

THE INFLUENCE OF HEALTH ON THE FORMATION OF STUDENTS' QUALITY OF LIFE

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Abstract. The article examines the impact of health on the formation of quality of life during the student period. According to him, the issue of quality of life was analyzed from the perspective of the student period. At the same time, the issues of studying the impact of health on the formation of quality of life during the student period are highlighted from an empirical point of view.

Keywords: student period, quality of life, meaning of life, mental attitudes, critical thinking, self-criticism, the ability to be interested in new things, the pursuit of independence, psychological health, personal development, professional development, material and family values.

ВЛИЯНИЕ ЗДОРОВЬЯ НА ФОРМИРОВАНИЕ КАЧЕСТВА ЖИЗНИ СТУДЕНТОВ

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Аннотация. В статье рассматриваются вопросы влияния здоровья на формирование качества жизни в студенческий период. По его словам, вопрос качества жизни был проанализирован с точки зрения студенческого периода. Вместе с тем, с эмпирической точки зрения освещены вопросы изучения влияния здоровья на формирование качества жизни в студенческий период.

Ключевые слова: студенческий период, качество жизни, смысл жизни, умственные отношения, критичность, самокритика, способность интересоваться новым, стремление к самостоятельности, психологическое здоровье, личностное развитие, профессиональное становление, материальные и семейные ценности.

It is known that the student period was defined by B.G. Ananyev based on age criteria and socio-psychological characteristics. According to age criteria, the student period is compared with the developmental stages of adults. This is late adolescence, with age ranging from 18 to 25 years. According to B.G. Ananyev, the student period is an important period for the development of a person's basic sociogenic abilities [1].

In late adolescence, maturity is observed in mental and moral relationships. L.D. Stolyarenko emphasizes that during late adolescence, intellectual capabilities are activated, character formation occurs, criticism, self-criticism, the ability to be interested in novelty, the desire for independence, and so on. Also, as a consequence of unstable self-esteem, there is internal insecurity, youthful maximalism, and a refusal to accept the opinions of others. During this same period, important decisions are made regarding career acquisition, family formation, and the beginning of material and financial independence [7].

The period of late adolescence is associated with the start of studies at a higher educational institution and the commencement of labor activity. In the first year of university, the "yesterday's schoolboy" takes on a new social role. First-year students go through a certain period. During this period, they adapt to a new community and to stricter requirements than at school. In addition, the problem of

experiencing exam stresses is added. The method of solving the mentioned problems contributes to the student's personal and professional formation or leads to deep internal crises [8]. In this regard, higher education institutions should pay serious attention to the adaptation process of first-year students. V.T. Lisovsky studied student youth as a social group.

Students combine young people of approximately the same age (18-25 years old) with a single educational level, engaged in a single type of activity - special education-oriented education, having common goals and motives. Their lifespan is limited by time (on average, 5 years). The distinctive features of student life include the nature of labor (the educational process) and membership in a specific social group. The difference between students and other social groups is manifested in their search for the meaning of life, the emergence of new ideas and opinions, and innovative changes [4]. Using the specialization level of higher education as an example, we emphasize the specifics of student development across various training courses. The first-year student is characterized by the integration of the "yesterday schoolboy" into student life—that is, the process of adaptation to a new environment and reconstruction. The second year is characterized by intensive educational activities that encompass all forms of education and upbringing, as well as general training in the means of studying general education subjects. In the third year, the process of specialization and deepening professional interests begins. In the fourth year, students become acquainted with their future professions in production during their educational internship. In the fifth year, studies are completed, a final qualifying thesis is prepared, practical instructions for professional activity are provided, and material and family values are updated [3]. Furthermore, quality of life should be understood as the characteristics of a person's or a specific social group's life activity within a specific time interval, under specific conditions, and in conditions that ensure the normalization of indicators for types of activities, needs, and interests of the person (social group).

Students' quality of life is, first and foremost, an assessment of the students' level of satisfaction with various contexts in their lives, their subjective feelings, which are formed based on specific life conditions and emotional states. Since the main type of student activity is the educational process, education is a mandatory component of students' quality of life. Furthermore, in this work, we study important socio-psychological characteristics of university students, such as material security, nutrition, health, psychological support, family relationships, peer relationships, and self-awareness. A few words about such an important component of quality of life as health. Without maintaining health, it is impossible to achieve a high quality of life. The World Health Organization (WHO) Charter proposes to consider health not only as the absence of diseases and physical defects, but also as a state of full physical, spiritual, and social well-being. According to the WHO definition, the term "health" includes three components: physical health, psychological health, and social health.

