



ISSUE
Nº13



EUROPEAN OPEN
SCIENCE SPACE

COLLECTION OF SCIENTIFIC PAPERS



2nd INTERNATIONAL
SCIENTIFIC
AND PRACTICAL
CONFERENCE

MODERN PERSPECTIVES
ON GLOBAL SCIENTIFIC
SOLUTIONS

DECEMBER 2-4, 2024, BERGEN, NORWAY





**EUROPEAN OPEN
SCIENCE SPACE**

**Proceedings of the 2nd International Scientific
and Practical Conference
"Modern Perspectives on Global Scientific
Solutions"
December 2-4, 2024
Bergen, Norway**

Collection of Scientific Papers

Norway, 2024

UDC 01.1

Collection of Scientific Papers with the Proceedings of the 2nd International Scientific and Practical Conference «Modern Perspectives on Global Scientific Solutions» (December 2-4, 2024. Bergen, Norway). European Open Science Space, 2024. 273 p.



The conference is included in the Academic Research Index ReserchBib International catalog of scientific conferences.



The conference is registered in the database of scientific and technical events of UkrISTEI to be held on the territory of Ukraine (Certificate №509 dated 18.09.2024).



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HEALTH-SAFE EDUCATIONAL ENVIRONMENT AS A CONDITION FOR THE FORMATION OF HEALTH-SAFE COMPETENCE IN STUDENTS

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Currently, the problem of preserving the health of the younger generation is acute. This is due to the fact that the health of young people has significantly deteriorated, as evidenced by the results of pedagogical, medical, and sociological research. Today, the effectiveness of an educational institution should be measured not only by the quality of education, but also by an environment that will be safe and will contribute to the preservation and strengthening of the physical and mental health of its subjects.

The deterioration of the physical and mental health of students is associated with environmental, economic, and social problems in society. In educational institutions, it is caused by certain negative factors of various nature, which can be conditionally divided into objective and subjective. The objective ones include: violation of physiological and hygienic requirements for the organization of the educational process; lack of systematic and purposeful work on the prevention of habits harmful to health (smoking, alcohol, drug use, gambling, Internet addiction); inconsistency of curricula and teaching technologies with the age and functional characteristics of students; insufficient level of organization of health care in an educational institution; insufficient level of competence of teachers, parents, heads of educational institutions in matters of health care, etc. Subjective factors include: emotional discomfort in an educational institution; insufficient physical activity of students; irrational nutrition; weak formation of motivation for a healthy lifestyle; low health care culture; lack or absence of knowledge about the work and rest regime, methods of hardening the body, analysis of one's health status [3, p. 221].

The factors listed above are confirmed by the following figures: almost 90% of students have health problems: 50% have functional abnormalities in the activity of various body systems; 26.6% have functional abnormalities of the cardiovascular system; 33% have neuropsychiatric disorders; 17% - diseases of the digestive system.

A significant part of adolescents begins to smoke at the age of 10 - 11 years; by 15 - 16 years their number among boys reaches 50%, among girls - 30%; by 18 years 82% of boys and 72% of girls smoke. 40% of boys and 30% of girls regularly drink alcohol; 10% of adolescents have already tried drugs.

The minimum amount of physical activity of students is 8-10 hours per week. But studies by scientists (L. Rybalko, M. Dyachenko-Bogun) indicate that this norm is observed by a small part of student youth. According to Vashchenko O. [1, p. 1580], such physical activity is characteristic of only 18.4% of youth (boys - 23.4%, girls - 14.1%); only 29.1% of student youth spend about an hour a week on physical exercises and sports, 16.4% - from two to three hours. From the data presented, it can be stated that the physical and mental health of students requires significant attention from the administration of the educational institution in which the educational process is organized and which is aimed at health preservation.

An educational institution with a health-preserving environment is a pedagogical system that must include: constant diagnostics of the health status of students; methods for ensuring psychological, medical and social support for students at each age stage; an attitude towards the formation of a healthy lifestyle for students; effective correctional and rehabilitation work; methods for including students in health-preserving activities [2, p. 2814].

The main characteristics of a health-preserving educational environment include: awareness by all subjects of the educational process (teachers, administration of the educational institution, parents, etc.) of the value of students' health; the content of education, forms, methods and means of its implementation, as well as the conditions in which the educational process is carried out, should be health-preserving and health-forming; positive attitude towards the educational process of all its participants; effectiveness of pedagogical interaction due to the emotional well-being of its participants; e) positive impact of the educational process on the development of the physical and mental health of its participants.

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