

# *Technologies of Education in Physical Training*

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## **THE METHOD OF FORMING A HEALTHY LIFESTYLE OF STUDENTS IN THE HEALTH FUNDAMENTALS LEARNING PROCESS**

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### **Abstracts**

**Relevance of the Theme.** Educational reform requires to introduce innovative teaching methods into pedagogical process that would stimulate and motivate students to personal development. The use of modern techniques in the health fundamentals learning process enables to create health preserving competence among students, increase their interest in health preserving subjects and change their attitude towards their own health and the health of others. The method of forming a healthy lifestyle of students in the health fundamentals learning process is aimed at the acknowledgement and development of personal qualities, as well as the disclosure of the creative and physical potential of the individual. **The objective of the work** is to develop a method of forming a healthy lifestyle of students in the health fundamentals learning process. **Methods.** Analysis of scientific publications, interviews, questionnaires, pedagogical experiment. **Results.** The work explores and identifies the differences and features of applying the «healthy lifestyle» and «healthy way of life» categories. The author considers the purpose and tasks of the method of forming a healthy lifestyle of students in the health fundamentals learning process, as well as defines the methods of teaching, theoretical and methodological approaches to the formation of a healthy lifestyle, the results of the formation of the students' healthy lifestyle, and the criteria and indicators: motivational and value, cognitive-theoretical, operational- technological, reflexive-estimating. The method of forming a healthy lifestyle of students in the health fundamentals learning process increases students' cognitive and creative activity, stimulates the development of physical, moral and intellectual potential, helps to identify individual typological features of the person and forms new behavioral skills. **Conclusions.** The implementation of this method can increase the students' interest in health problems, master the culture of health, realize the unique value of the very phenomenon of «health» and form their own healthy lifestyle.

**Key words:** individual typological features, health, personality, youth, educational process, behavior, techniques.

**Марія Гончаренко, Тетяна Парфіненко. Методика формування здорового стилю життя студентів у процесі навчання основ здоров'я. Актуальність теми.** Реформування системи освіти потребує впровадження інноваційних методів навчання в педагогічний процес, які б стимулювали й мотивували студентів до особистісного розвитку. Використання сучасних методик під час навчання основ здоров'я дає змогу сформувати здоров'язберігальні компетентності в студентів, підвищити інтерес до предметів здоров'я-зберігального спрямування та змінити їхнє ставлення до власного здоров'я й здоров'я навколишніх. Методика формування здорового способу життя студентів у процесі навчання основ здоров'я націлена на пізнання та розвиток особистісних якостей, а також на розкриття творчого та фізичного потенціалів особистості. **Мета роботи** – розробка методики формування здорового стилю життя студентів у процесі навчання основ здоров'я. **Методи** – аналіз наукових публікацій, бесіда, анкетування. **Результати.** У роботі експліковано та визначено відмінності й особливості застосування категорій «здоровий стиль життя» та «здоровий спосіб життя». Розглянуто мету й завдання методики формування здорового стилю життя студентів у процесі навчання основ здоров'я, визначено методи навчання, обґрунтовано теоретико-методологічні підходи до формування здорового стилю життя, встановлено результати сформованості здорового стилю життя студентів

та уточнено критерії й показники: мотиваційно-ціннісний, когнітивно-теоретичний, операційно-технологічний, рефлексивно-оцінний. Методика формування здорового стилю життя студентів у процесі навчання основ здоров'я підвищує в студентів пізнавальну й творчу активність, стимулює розвиток фізичного, морального та інтелектуального потенціалів, допомагає визначити стильові особливості особистості й формує нові поведінкові навички. **Висновки.** Реалізація цієї методики сприяє зростанню зацікавленості студентів проблемами здоров'я, дає змогу оволодіти культурою здоров'я, усвідомити неповторну цінність самого феномену «здоров'я» та сформу- вати власний здоровий стильжиття.