A person's physical health is defined as a natural state in which all organs and systems of the body function normally. The concept of psychological health implies the stable adequate functioning of all basic mental functions that constitute the human psyche and the ability to adapt to the environment. Social health consists of the general orientation of the individual toward socially useful activity. Perception of social reality through the prism of adequacy is combined with a sincere interest in society and the environment, effective self-management and self-improvement, as well as altruism, empathy, and responsibility to society [9]. Health psychology is the science of the psychological causes of health, as well as the methods and means of its maintenance and strengthening [2].

Health psychology deals with the study of how psychological, behavioral factors affect the physical state of health. At the heart of this science lies its orientation toward self-preservation. Health psychology is a synthesis of psychology and valeology [5].

The most important problem of health psychology is the preservation, strengthening, and development of health. In this case, the psychological component is relied upon. The task of health psychology, unlike other fields of psychology, is to develop human perception and adaptive behavior, as well as to prevent the development of psychological and somatic pathology, respectively. The main issues considered within this discipline include the assessment of physical, mental, and social health, as well as the establishment of self-assessment criteria [9]. The concept of "psychological health" was formulated by the Russian psychologist I.V. Dubrovina. According to the author, while the term "psychological health" refers to individual mental processes and mechanisms, the term "psychological health" refers to the individual as a whole, is closely linked to the highest manifestations of the human spirit, and represents the psychological aspect of psychological health issues, unlike medical, social, philosophical, and other aspects [6].

Psychological health is a state of mental well-being, a proper attitude toward the environment, and the absence of painful mental states. Psychological health characterizes the individual as a whole. Health can also be defined as a person's ability to adapt to the environment, resist diseases, preserve themselves, expand their capabilities, increase their full life activity, in other words, ensure their well-being.

In the empirical study of the level of psychological health manifestations during the student period, A.V. Kozlov's "Individual Model of Psychological Health" methodology was used in the group of respondents, and the results obtained were analyzed in quantitative and qualitative terms. The results of the quantitative analysis are reflected in the table.

Table 1.

Levels of psychological health manifestations during student years

Number of respondents	General levels of mental health											
	Upper				Medium				Low			
	Son		Girl		Son		Girl		Son		Girl	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
352 persons	35	10%	42	11,3%	51	13,3%	68	19%	75	21,4%	89	25%

According to the results presented in Table 1, significant gender differences are observed in the level of psychological health manifestations during the student period. According to it, we can see that among the respondents who participated in the study, 35 boys were 10% higher and 42 girls were 11.3 higher. Based on the analysis of the results, it can be seen that students in this group have a conscious attitude toward their health and are free from various unhealthy habits. In particular, students try not to get into various stressful, difficult situations, considering their health to be important. At the same time, they strive to strictly adhere to their daily routines and plans.

It can be seen that among the respondents participating in the study, 51 boys (13.3%) and 68 girls (19%) had an average level of psychological health. From their point of view, they try to take care of their health, but in most cases, it depends on the situation. Also, one of the main characteristic features

of this period is explained by the increased tendency toward imitation. This leads them to perform actions without thinking about their health from time to time.

Among the respondents who participated in the study, 75 boys (21.4%) and 89 girls (25%) showed a low level of psychological health. It can be seen from the results that the students in this group of respondents do not pay much attention to their health. In particular, cases of non-compliance with the daily routine and a healthy lifestyle are observed. It was found that this negatively affects their personal development and health levels.

Studying at a higher educational institution requires a high level of physical and mental work capacity, discipline, the ability to process large amounts of material, the ability to make decisions and take responsibility for them, etc. Students' physical and mental resources seem limitless, and they often neglect their health. It should be noted that educational institutions should encourage students to maintain and strengthen their health. A person's health is inextricably linked to their life activities. The value of health lies in the fact that it is a prerequisite for productive human activity, through which well-being and a high quality of life are achieved.

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