During the practicum, professional training is finalized through practical application. The theoretical knowledge gained through lectures and seminars in higher education institutions is put into action and assimilated in real classroom settings.

Universities and pedagogical institutes establish contracts with general education schools and kindergartens to facilitate student practicum placements. For student trainees to effectively engage in educational and instructional work within these schools, they must possess both theoretical and practical readiness. Theoretical knowledge is acquired through lectures and seminars, while practical experience is gained through extracurricular activities in higher education institutions. Often, students take on the initiative and organization of various events such as thematic evenings, student conferences, performances, concerts, competitions, contests, and so forth. Consequently, teaching lessons and conducting extracurricular and out-of-school activities with pupils do not pose difficulties for them.

These observations suggest that the pedagogical practicum is beneficial not only for students themselves but also for 10th–11th grade pupils. With the support of student trainees, upper secondary school pupils gain essential knowledge about health, preserving and strengthening their well-being, and cultivating a healthy lifestyle. As a result, they are encouraged to adopt and maintain healthy living habits.

The second paragraph of the chapter, entitled ***“Educational and instructional activities conducted by student trainees to promote a healthy lifestyle among upper secondary school pupils during the teaching process,”*** outlines the following key points:

During their pedagogical practicum, student trainees primarily aimed to support the development of students’ health awareness and the promotion of a healthy lifestyle through the teaching of such subjects as Azerbaijani History, Azerbaijani Language, Literature, Physical Education, and Natural Sciences. They conducted various forms of student engagement activities, including discussions, debates, and critical dialogues on relevant topics.

In this context, Physical Education lessons played an especially significant role in equipping upper secondary school pupils with essential knowledge about health and fostering a commitment to a healthy lifestyle. These lessons directly contributed to the physical well-being of students. A review of the Physical Education Curriculum for general secondary schools, which spans Grades 1st through 11th, confirmed that the curriculum is designed with an outcome-based approach. The content is structured around skills and values, with a focus on students’ moral-volitional development, cognitive engagement, physical movement skills, and psychomotor activities.

The Physical Education curriculum clearly outlines the core educational objectives for each stage of general education. It covers the formation of moral-volitional traits in pupils, the development of motor skills and physical capabilities, the enhancement of health, the strengthening of the human body, and the provision of fundamental knowledge in the field of physical education.

Literature classes also played a substantial role in promoting a healthy lifestyle among 10th –11th grade pupils. In collaboration with literature teachers, student trainees utilized the educational, moral, and developmental potential of various literary topics to initiate conversations with pupils on issues such as the preservation of health, the secrets of long-lasting existence, disease prevention, and the benefits of healthy living. They strategically leveraged the moral-educational value of literary themes to instill health-conscious attitudes.

Students, having already been exposed to theoretical and practical components of pedagogy and psychology through lectures and seminars at their universities, demonstrated an ability to effectively apply this knowledge during their school practicum. Whether through classroom instruction or extracurricular initiatives, they conducted various educational activities with pupils –particularly those in grades 10th and 11th – focused on health and healthy living.

The research clearly confirms that the educational and instructional efforts carried out by student trainees during the teaching process proved effective in fostering a healthy lifestyle among upper secondary school pupils.

The third paragraph of Chapter III, titled “***Educational and instructional activities conducted by student trainees to promote a healthy lifestyle among upper secondary school pupils through extracurricular activities,***” elaborates on the following aspects:

In the experimental schools, student trainees involved 10th – 11th grade pupils in extracurricular activities aimed at fostering a healthy lifestyle through two main directions:

Participation in extracurricular activities with educational value;

Participation in extracurricular activities with a focus on moral and personal development.

To ensure the effectiveness of these extracurricular initiatives, student trainees employed a range of work formats, methods, and instructional tools. These efforts contributed significantly to the personality development of both male and female upper secondary school pupils.

Lifestyle, as a concept, encompasses several interrelated categories, namely: standard of living, quality of life, and behavioral lifestyle.

The standard of living refers to an economic category reflecting the degree to which an individual’s material, spiritual, and cultural needs are met.

Quality of life denotes the comfort experienced in the satisfaction of these needs.

Lifestyle, in the context of this research (focused on female upper secondary school pupils), characterizes the individual’s

cultural behavior and patterns of daily living.

The behavioral aspect of lifestyle integrates the above two dimensions – standard of living and quality of life – while also being influenced by the broader socio-economic development level of the society.

In their work with upper-grade pupils, student trainees regularly organized and implemented activities such as: discussions, debates, contests, student conferences, competitions, roundtable meetings, nature excursions, and guest speaker sessions.

Through these engagements, pupils were encouraged to reject harmful habits and tendencies, adopt physically and socially active behaviors, maintain a healthy diet, and strive toward self-education and self-improvement.

During their pedagogical practicum, students from the participating higher education institutions conducted conversations with pupils on topics such as:

“Good habits,” “Harmony of body and soul”, “Sleep hygiene,” “Health is in our hands,” “Harmful habits and human health,” “The importance of skin for human health,” “Healthy lifestyle as a preventive condition against harmful habits,” “The dangers of smoking and alcohol,” “Mental health,” “Moral health,” “Physical health,” “Psychological well-being,” “The danger of chemical burns,” “The physical nature of fatigue,” “First aid in cases of musculoskeletal injuries”, “Self-management skills,” and many more.