**Ключові слова:** індивідуальні особливості, здоров'я, особистість, молодь, освітній процес, поведінка, методи.

**Мария Гончаренко, Татьяна Парфиненко. Методика формирования здорового стиля жизни студентов в процессе обучения основам здоровья. Актуальность темы.** Реформирование системы образования требует внедрения инновационных методов обучения в учебный процесс, которые бы стимулировали и мотивировали студентов к личностному развитию. Использование современных методик при обучении основам здоровья позволяет сформировать здоровьесберегающие компетентности у студентов, повысить интерес к предметам здоровьесберегающего направления и изменить их отношение к собственному здоровью и здоровью окружающих. Методика формирования здорового стиля жизни студентов в процессе обучения основам здоровья нацелена на познание и развитие личностных качеств, а также на раскрытие творческого и физического потенциалов личности. **Цель работы** – разработка методики формирования здорового стиля жизни студентов в процессе обучения основам здоровья. **Методы** – анализ научных публикаций, беседа, анкетирование, педагогический эксперимент. **Результаты.** В работе эксплицируются и определяются различия и особенности применения категорий «здоровый образ жизни» и «здоровый стиль жизни». Рассматриваются цели и задачи, методика формирования здорового стиля жизни студентов в процессе обучения основам здоровья, определяются методы обучения, обосновываются теоретико-методологические подходы к формированию здорового стиля жизни, устанавливаются результаты сформированности здорового стиля жизни студентов и уточняются критерии и показатели: мотивационно-ценностный, когнитивно-теоретический, операционно-технологический, рефлексивно-оценочный. Методика формирования здорового стиля жизни студентов в процессе обучения основам здоровья повышает у студентов познавательную и творческую активность, стимулирует развитие физического, нравственного и интеллектуального потенциалов, помогает определить стилевые особенности личности и формирует новые поведенческие навыки. **Выводы.** Реализация данной методики способствует росту заинтересованности студентов проблемами здоровья, позволяет овладеть культурой здоровья, осознать неповторимую ценность самого феномена «здоровье» и сформировать собственный здоровый стиль жизни.

**Ключевые слова:** индивидуальные особенности, здоровье, личность, молодежь, образовательный процесс, поведение, методы.

**Introduction.** The main goals of the national strategy of the development of education are increasing the availability of high-quality, competitive education for Ukrainian citizens and ensuring the development of personality according to their individual desires, abilities and needs [4]. Achievement of the former is possible in the context of the modernization of educational institutions with a view to more efficient use of material, technical, human as well as financial and managerial resources. Implementation of the latter goal requires introducing innovative, modern pedagogical systems in the educational process [4]. Accordingly, the development of pedagogical science should be reflected in the content, methods, means and forms of learning. Such approach to the educational process allows not only to form a highly skilled specialist in a certain area of activity, but also helps to develop creative abilities of the individual, who will be ready for self-knowledge, self-realization, which is impossible without keeping and strengthening one's health.

During the years of independence of the Ukrainian state, a number of normative documents («On Higher Education», «National Doctrine of Education Development», etc.) and state programs have appeared, all of which emphasize the need for forming an educated, creative individual and promoting the development of their physical and moral health.

Thus, the main goal of the National Program «Health – 2020: Ukrainian Dimension» is preserving and strengthening health, preventing and reducing the indicators of morbidity, disability and mortality, improving the quality and effectiveness of health care provision, ensuring social justice and protecting the rights of citizens to health care [13]. One of the strategic objectives of the program is putting health care not only on state authorities, but also on a wide range of stakeholders, among which there are educational institutions.

According to the program it is advisable that a strategy on the formation of a conscious and responsible attitude of the population towards their own health and personal security should be worked out. All members

of the society must be involved and all possible measures must be taken to form a conscious attitude towards one's own health in the society and awareness of the need to preserve it and create conditions for a healthy lifestyle [13].

However, according to statistics and scientific studies, a rather tense situation on the health state of the population has emerged in Ukraine, it particularly concerns students, the future elite of the country. Over the last year, indicators of certain classes of diseases have significantly increased, namely, endocrine, nutritional, metabolic, musculoskeletal, and digestional disorders. A rather serious problem of obesity and excess body weight in adolescents and young people is still remaining [19, p. 6]. In most cases, the presence of these violations of health is due to the lack of rational nutrition, physical activity and healthy standards of behavior. At the same time, as the results of the questionnaires and interviews with students conducted by the Valeology Department of V. N. Karazin Kharkiv National University showed, the knowledge on preservation, prevention and health promotion is blurred and unconscious. In order to prevent further development of existing diseases and the emergence of new, non-infectious diseases, it is necessary that young people should be motivated to form their own healthy lifestyles by introducing modern information and communication technologies into the educational process.

