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HEALTHY LIFESTYLE AS A SOCIO-PEDAGOGICAL CATEGORY

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Annotation: The article examines the concept of a healthy lifestyle as a socio-pedagogical category. It analyses the leading role of lifestyle in the formation of human health, as well as its economic, sociological, socio-economic and socio-psychological dimensions. The philosophical, theoretical and empirical levels of studying the concept, the groups of its definitions, and its identifying, comparative, evaluative and integrating functions are revealed. The author interprets a healthy lifestyle as an essential condition for the harmonious development of personality.

Keywords: lifestyle, healthy lifestyle, health, valeology, socio-pedagogical category, personality, way of life, health preservation.

Introduction

Each person has a certain perception of the world around them, the people around them, and life. The environment appears to a person exactly as he imagines it. These images that guide our behavior are saturated with emotions, and for most people it takes about a month and a half to adapt the psychological perception to the new reality, and about six months to fully get used to it and achieve peace of mind.

Lifestyle plays a leading role in the formation of human health and determines its condition by 50%. This concept expresses the features of the daily life of people belonging to a certain social formation, covering their work, lifestyle, forms of using free time, methods of satisfying material and spiritual needs, participation in social life, and norms and rules of behavior. Therefore, the study of lifestyle and the healthy lifestyle that is inextricably linked to it as a socio-pedagogical category is of urgent importance for today's pedagogical science.

Level of research and methodology of the topic

The problem of lifestyle has been actively studied since the 60s of the 20th century. However, despite the large number of publications, the authors could not come to a common opinion on many principled aspects of this issue, first of all, on the content of the concept of "lifestyle". To date, there is not a single definition that has not been criticized. In the study of this concept, it is methodologically important to solve two issues - determining the level of research and determining the meaning and function of the concept of "lifestyle" in various fields of scientific knowledge.

The following levels (edges) of lifestyle research are distinguished in the literature: according to the degree of generality of the object of research (lifestyle of society, community, individual); according to the aspects of the individual's life activity (social, psychological and biological aspects); according to a specific subject area related to the professional direction of the scientist (philosophical, sociological, economic, medical, ecological, pedagogical, ethical aspects); according to the practical orientation of the research (labor, formation of a healthy, collective, family, moderate lifestyle). Each of these approaches leads to the allocation of an "analytical research area" in which certain knowledge is accumulated and developed. In the general scientific literature, it is customary to distinguish three main levels of studying lifestyle - philosophical,

theoretical and empirical levels. At the theoretical socio-philosophical level, the essence, structure and dynamics of lifestyle, including a healthy lifestyle, are studied in general terms; at this level, the problem of a healthy lifestyle does not appear independently. At the special-scientific theoretical level, the structural and dynamic aspects of lifestyle are identified in various areas of its manifestation, and the knowledge and methods of special sciences are used. It is at this level that the concept of a "healthy lifestyle" can be theoretically developed, since the most general philosophical level is excluded from specific scientific concretizations. In pedagogy, this situation is manifested in the difficulties associated with defining the concept of a healthy lifestyle for a student and a teacher.

Research results and their analysis

“Lifestyle” (Latin “modus vivendi”) is a style and order of stable orientations, a psychological model that combines culture, education, upbringing, preferences and individual characteristics of a person. Lifestyle is a biosocial category that combines ideas about a certain type of human life activity, characterized by his labor activity, life, the form of satisfying material and spiritual needs, individual and social rules of behavior. At the same time, lifestyle is a system of human and external environmental factors, as well as a person’s interaction with himself.

The intellectual and creative component is of great importance in the formation of lifestyle and maintaining individual health. Although lifestyle is largely determined by socio-economic conditions, at the same time it also depends on the motives of activity of a particular person, the characteristics of his psyche, the state of health and the functional capabilities of his body. This explains the diversity of lifestyles of different people. If thousands of generations of our ancestors lived in close connection with nature, in harmony with natural rhythms, then modern people live in the rhythm of the production (educational) cycle, which is the same in any season of the year.

Lifestyle is usually interconnected with the lifestyle, standard of living, quality of life and lifestyle, and these concepts are combined into four categories. The economic category is expressed by the standard of living and answers the question of material and other well-being - this is the degree of satisfaction of material, cultural, spiritual needs. The sociological category characterizes the quality of life, that is, the convenience of satisfying human needs. The socio-economic category denotes the lifestyle - the level of satisfaction of people with material and spiritual values. The socio-psychological category denotes the lifestyle - a certain standard to which the psychology and physiology of a person conform.

Assessing the role of these categories in the formation of health, it should be noted that even when the first two categories (level and quality) inherent in society have equal opportunities, human health largely depends on the lifestyle. Lifestyle, in turn, is largely personal in nature and is determined by historical and national traditions (mentality) and personal inclinations (image). It is precisely the relationship between lifestyle and health that is most fully expressed in the concept of "healthy lifestyle"; this concept forms the basis of the scientific direction of valeology.

The essence of the concept of "healthy lifestyle"

The concept of "lifestyle" is considered to have been introduced into medicine by Hippocrates. In the past, the problems of people's lifestyle were considered without attempting to theoretically develop the concept of "healthy lifestyle". Attempts to conduct a socio-philosophical analysis of the problem of health and a healthy lifestyle have been made several times. Nevertheless, there remains a need for a scientific study of the content of this concept, the separation of its principles and conditions, and the identification of similarities and differences with the category of “health”.