They also held debates and discussions on: “Excess weight as a cause of illness”, “The role of environmental problems in human life”, “The dependency of human health on the surrounding environment.” Further, conversations and debates on topics such as “Cosmetics and girls’ health” and “Eliminating harmful habits as a prerequisite for health protection” were organized.

During a discussion titled “A House that welcomes the sun needs no doctor,” pupils reached the correct conclusion that homes exposed to sunlight are not only cleaner but also benefit from the disinfecting effect of sunlight, which eliminates harmful microorganisms in indoor environments.

In the session on “Enemies of human health”, upper secondary school pupils were provided with information regarding the harmful effects of computers, electromagnetic fields, radiation, mobile phones, signal interference, and satellite transmitters on living organisms, including their adverse impact on individual human health.

The results of the study clearly demonstrate that the educational and instructional efforts carried out by student trainees during extracurricular activities play a significant and positive role in shaping a healthy lifestyle among upper secondary school pupils.

The final paragraph of Chapter III is dedicated to the ***“Organization, implementation, and outcomes of the experiment”***. In order to obtain the necessary data on the level at which the promotion of a healthy lifestyle was organized among upper secondary school students, the practices of participating schools were examined. Lessons and extracurricular activities were observed, and the attitudes of students – as well as members of the teaching staff and student teachers undergoing pedagogical internships – towards health and healthy living were analyzed.

The pedagogical experiment was structured in three distinct stages: the diagnostic stage, the formative stage, and the summative (evaluation) stage.

During the experimental process, the following working hypothesis was tested: the formation of a healthy lifestyle among upper-grade students can be successfully achieved if the following conditions are met:

If student teachers, alongside members of the school teaching staff, are involved in addressing the crucial issue of fostering health and promoting a healthy lifestyle among students;

If the development of students' demand for health and the implementation of a healthy lifestyle technology are integrated into the school's pedagogical practice;

If the structure, content, and essence of a healthy lifestyle are considered as a model reference for students' personal lives;

If a model for promoting a healthy lifestyle is developed and applied both in the teaching process and extracurricular activities of

general secondary schools – this will create favorable conditions for students to adopt and maintain a healthy lifestyle.

The study involved participation from several higher education institutions, including Ganja State University, Mingachevir State University, and Azerbaijan University of Languages, as well as general education schools such as Schools No. 10 and 39 in Ganja, Schools No. 1 and 7 in Mingachevir, and School No. 27 in Baku. During the formation of experimental and control groups, care was taken to ensure that the selected classes were approximately equal in terms of academic success and level of moral development.

During the diagnostic stage of the experiment, the level of upper secondary school students' understanding and adoption of a healthy lifestyle was assessed. This analysis was based on three levels: high, average, and low. Initially, a mass survey method was used. The findings showed that student health was indeed a priority in general secondary schools, and that each school had a designated medical professional. In cases of illness or health issues, students were referred either to the school doctor or to a children's polyclinic.

However, observations and surveys also revealed several shortcomings: some students – particularly female students – were reluctant to participate in physical education classes, and some even avoided these activities altogether. A number of students were unable to achieve notable success in sports, and some schools did not organize morning exercises. In addition, some subject teachers did not fully utilize the educational potential of relevant topics.

It was also found that students lacked a clear understanding of important components of health such as mental, physical, moral, and psychological well-being. Some students did not follow proper nutrition, and they failed to adequately balance their learning, rest, and sleep. There were also students who did not sufficiently adhere to hygiene practices.

The aim of the diagnostic phase was to determine the readiness indicators of upper secondary school students for adopting a healthy lifestyle and to clarify the role played by both the teaching staff and the student teachers in this process.

In the formative stage, the effectiveness of the pedagogical conditions established for fostering a positive attitude toward health among students was tested.

Finally, in the summative stage, upper-grade students were surveyed again. The content and results of the survey are presented in **Table 3.4.1**.

№	Question	High	High	Medium	Medium	Low	Low
		(Control)	(Experimental)	(Control)	(Experimental)	(Control)	(Experimental)
1	What does health mean?	40	65	45	30	13	2
2	Why is it important to be healthy?	38	65	46	32	14	0
3	What does mental health mean?	36	62	46	31	16	4
4	What does moral health mean?	41	60	42	35	15	2
5	What does physical health mean?	46	62	42	34	10	1
6	What does psychological health mean?	35	58	48	36	15	3
7	What does a healthy lifestyle mean?	43	57	41	38	14	2

8	What prevents you from leading a healthy lifestyle?	33	50	40	41	25	6
9	Which type of sport do you practice?	36	61	36	32	16	4
10	Do you do morning exercises?	37	60	39	34	22	3
11	What does balanced nutrition imply?	41	61	38	32	19	4
12	Does the environmental condition support a healthy lifestyle?	38	62	42	33	18	2
13	Why is it important to follow a dietary regimen?	41	57	37	37	20	3
14	What does it mean to control the respiratory system?	33	56	39	36	26	5
15	Why should you breathe through your nose, not mouth?	37	56	40	38	21	3

16	Why do they say: 'Wise walking and figure running'?	35	63	38	32	25	2
17	Why do they say: 'Skin is the body's most important garment'?	32	64	39	31	27	2

Note: A total of 97 students from the experimental classes and 98 students from the control classes participated in the survey.