During the period of study at higher educational institutions, students almost do not acquire knowledge and skills on prevention, preservation and strengthening their health. The knowledge obtained from the school subject «Fundamentals of Health» is aimed at mastering general knowledge on the basics of health, hygiene and safety and has a more theoretical than practical value and over the time is lost. Also, in most cases, this course does not have a continuation at higher educational institutions.

The disciplines concerning healthcare are selective and students do not always give them preference. Only several faculties include the discipline «Fundamentals of Health» in the curriculum. A compulsory subject for all educational specialities is «Physical Education», but it does not fully disclose the main methods and means of preserving and strengthening health and does not satisfy the need of society in the formation of a healthy, creative and fully developed person.

One way of solving this problem is the formation of healthy lifestyles of students in the process of studying the disciplines of healthcare direction, in particular «Fundamentals of Health». The course «Fundamentals of Health» as an educational discipline reveals a very important for the life of the students range of goals and objectives (educational, cultural, and recreational), and the forms and means of training are aimed not only at the effective solution to educational tasks, but also at the formation of a personality's healthy lifestyle and their adaptation to the environment. The introduction of modern teaching methods in the educational process will contribute to increasing the importance of and students' interest in health care. Taking the above mentioned into consideration, we find the working out methodology for forming students' healthy lifestyles in the process of teaching the fundamentals of health urgent.

**The purpose of the study** is to develop a methodology for forming students' healthy lifestyles in the process of teaching the fundamentals of health.

**Material and methods of research.** While doing the research we analyzed and generalized the data of special scientific and methodical literature on the personality development, the innovative teaching methods, the organization of educational process at higher educational institutions, and modern health-saving technologies. We analyzed statistical documentation and processed the Internet sources.

The study of scientific and pedagogical literature has proved the repeated coverage of the problems of forming healthy lifestyles of the students of higher educational institutions. In particular, they are reflected in the works of A. Alekseyenko, H. Apanasenko, O. Babak, V. Voitenko, M. Honcharenko, H. Kovhanych, V. Orzhehovska, N. Panin, O. Pylypenko, L. Sushchenko and others.

The theory and practice of teaching and educating adolescents for a healthy lifestyle was substantiated by classical educators such as Y. Komensky, P. Lesgaft, A. Makarenko, J. Pestalozzi, V. Sukhomlynsky and others.

At the present stage of the development of pedagogical science, scholars are actively exploring the effective methods, technologies and models of forming healthy lifestyles of students. These include V. Bespalko, O. Yezhova, V. Orzhehovska, I. Smolyakova, M. Smirnova and others.

Our review of publications has also proved that the subject of some scientists' research is children's and youth's healthy lifestyles and their formation at all levels of education. The problems of forming a healthy lifestyle as an individual model of a healthy lifestyle were considered by M. Vilensky, G. Zaitsev, V. Kolbanov and others. In the process of studying scientific literature it was clarified that health problems,

and especially students' health problems, not for once became the subject of many studies. But despite this, the issue of forming students' healthy lifestyles in the process of teaching the fundamentals of health remains inadequate.

**Research results.** In developing the methodology for forming healthy lifestyles of students in the process of teaching the fundamentals of health, such categories as «healthy way of life» and «healthy lifestyle» were specified.

M. Vilensky defines a healthy lifestyle as a reference model, a system of general conditions, principles, measures, a set of similar, but not identical, a product of collective creativity. At the level of an individual its realization is carried out in the form of a healthy lifestyle, a more varied, personality-correlated model [2]. Consequently, in this study, a healthy lifestyle will be considered as an individual request for health, a system of repetitive health practices in everyday behavior, based on spiritual and physical efforts, individual's creative thinking and a means of self-actualization and self-expression.

An important role in shaping students' healthy lifestyles in the process of teaching the fundamentals of health is given precisely to the methodology. The final result of forming students' healthy lifestyles in the process of teaching the fundamentals of health fully depends on the effective use of principles, methods and ways of teaching.

