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Preparing future teachers for the formation of a healthy lifestyle for students

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Abstract. Relevance of forming the foundations of a healthy lifestyle (HLS) among schoolchildren is due to the growing public attention to the issues of strengthening the health of the younger generation and the need to prevent diseases among children and adolescents. A modern school must not only provide education but also promote the development of a value-based attitude among students toward their own health. Informing students about the importance of health promotion, healthy eating, physical activity, and psychological well-being through school education is an essential part of the educational system. Teachers, in turn, must play a key role in fostering students' understanding of a healthy lifestyle as part of effective education. In this regard, the preparation of future educators to implement tasks related to the formation of a health culture becomes especially important. The purpose of this study was to identify the role of future teachers in shaping the foundations of a healthy lifestyle among schoolchildren, as well as to substantiate directions for improving their professional training. The study used methods such as theoretical analysis of scientific and pedagogical literature, generalisation, and interpretation of data. The study identified the main components of a healthy lifestyle that should be formed in students during their education: rational nutrition, physical activity, adherence to hygiene standards, and psycho-emotional well-being. The study analysed future teachers' understanding of HLS and their readiness to transmit this knowledge and these values to students. It was found that targeted training of pedagogical students in HLS foundations contributes to the development of personal responsibility for children's health and an awareness of their role in raising a healthy generation. The practical significance of the research lies in the possibility of using its results to develop teacher training programs in universities, as well as in organising professional development courses for current educators

Keywords: physical education; proper nutrition; hygiene; health; safe environment

■ INTRODUCTION

In the current socio-economic and cultural conditions of society, the issue of forming a culture of health is of particular importance. The Decree of the President of the Kyrgyz Republic S. Zhaparov (2021) states: "The family,

parents are obliged to ensure a healthy lifestyle and quality education for the younger generation, to form strong spiritual, moral and ethical foundations and work skills." This social challenge requires special training of modern

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teachers, especially students of pedagogical specialities, to teach healthy lifestyles and form a culture of health in school students. The current educational reforms have led to a revision not only of the content of school programmes, but also of the professional competencies of teachers. Research by A. Alimbekov (2016) shows that a healthy lifestyle directly affects students' academic achievement, social adaptation, and future professional success. Therefore, health education should be considered a key area in the training of educators (Palienko, 2022). Each person's life is unique and special, and health is considered a complex phenomenon that includes the physical, mental, social, and spiritual components of a person, as noted by A. Suprun & S. Salnik (2020).

A number of studies conducted in this direction in recent years show that future teachers lack the level of understanding of a healthy lifestyle and the skills to apply it in practice. For example, E. Dekina & T. Kulikova (2020) concluded in their work that most students of pedagogical specialisation associate the concept of a healthy lifestyle exclusively with physical activity, without taking into account its psychological and moral aspects. Also, the study conducted by N. Hodun (2022) revealed that although the theoretical level of disciplines aimed at the development of health culture in universities is relatively high, its effective formation in practice is insufficient.

Russian scientists D. Voikina & M. Nalimova (2019) emphasise that the role of the teacher in the formation of healthy lifestyle culture goes beyond the role of a "mentor" and becomes a key figure in the formation of life values. B. Barchi & M. Barchiy (2018) emphasise that the development of empathic skills and communication skills of future teachers is important for the proper transfer of the concept of healthy lifestyle to students. Also, globally, countries like Finland, Japan, and Singapore consider teacher training in health culture foundational for successful changes in their school education systems. Especially on the basis of the above scientific sources, it becomes clear that it is necessary to increase the readiness of future teachers to form a healthy lifestyle. In this regard, higher education institutions should use comprehensive, effective methods of healthy lifestyle formation when updating educational programmes.

In the process of training future teachers, the formation of their professional competence, adaptive mobility, ability to withstand competition, as well as a purposeful outlook on life and professional activity is one of the priority areas (Kozhevnikova & Kozhevnykov, 2024). Teacher training in the formation of healthy lifestyle of schoolchildren requires not only high theoretical knowledge, but also the ability to implement them in practice. In this direction, there is a need to make changes to the content, methods and pedagogical conditions of training future teachers. Integration of theory and practice, combining courses on health culture with practical and personal experience, introducing models aimed at using elements of a healthy lifestyle in pedagogical practice – this is the basis for a qual-

itative process. Along with the above considerations, the new generation of teachers should be a person who puts the formation of a healthy lifestyle in children as a priority. In this direction, it is necessary to make changes in the content, methods and pedagogical conditions of training future teachers. Integration of theory and practice, combination of courses on health culture with practical and personal experience, introduction of models aimed at using elements of a healthy lifestyle in pedagogical practice – these are the basis of a quality process. Along with the above considerations, the new generation of teachers should be individuals who make the formation of healthy lifestyles in children a priority. Because only by forming a correct lifestyle can conditions for the proper development of the growing generation be created. In this regard, this article aimed to reveal the meaning of a healthy lifestyle, to consider the issue of preparing future teachers and students for this process. The purpose of the study was to analyse the level of readiness of students of pedagogical specialties to form a healthy lifestyle and to substantiate the pedagogical conditions for its improvement.

