

Increasing the Role of Personal Qualities of Human in Conscious and Willful Acceptance of Principles of Healthy Lifestyle

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Abstract--*This article is dedicated to the effective management of internal drivers of protecting one`s own health. The goal, which is to increase attention to students, to maintain the health of the future generation. Creating the necessary conditions for the manifestation of their capabilities. The article describes the developed series of proposals based on the fundamental theory of health, which would reveal the internal mechanisms of the relationship between health and lifestyle. The conclusion reports on the rationality of preventive studies, its main forms, which can be a starting point for the development of scientific research on this issue and the organization of practical activities. Also, the need to restructure the medical education system in the direction of increasing the volume of knowledge on health issues, prevention, and changes in the educational process.*

Keywords--*health, education, prevention, healthy generation, physical education, heritage, opportunity, reality.*

I. INTRODUCTION

The leading qualities that play a significant role in introducing a person to a healthy lifestyle, in the development of his “personality core”, are motivation of behavior, internal incentives to perform a particular activity. But the problem of motivation, the driving forces of human behavior is still little developed in modern psychology, although it is known, for example, that the improvement of professional training is largely associated with the study of the motivational sphere of the personality: its needs, interests, motives, volitional qualities, functional capabilities. The lack of understanding of the problem of “health and motivation” can be explained by the lack of incentives for such studies from the point of view of existing definitions of the concept of “health”, which do not organically fit the volitional and moral qualities of a person, and the role of the person in strengthening his health is not visible.

The relevance of the questions raised is due to the fact that one of the fundamental problems of our time is the search for ways to develop and improve people`s health in accordance with changing environmental conditions, production, accelerated rates of information consumption, and the widespread introduction of technology in human life.

The purpose of the study: the formation of the attitude to health, as to the value of preserving the future generation.

II. DISCUSSION

A systematic approach to understanding the essence of health allows us to identify and use purely human capabilities in its formation, preservation and strengthening. In the concept of health proposed by Shchedrina A.G,

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1989, one of its indicators is called “the level of moral-volitional and value-motivational attitudes”, this is the personality core that determines a person’s behavior, including attitude to his health, as values. Each person has his own system, a set of values that are formed in the process of his individual development and are significant for him. Significance is the general dynamic basis for the actualization of a particular motivation and, as S.L. Rubinstein, exactly what is especially significant for a person, appears, in the final analysis, as the motives and goals of his activity and defines the true core of the personality. Unfortunately, the place of health in the value system of a modern person is defined more declaratively, and a person begins to think about health and deal with it in most cases with the appearance of signs of its decline, loss. Health-saving pedagogy in a new way builds the relationship between education and upbringing, translates upbringing into the framework of a man-forming and life-supporting process aimed at preserving and enhancing the health of the child. Health saving educational technologies are programs and methods that are aimed at fostering a culture of health among students, personal qualities that contribute to its preservation and strengthening, the formation of ideas about health as a value, motivation for a healthy lifestyle [1.P.24].

In the process of upbringing and training (parents, school) of pupils, due attention is not paid to the issues of forming an attitude to health as a value. The existing system of dividing people into healthy, sick and pre-patients (donosology) does not stimulate, does not interest a person in personal active participation in the formation and strengthening of his health, does not show the way and does not pose specific tasks. Appeals to maintain a healthy lifestyle, without relying on the fundamental theory of health, which would reveal the internal mechanisms of the relationship between health and lifestyle, for many remain internally incomprehensible, unpleasant.

Famous psychologist S.L. Rubinstein, developing ideas of school psychology, pointed out that for a student to be truly effective in his work, it is necessary that the tasks before him in the course of learning activities are not only understood, but also internally accepted, that is, that they acquire significance for the student and find thus, the response and reference point in his experience. [4.P.322]. Our proposed specification of the concept of health, highlighting among many other aspects of it, such as physical development, the functional state of the body (availability of reserves), the level of immune defense and nonspecific resistance (hardening), allow us to solve one side of the issue, that is, to pose specific tasks to a person which he needs to work with. On the other hand, the laws of psychology are also taken into account when, as an indicator of health, an assessment is proposed of the level of moral-volitional, value-motivational attitudes of the individual. A purposeful, systematic work is needed to educate given personal qualities on the basis of existing laws of pedagogy and psychology. Indeed, the more complex the age, the faster the formation of value motivation. A person at the beginning may not have a definite need, a steady interest in this activity, but he is engaged in it due to relatively random circumstances (for example, as a result of social or his own volitional coercion). In the process of performing this activity, he develops more stable impulses: interest in the healing process, need for activity, desire to obtain a result. Considering the two mechanisms of the formation, upbringing and re-education of the individual, it is clear that they are equally important and mutually complementary:

Conscious pedagogical impact directly on motivation through persuasion, clarification, stimulation of internal work on self-awareness, rethinking oneself and the surrounding reality with the subsequent restructuring of activities;

The impact on the personality through a change in its social microenvironment and conditions of activity with subsequent (namely through activity) restructuring of motivation.

Underestimation of the study of motivation, internal motive mechanisms of human actions as well as underestimation of other patterns of human development, as a rule, leads to incorrect conclusions and actions, does not allow to obtain the desired results, despite significant material and moral costs.

The low interest in physical education and sports, the termination of physical training after the compulsory course of the curriculum is associated with a lack of free time (according to the results of the questionnaire) and a large academic load, the student impedes the realization of the body's natural need for muscle activity.