The term «methodology» comes from Greek μέθοδος and is understood as a way, method, recipe, algorithm to achieve a certain goal. In pedagogy, «methodology» has many interpretations, among the most common are: methodology is a combination of teaching methods or a science on teaching methods [11]. The methodology will also be defined as a branch of pedagogy, which examines the methods of teaching academic subjects, bringing somebody up [14]; a branch of pedagogical science, which studies the regularity of teaching a particular subject [10]; concrete implementation of the method [12]; description of specific techniques, methods, ways of pedagogical activity in certain educational processes [7]. In our research, we will use a more classical understanding of the category «methodology», namely: methodology is the teaching of a separate discipline (subject), the branch of pedagogical science, which is a separate theory of learning (private didactics).

Traditionally, the purpose and tasks of teaching methodology of any discipline consists in accumulating the amount of knowledge required for professional activity, which is monitored and evaluated in the learning process. In contrast, the methodology for forming a healthy lifestyle is focused not only on the knowledge, but primarily on the development of the individual, which helps them to creatively transform knowledge and use it in the process of their life activity.

While studying, students master theoretical material, perform test tasks, work independently, and get acquainted with health-saving techniques and diagnostics. With the help of the information received, students determine stylistic features (temperament, age differences, and biorhythmological type), individual needs, abilities and on this basis form their own healthy lifestyles. The methodology for forming a healthy lifestyle in the process of teaching the fundamentals of health allows students to simultaneously acquire theoretical knowledge, identify individual features and turn them into activities that will eventually become an integral part of life. The final indicators of the successful formation of healthy lifestyles of students are:

- the presence of a full-fledged life strategy, rather than short-term survival tactics in the person;
- perception of life in the unity of its past, present and future;
- rational distribution of the motor regime and the mode of work and rest;
- use of various activities: regular recreational activities, ability to productive communication, searching and creative activity;
- harmonious process of socialization and individualization, flexibility in behavior and communication, congruence; the priority of health and self-development values;
- emotional and psychological stability, internal locus control, spontaneity, optimism; the presence of a wide range of cultural contacts and an aesthetic ideal, the ability to withstand the manifestations of anti-culture, reasonable pursuit of fashion;
- high level of self-acceptance and self-esteem, sensitivity to oneself, ability to preserve its uniqueness and creatively implement it.

Implementation of the methodology for forming a healthy lifestyle involves a set of methods that are used in the educational process. Recently, active teaching methods have become popular with educators. The latter are increasingly turning to active forms of teaching that are aimed at increasing students' cognitive

activity, creative approach to solving life and professional problems, and stimulate the development of physical, moral and intellectual potential. The use of active teaching methods in the educational process was considered by A. Balayev, A. Voronova, P. Hrebenuk, Yu. Yemelianov, G. Ibragimov, S. Petrushyn, V. Podynovsky, V. Platov, V. Rybalsky, A. Smolkin, V. Shyrshov and others.

By active methods of learning A. Smolkin understands the ways of intensifying students' educational and cognitive activity, which induce them to active mental and practical activity in the process of mastering the material, when not only the teacher, but also the student is active [14].

Active learning involves the use of the following methods: projects, simulation of professional situations, role and business games, arranging round table talks, etc. This technology allows directing the educational process at the personality of the student, their active participation in self-development, obtaining qualitative knowledge and professional skills, and creative solving of specific problems.

In the context of studying the methodology for forming students' healthy lifestyles in the process of teaching the fundamentals of health, the methods of active learning were used at different stages of the educational process:

- the first stage (adaptive) – the primary mastering of knowledge concerning a healthy lifestyle and acquaintance with methods of maintaining and promoting health during a problem lecture, heuristic conversation, and educational discussion;
- the second stage (formative) is characterized by the shaping of knowledge, skills and abilities to form their own healthy lifestyles using the lecture-discussion, lecture-conversation, project method, analysis of problematic situations, disputes, and making a schematic outline;
- the third stage (fixing) involves synthesis and systematization of the knowledge gained by the students and the practical consolidation of skills and habits of healthy lifestyles with the help of tests, drawing up their own healthy lifestyle program and its implementation.

