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PHYSICAL CULTURE AS A DETERMINANT COMPONENT OF A HEALTHY LIFESTYLE FOR STUDENTS OF HIGHER MEDICAL EDUCATION

Topicality. Today, the modern student youth of Ukraine is the gene pool of the nation, the foundation of cultural, intellectual, scientific and physical activity of our country [4]. In recent decades, there has been an alarming trend of deteriorating health and fitness of the population of Ukraine. This is due not only to the problems of economics, ecology, but also to the underestimation in society, institutions of higher education of the role of physical education in the process of forming the skills of a healthy lifestyle of student youth [2].

According to the latest scientific data, up to 90% of applicants have health problems, more than 50% are registered at the dispensary and are assigned to a preparatory, special medical group or are fully exempt from physical activity due to their health condition. Over the last decade, the prevalence of cardiovascular pathology, cancer - by 18%, bronchial asthma - by 35.2%, diabetes - by 10.1%, almost every fifth applicant suffers from hypertension and vegetative -vascular vascular dystonia [3].

The level of more than 70% of student youth in our country does not meet even the average level of the state standard of physical fitness, which poses a real threat of degeneration and extinction of the people of Ukraine. In this regard, Ukrainian society makes new demands on the system of education and upbringing of student youth in general, and especially future health workers [1].

The purpose of the study is to theoretically substantiate and determine the level of development of students and the impact of physical culture and nutrition on their success and performance.

Research methods. Methods of system analysis, logical generalization and medical and sociological research were used for this purpose.

Results and discussion. As a result of the sociological study substantiated and confirmed the negative impact on the success and efficiency of students, lack of physical activity, including physical education, failure to follow proper eating habits and ignorance of the basic principles of a healthy lifestyle in general.

Having studied and analyzed the state of the studied students' attitude to physical education classes, more than half of the respondents, 87 people (54.4%) like physical education classes, 60 applicants (37.5%) attend classes on educational needs, which evidence of disinterest, there are those applicants who do not like physical education

classes, but such applicants are not many, only 13 people (8.1%).

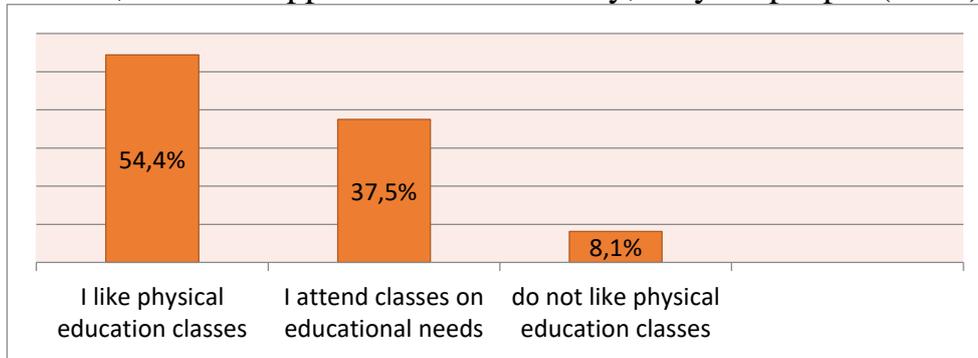


Fig.1 Distribution of applicants' answers to the attitude to physical education classes

Regarding the observance of a healthy lifestyle by applicants (performance of morning gymnastics, hardening, observance of rational, high-quality and healthy nutrition): only 25 people (15.6%) adhere to a healthy lifestyle, which is a disappointing indicator; 93 people (58.1%) try to follow; almost half of the respondents do not follow the basic rules of a healthy lifestyle at all - 42 people (26.3%).