D. Stepanov and A.M. Izutkin, trying to give a comprehensive definition of this concept, define a healthy lifestyle as a type of life activity that is typical and important for a particular socio-

economic formation, strengthens the adaptive capabilities of the human body, contributes to the full fulfillment of its social functions and active longevity. V.A. Troyansky emphasizes that socio-economic and worldview aspects can be the most effective in determining a healthy lifestyle.

In general, the definition of a “healthy lifestyle”, like the concept of “health”, is interpreted differently. It is defined as typical forms and methods of human daily life, as active activity aimed at strengthening and improving the body’s reserve capabilities, ensuring biological and social adaptation, and aimed at forming, preserving and strengthening health. A healthy lifestyle does not arise by itself, but is purposefully and consistently formed throughout life.

The definitions of a healthy lifestyle given by experts can be conditionally divided into four groups. The first group describes a healthy lifestyle through behavioral results - through activities aimed at preserving and strengthening health, achieving maximum working capacity, good mood, comfort and longevity. The second group describes a healthy lifestyle through human actions, that is, through its factors: a rational combination of physical and mental loads, personal hygiene, rational nutrition, the absence of harmful habits, and physical education. The disadvantage of such definitions is their purely descriptive nature.

The third group covers not only the medical and hygienic aspect, but also the spiritual sphere: a healthy lifestyle is defined as the harmony of physical, spiritual and social life, a set of spiritual, emotional and physical needs of a person. The fourth group considers a healthy lifestyle as a specific form of communication between various aspects of personal development, as an optimal combination of physical, spiritual and moral qualities. Thus, a healthy lifestyle is one of the important characteristics of a comprehensively and harmoniously developed person, in essence, the most important component of a health culture.

Tasks of the concept of a healthy lifestyle

The concept of a "healthy lifestyle" performs four main tasks - identifying, comparative, evaluative and integrating. The identifying task allows us to distinguish individual individuals and communities whose lifestyle contributes to or hinders the preservation and strengthening of health. Without special studies, relying only on scientific and practical experience, pedagogy (in particular, teachers) can most likely identify groups of children at risk of health deterioration and take measures to prevent unhealthy behavior.

The comparative task allows not only to distinguish, but also to compare, specific aspects of people's lifestyles from a health perspective. In this case, the comparison can be carried out according to several criteria - the objective socio-economic and cultural conditions in which the lifestyle is implemented, the structural characteristics of the organization of people's life activities, and the complexity and variability of the lifestyles of representatives of different social groups.

The evaluative task allows us to consider this qualitative characteristic of people's lifestyles as a specific social value. A healthy (or unhealthy) lifestyle is one of the important criteria for assessing an individual's attitude to his spiritual and physical development, to his harmonious improvement. The integrative task allows us to bring the main methods of organizing human life activities into a single theoretical scheme from the point of view of health and disease and reflects the unity of psychological, social, pedagogical and medical-biological research.

Healthy lifestyle and harmonious development of the individual

An important aspect of a healthy lifestyle is harmony in the fulfillment of socio-biological tasks by a person, which is determined by the correspondence between the physical and spiritual development of the individual, his thoughts and actions, ideals and real reality. The natural conditions for such harmony include the age of the individual, constitutional features, features of the nervous system, abilities, etc. These features acquire special characteristics that reflect the

degree of adaptation of the person to the conditions of life in the process of socialization of the individual.

A healthy lifestyle plays a decisive role in the formation of a person as an individual, and its violation leads to undesirable consequences. This can be observed on the example of specific forms of human activity. For example, accented individuals have the potential for both socially positive and negative traits. For some accented individuals, certain lifestyle conditions are unfavorable: a pedantic person can fall into a state of neurosis in a situation where any conditions of activity are not strictly regulated, while a demonstrative person, on the contrary, can get sick in conditions where emotional manifestations are strictly regulated. At the same time, he can achieve high creative achievements in conditions favorable for him. This indicates the need to take into account the mechanisms of individualization when assessing a lifestyle as harmonious or disharmonious, healthy or unhealthy.

A healthy lifestyle plays a decisive role in the formation of a person as an individual. According to the personal-activity concept, the concepts of "health" and "healthy lifestyle" are essentially compatible, and a healthy person can only be considered a harmoniously developing person, oriented towards solving important life tasks, possessing a mature life outlook. Therefore, the concept of a healthy lifestyle is largely regulatory in nature and cannot fail to integrate with the health-preserving aspects of various disciplines (medical, psychological, philosophical, ethical, pedagogical). Together with them, a healthy lifestyle allows a person to choose a life activity taking into account his age-gender, constitutional, neuropsychic, professional and family characteristics.

Conclusion

The results of the analysis show that a healthy lifestyle is a complex, dynamic system, has an interdisciplinary and comprehensive nature. This concept occupies one of the central places in the system of concepts of modern health theory, uniting the entire complex of psychological, social, ecological, hygienic, medical, biological and pedagogical research. A person has empirically realized that ignorance of the norm in nutrition, alcohol abuse and low physical activity reduce health reserves, while playing sports, rational nutrition and training increase them.

The earlier a person develops the need to take care of his health, that is, motivation, the healthier each individual and society as a whole will be. Therefore, the formation of a healthy lifestyle is the main means of primary prevention in strengthening the health of the population. From a pedagogical point of view, the concept of a healthy lifestyle serves as a theoretical and methodological basis for the formation of a health culture in the growing generation in the process of education and upbringing and requires its interpretation as an integral component of the harmonious development of the individual.

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