The use of active teaching methods while forming healthy lifestyles of students in the process of teaching the fundamentals of health allows to develop their mental abilities, to expand and deepen their knowledge of a healthy lifestyle, to reveal their own individual peculiarities, to develop their practical skills and abilities that contribute to enhancing the educational process and encourage them to creative participation in it. Active teaching methods provide for the development and self-development of a student's personality based on the identification of their individual characteristics and also contribute to the development of their ability to reflect, which helps them to find an individual style of activity, allows them to achieve adequate self-esteem, predict and analyze the results of their activities, which significantly increases the level of their self-organization.

The following methodological approaches were used to create the proposed methodology: systemic, personality-oriented, and activity-oriented. Each of these approaches implies the creation of a health-preserving environment in the process of teaching the fundamentals of health. They have the following characteristics: motivation and aspiration of students for a healthy lifestyle, their creative orientation; methodical and informational support of teaching activities; effective pedagogical interaction between the teacher and the students.

These methodological approaches complement each other and do not contradict each other, providing an appropriate choice of research tactics, proper forms, methods and means of teaching and the content for forming healthy lifestyles of students in the process of teaching the fundamentals of health.

The effectiveness of the teaching methods of any academic discipline completely depends on the didactic principles. The didactic principles are fundamental ideas that permeate all levels and components of education and certify their system integrity [1].

In the context of the given research problem the following principles of teaching were highlighted: an individual approach, systematicity and consistency, activity, environmental compatibility, and the connection between learning and life. These teaching principles fully reflect the social mandate. They correspond to the state of general scientific research (in particular, psychology, philosophy, sociology and the content of some academic subjects) and are determined by practice and by the process of education and upbringing, which not only tries out one or another principle but also searches for new ones that will correspond to the present.

To test the results of the formation of healthy lifestyles of students in the process of teaching the fundamentals of health, the content of the academic discipline should correspond to the tasks that students are being prepared to solve. For this purpose, the goal of the academic discipline should combine the

following units: *motivational and goal-oriented, content-related and operational, and evaluative and effective*. This three-component structure of the teaching goal forms a closed cycle of the functioning of knowledge and skills, complements them, and contributes to the mastery of new skills, and the development of abilities.

In the process of developing a methodology for forming healthy lifestyles of students in the process of teaching the fundamentals of health the following components were outlined: cognitive, motivational and axiological, operational, and reflexive.

1. *The cognitive component* includes theoretical knowledge of students about health and healthy lifestyles.

2. *The motivational component* reflects the positive motivation and aspiration of students for forming healthy lifestyles and their need for achieving success in all spheres of life.

3. *The operational component* deals with the skills and ways of activity, which are reflected in behavioral styles, thinking, communication, and activities for the implementation of a healthy lifestyle.

4. *The reflexive component* is an emotional assessment of achievements, satisfaction, perseverance, independence, decisiveness, arbitrariness of actions in the organization of one's own life activity.

In order to determine the changes in attitude, values, understanding of health and readiness to produce a healthy lifestyle, which occurred during the implementation of the methodology for developing healthy lifestyles in students in the process of learning the fundamentals of health, the following criteria and indices were defined: *motivational and axiological* (students have a hierarchy of motives, attitudes, value orientations, life principles, standpoint), *cognitive and theoretical* (students have a system of knowledge and ideas about methods of action, forms and methods of organizing healthy life activity), *operational and technological* (students have the necessary skills for the implementation of health-preserving technologies through the working out of heuristic and problem situations that affect the development of creative thinking), *reflexive and evaluative* (students have self-assessment and self-control skills and are ready to implement healthy lifestyles). On their basis, the levels of formation of healthy lifestyles of students in the process of learning the fundamentals of health are specified, namely: *high, medium, and low*.