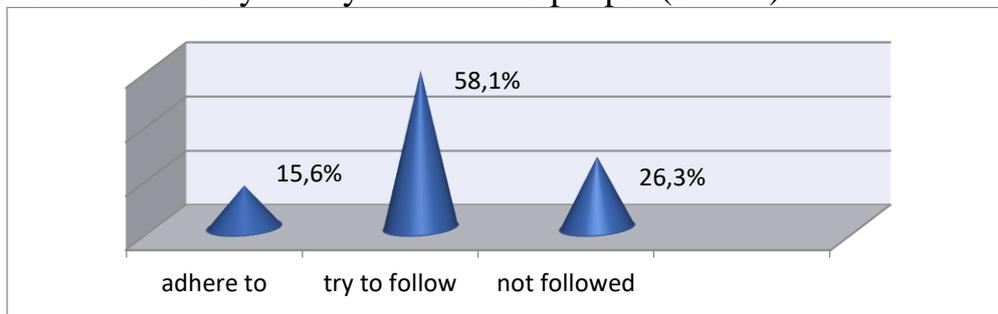


Fig.2. Distribution of applicants' answers regarding their compliance with the HLS

The data of the diagram (Fig. 3) show that the majority of respondents 87 people (54.5%) see the dominant motivation for physical activity, the desire to improve the figure, posture, lose weight, build muscle mass; 25 people (15.6%) - as a result of physical education they want to improve and strengthen their health; 13 people (8.1%) - desire to play and move; only 9 people (5.6%) aim to develop physical qualities, master various motor skills and abilities; the desire for emotional relief, receiving positive emotions, communication, maintaining a good mood, excitement is the dominant motivation of 20 respondents (12.5%); 1 person (0.6%) seek to imitate a famous person, relative, friend; 5 people (3.1%) as a result of physical education assert themselves and develop their moral and volitional qualities.

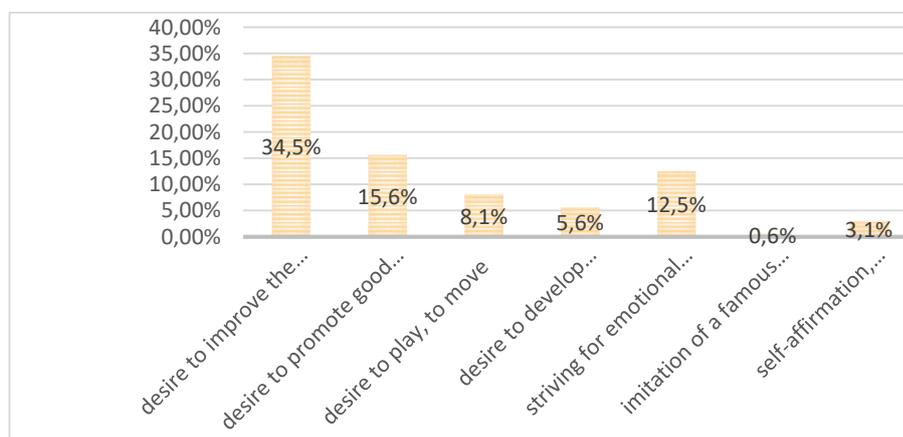


Fig.3. Distribution of respondents' answers on the dominant motivation for physical education

Among the reasons why applicants do not engage in physical culture, the answers were distributed as follows:

- they believe that sport is a useless occupation - they did not choose this answer
- no respondents testifying to their balanced position on the place of sports in life and healthy people;
- lack of conditions in the institute for sports - 7 people (4.4%);
- lack of information on where in the institute you can play sports - 3 persons (1.9%);
- lack of free time - 61 people (38.1%);
- lack of support from friends - 1 person (0.6%);
- the impact of harmful companies - 1 person (0.6%);
- inability to force themselves to increase motor activity, overcome laziness - 19 people (11.9%);
- a large amount of the curriculum - 22 people (13.8%);
- incorrect priorities - 6 people (3.7%);
- fatigue, laziness, unwillingness to engage - 26 people (16.2%);
- lack of skills and habits - 6 people (3.7%);
- lack of funds for logistics for full-fledged classes
- 8 people (5%).

Conclusions. According to the results of medical and sociological survey of applicants, it is clear that the lack of physical activity and streamlined diet and quality of food directly affects the level of success of the applicant and his ability to work while studying in higher education.

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