As evidenced by the table, purposeful, systematic, and continuous efforts enabled the students in the experimental classes to achieve significantly higher results. The indicators can be observed in the corresponding table.

Thus, the findings of the study allow us to conclude that the objectives of the research have been achieved and the research tasks have been fulfilled. The proposed hypothesis has been validated. The experiment demonstrated that the implementation of the proposed set of organizational and pedagogical conditions significantly improved students' preparedness for maintaining a healthy lifestyle.

A number of important **conclusions** were drawn from the research. Some of these are highlighted below:

1. The study revealed that the formation of a demand for health and a healthy lifestyle among 10th –11th grade students is one of the key responsibilities of general secondary schools. In fulfilling this responsibility, both the teaching staff and student teachers conducting pedagogical internships at the school should and do play an active role.

2. Within the teaching process, the educational, developmental, and particularly the educational functions of various subjects – especially Physical Education, Literature, and the History of Azerbaijan – should be emphasized. When this occurs, students in

upper grades are encouraged to strengthen their bodies, follow hygienic rules, protect their health, participate in physical training, gymnastics, and sports, and develop a genuine desire to live in accordance with the principles of a healthy lifestyle.

3. Extracurricular activities play a special role in promoting a healthy lifestyle among students. Activities such as discussions, debates, exchange of opinions, student conferences, and roundtable meetings are of significant value in this regard.

4. As a result of the systematic and goal-oriented efforts of student teachers with upper-grade students, the latter develop an understanding of concepts such as proper nutrition, correct breathing, long life, effective rest, and meaningful use of leisure time. Students begin to realize that healthy living entails more than just eating tasty food, sleeping, lounging on the couch, watching TV, or strolling on the beach – true rest and leisure should be meaningful and health-promoting. They also begin to distance themselves from behaviors and habits that are detrimental to a healthy lifestyle.

5. The research demonstrated that health consists of various dimensions: intellectual health, moral (spiritual) health, psychological (mental) health, and physical health. In order to lead a healthy lifestyle, students must understand and care for each of these components, ensuring a holistic approach to their well-being.

Based on the findings of the research, the following **recommendations** can be proposed:

1. Given the topical nature of the issue, it would be advisable to continue defining Master's and PhD dissertation topics on the problem of forming a healthy lifestyle among students in the coming years.

2. Considering the lack of books, monographs, or brochures specifically dedicated to the issue of developing a healthy lifestyle among students (and university students), it would be useful to develop and publish scholarly works focused on this topic.

3. The regular organization of national-level events and scientific-practical conferences related to the formation of a healthy lifestyle and the secrets of longevity among the younger generation would likely yield positive and sustainable results.

The content of the research, its main scientific ideas, and the obtained results have been reflected in the following scientific articles and conference materials published by the applicant:

1. The role of pedagogical practice in forming a healthy lifestyle among senior grade students // Baku: Scientific Works of Baku State University, 2023, No. 2, pp. 58-62.
2. The concept and essence of a healthy lifestyle among senior grade students // Baku: Scientific Works of İERA, 2023, No. 5, pp. 65-69.
3. Preparation of students for the work on forming a healthy lifestyle among senior grade students: Analysis of Existing Literature // Baku: Scientific Works of İERA, 2024, No. 1, pp. 104-109.
4. Preparation of students for educational and upbringing work on forming a healthy lifestyle among senior high school students // Successes of the Humanities, 2024, No. 4, pp. 339-344.
5. Educational and upbringing work conducted by student practitioners on forming a healthy lifestyle among students during extracurricular activities // Successes of the Humanities, 2024, No. 9, pp. 193-198.
6. Features of the formation of critical thinking among students of technical specialties // Scientific Publishing Center "Actuality.RF." Eurasiascience. LXI International Scientific-Practical Conference. Collection of Articles. Moscow, 2024, Issue LXXVIII, pp. 144-147.
7. Educational and upbringing activities conducted by students related to the formation of a healthy lifestyle among pupils during the educational process // Mingachevir: Education and Research Activities in the New Era: Realities and Challenges. Materials of the II International Scientific Conference, 2024, pp. 163-165.
8. Formation of a healthy lifestyle: Educational and upbringing work by students with pupils // Nakhchivan: International Scientific Conference dedicated to the 100th Anniversary of Nakhchivan Teachers Institute and the "Year of Solidarity for a Green World," 2024, pp. 742-744.

The defense will be held on the 17th of october of 2025 at 16⁰⁰ at the meeting of the Dissertation council FD 2.49 of the Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at the Khazar University

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