**Discussion.** The study of scientific and pedagogical literature has shown that the understanding of a healthy lifestyle is a relatively new and under-investigated problem. The notion of «healthy lifestyle» is more familiar and understandable in the educational environment. A healthy lifestyle is a component of a healthy way of life; often these notions are not differentiated and are treated as synonymous. However, according to M. Vilensky, these categories are similar, but not identical. He argues that the difference between a way of life and a lifestyle is in the amount of individual in them, and the distinction between the notions of «healthy way of life» and «healthy lifestyle» allows to bring into accordance the «norm» and «variability», «individuality» and «predetermined outcome», to define the border that separates what is reasonable, justified, appropriate for one person and at the same time not appropriate for another person [2].

«Personality» and «individuality» are the defining characteristics of a healthy lifestyle; this is emphasized in the works of B. Ananiev, M. Vilensky, L. Vygotsky, O. Leontiev, and V. Merlin. The formation of a healthy lifestyle is directly related to persistent individual-typological features (type of constitution, nervous regulation, character traits) and the level of dynamic, physiological, morphological and biochemical parameters of the body that are more variable [20; 16; 17]. Thus, under certain circumstances (environmental impact, physical activity, etc.) indices can change and become a stable characteristic feature of the individual [5].

The study of individual-typological features is mainly the subject of study of physical education, since muscular activity is the main form of active behavior of a person that provides their vital activity. Researchers believe that one and the same muscular activity can cause different adaptive reactions of organs and systems in individuals of different typological categories [8; 9; 18].

It is known that typological features correlate with the type of character and temperament that are inherited or acquired in the process of training and education. At the same time, morphological indices are combined not only with functional indices, but also with the type of character and temperament of a person.

The essence of the proposed methodology for the formation of healthy lifestyles of students is to study the individual differences and to form motives, interests, values, and character traits that would be reflected in actions, thinking and behavior. Mastering theoretical and practical knowledge in the process of learning the fundamentals of health allows students to choose their own healthy lifestyles.

The results of the pedagogical experiment confirmed the reasonability of developing a methodology for the formation of healthy lifestyles of students. In the course of the research, the ideas of M. Vilensky and S. Avchinnikova were confirmed. They argue that lifestyle emerges at the stage when a person attains certain identity and subjectivity and is able to choose a definite lifestyle. Studying personal characteristics of an individual, features of the nervous system, character traits, and temperament, a student becomes a builder of their own health program and, if necessary, can independently correlate it.

In the context of this study, Y. Yevseyev's opinion on the «unconscious choice» of a healthy lifestyle is controversial. The author argues that a healthy lifestyle is a motivated or unconscious choice of behavior depending on the natural environment, socio-economic conditions, gender, age, education, level of intellectual and physical development, and personal qualities of an individual who leads a healthy lifestyle [3]. It was experimentally proved that on the basis of systemic knowledge and practical skills a person makes the conscious choice of their behavior, taking into account their age, gender, level of physical development, etc.

Thus, a study into the methodology for the formation of healthy lifestyles has shown its effectiveness in practice. The main arguments concerning the necessity of forming healthy lifestyles of students in the process of teaching the fundamentals of health were confirmed.

**Conclusions and prospects for further research.** The methodology for forming healthy lifestyles of students in the process of teaching the fundamentals of health is a preferable combination of general didactic methods, techniques and means used in such forms of education as lectures, seminars, practical classes, students' independent work, and completion of individual tasks.

The academic discipline «Fundamentals of Health» refers to the disciplines of the elective unit and involves the availability of appropriate teaching and learning materials, namely: a curriculum of the discipline; a syllabus of the discipline; a study guide for practical classes; educational materials for students' independent work, and guidance materials for students' individual tasks.

The success of the methodology for forming healthy lifestyles of students in the process of teaching the fundamentals of health is revealed through the subject of study and its connection with other disciplines, such as psychology, sociology, physiology, and philosophy. An effective combination of theoretical and practical knowledge allows the students not only to «memorize» the information received, but to understand its practical significance, which is proved by their own experience. In the methodology for forming healthy lifestyles of students in the process of teaching the fundamentals of health, much of the time is given to tests and diagnostic tasks. With their help, students have an opportunity to identify stylistic features and, based on the results obtained, to design their own healthy lifestyles. The implementation of the methodology for forming healthy lifestyles of students in the process of teaching the fundamentals of health allows the students to increase their interest in health problems, to master the culture of health, to realize the unique value of the phenomenon of health itself and to form their own healthy lifestyles.

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