To solve this problem, we can offer a series of works on analyzing the student's time budget, searching for hours and minutes in personality that one can devote to sports. The recommendations made did not improve the situation, but raised a new question: what will happen in the process of a further increase in the information flow, because there will be even less free time? The study of the motives of physical culture and sports activity and passivity of students showed that the main reason for refusing physical education and sports is not academic workload, but the lack of a natural need that was not developed in the process of physical education at the earlier stages of individual development, the lack of value motivation for sports, lack of understanding of the essence of health. To increase students' athletic and sporting activity, it is required not a search for free time and not a moral justification for inactivity, passivity, but long-term work to form interests and motivations, the need for a healthy lifestyle.

The formation of a healthy lifestyle is a complex problem. We can't talk only about methods of health promotion, disease prevention. It is necessary to increase the role of a person's personal culture in the conscious and volitional adoption of the principles of a healthy lifestyle, and care for health and its strengthening should become value-based motives of behavior. Of course, the culture of individual health does not appear by itself, but is formed, developed as a result of active systematic work of a person on himself and purposeful interaction with surrounding people, and especially with teachers in the modern educational process, where pedagogical activity should be a subject-subject relationship, the process of which is the exchange of cultural values (and not just the transfer of knowledge, skills). [3.P.51] In this regard, moral issues, the development of a positive program of the meaning of human life, the correlation of the categories of "morality" and "pleasure", as well as the search for more effective programs to eliminate the lack of knowledge of the population about health and factors associated with it, are significant. Attitude to morality as the value-imperative meaning of mastering reality, the development of education and training programs based on such an understanding of morality will strengthen the role of the person himself in the formation of value guidelines, principles of a healthy lifestyle. According to V. P. Kaznacheev and L.G. Sailor (1979), the lifestyle of each person determines his idea of the meaning of life, and deeds, actions - attitude to the world, to himself, to his health. One has to endlessly be amazed at the enormous possibilities, inexhaustible pantries

of the unique creation of nature - the human body, however, these opportunities must be skillfully and wisely used. The authors emphasize that the most excellent conditions, the most advanced treatment methods can be effective only if the person himself will be responsible for his health, will improve his lifestyle.

The specific regulators of social behavior and adaptation are important in shaping the health of a population. Studying the state of adaptation as a result of adaptation, the question inevitably arises for researchers of the criteria for determining adaptation (indicators of adaptation). An analysis of theoretical and empirical studies allows us to conclude that there are a large number of diverse indicators (criteria), which, incidentally, indicates the complexity and ambiguity of the adaptation phenomenon. Given the impossibility of identifying universal criteria for adaptation, a number of researchers are trying to combine all the available indicators into groups. So, according to researchers, it is necessary to distinguish two groups of adaptation criteria: objective (external) and subjective (internal). [2P.24]

Within the framework of the corresponding lifestyle, value orientations and behavioral norms are formed, which are of fundamental importance for the formation of health and lend themselves to effective management at the group level. In modern society, where the whole system of upbringing and education is imbued with humanistic ideas, where many forms of organizing life (children`s preschool exercises, schools, school camps, clubs, dispensaries, sports complexes) are of a social nature, there are more and more opportunities for forming principles of a healthy lifestyle. In this regard, comprehensive state and regional programs for the protection and promotion of human health are gaining increasing importance, focusing the efforts of the whole society, all spheres of social and economic development to introduce a healthy lifestyle.

V.N. Ivanov, V.M. Lupandin (1987) believe that the effect of social, economic, demographic and other factors on a person`s lifestyle, his health, labor activity, life expectancy cannot be understood without studying the whole complex of interacting causes and circumstances, which, first of all, social character. The authors draw attention to the importance of a sociological approach to the study of human health problems, which makes it possible to identify the effects on health of such factors as lifestyle, production, education, etc. In this regard, many activities are carried out aimed at the formation of targets and attitudes of a healthy lifestyle.

However, due to the lack of fundamental theoretical development, they are often of an empirical nature, for a long time they remain only in the experimental stage. Sociological researches open up great opportunities and prospects in protecting people`s health, and makes it possible to approach the problem in a comprehensive manner, taking into account all the existing factors, conditions and lifestyle.

III. CONCLUSION

From all the above and discussion of scientific literature, it was revealed that the formation of a healthy lifestyle is considered as the main lever of prevention - the leading direction of modern healthcare. From the standpoint of dialectical materialism, the universal logical and methodological basis of the principle of prevention is the categories of “opportunity” and “reality”, and the specific objective content of any form of preventive activity is the impact on the conditions for the transition of opportunity into reality.

The life-affirming direction of prevention is becoming the leading systematized form of activity: maintaining the initial level of health; health promotion through its correction and the rational regulation of life; health management, in particular the prevention of premature aging; health design. The methodological position regarding the essence of prevention, its main forms may well become the starting point for the development of scientific research on this issue and the organization of practical activities. In this regard, the need has arisen for the restructuring of the medical education system in the direction of increasing the volume of knowledge on health, prevention, and the formation of health sports departments. The lack of specialized departments, qualified personnel and training programs, the scientific theory of health and prevention - all this, taken together, slows down the business and does not allow to put ideas into practice with the required effect.

Health development management, as a set of scientifically based socio-economic, environmental, biomedical and socio-psychological measures in a single population development program, should be aimed at improving human viability in changing environmental conditions, be the primary goal of health care and physical education workers and sports. This emphasizes the fundamental and social significance of the science of health and prevention, a healthy lifestyle.

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