■ MATERIALS AND METHODS

This study employed a qualitative, theoretical approach to explore the role of future teachers in fostering a healthy lifestyle (HLS) among schoolchildren and to propose directions for enhancing their professional training. The research design was grounded in a systematic analysis of existing scientific and pedagogical literature, ensuring a robust foundation for the investigation. The primary methods included theoretical analysis, synthesis, generalisation, and interpretation of data derived from scholarly sources. These methods were selected to comprehensively examine the multifaceted nature of HLS and its integration into teacher education programs.

The literature review encompassed peer-reviewed articles, books, and policy documents from 2013 to 2025, focusing on HLS components (e.g., physical activity, nutrition, hygiene, psychological well-being) and teacher preparedness. Sources were identified through academic databases and manual searches, prioritising works relevant to pedagogical training and health education. Key texts, such as A. Alimbekov (2016), E. Dekina & T. Kulikova (2020), and A. González Moreno *et al.* (2023), were analysed to extract insights on teacher competencies and student health outcomes. The analysis involved categorising findings into thematic clusters, such as HLS components and pedagogical strategies, to identify gaps and opportunities in teacher training.

Generalisation was used to synthesise findings into a cohesive framework, as presented in Table 1, which outlines HLS components and corresponding teacher preparation methods. Interpretation of the data focused on aligning theoretical insights with practical implications for university curricula. No primary data collection or experimental research was conducted, ensuring the study remained within a theoretical scope. This approach allowed

for a comprehensive exploration of the research objectives while maintaining methodological rigor suitable for informing educational policy and practice.

■ RESULTS AND DISCUSSION

The teacher's pivotal role in health promotion

A healthy lifestyle is a system of personal behaviour that provides a person with physical, mental, and social well-being in a real environment (natural, man-made, and social) and an active, long life. A healthy lifestyle creates the best conditions for normal life activity, the course of psychological and mental processes, thereby preventing diseases and prolonging a person's life. There are three types of health: physical, mental, and moral (social). Physical health is a natural state of the body, conditioned by the normal functioning of all its organs and systems. If all organs and systems work well, then the entire human organism (self-regulating system) functions and develops correctly. Mental health depends on the state of the brain, which is the level and quality of thinking, the development of attention and the degree of stability, the development of volitional qualities. Moral health is determined by those moral principles that are the basis of human social life, i.e., life that determines human society. The distinctive features of maintaining human moral health are, first of all, a conscious attitude to work, the assimilation of cultural treasures.

The harmony of the body's psychophysical forces increases health reserves, creating conditions for creative self-expression in various areas of life. An active and healthy person retains youth for a long time, continues creative activity. A healthy lifestyle empowers individuals to achieve their goals and objectives, successfully implement their plans, and effectively manage difficulties and colossal loads. Health, an intrinsic part of the individual, supports and strengthens, enabling a long and joyful life. Health is the priceless wealth of each person, both an individual and society as a whole. One of the main goals of the modern education system is to raise a generation that adheres to a healthy, active lifestyle. Teachers play a huge role in achieving this goal.

A healthy lifestyle is considered a way of life aimed at increasing the potential of human health through everyday activities. As noted in scientific sources, health care begins even before the birth of a child, and its basic qualities are formed in childhood. Therefore, the development of society is closely linked to the health of citizens, their responsible attitude to work and the Motherland. This process is influenced by natural, social and pedagogical factors. The

works of M. Lomonosov had pedagogical significance in the formation of pedagogical foundations of health. In his opinion, medicine is "the most useful science for humanity", caring about people's health, hygiene, nutrition and proving that physical exercises play an important role in strengthening health and development (Zhusueva *et al.*, 2014). In the introduction to D. Locke's book "On the Education of Children", N. Popovsky notes the health of the younger generation, recommends the systematic use of water procedures. Of particular value and interest for this problem is the treatise "A Brief Guide to Children from Birth to Adolescence, with Some Factual Observations Selected from the Best Authors" (1766), based on the pedagogical views of I. Betsky. D. Locke, J.-J. Rousseau show the importance of physical education of children and outline ways to maintain and strengthen health from childhood (Trineva & Repina, 2013).

The relevance of training future teachers is that there are many factors that negatively affect the health of students. Such problems as excessive use of computer technology, poor nutrition, insufficient physical education make it difficult to lead a healthy lifestyle. Therefore, teachers must be prepared to teach students the basics of a healthy lifestyle and to form healthy habits in them (Elaeva & Kryuchkov, 2015). The problem of forming the basics of a healthy lifestyle in students of all ages is one of the most important problems of education. The most favourable period for the formation of a child's personality is school age. School should and can become the most important component of the socialisation of the younger generation. At school, subjects of social transformations can gain spiritual and physical strength, find their own ways to solve the problems of personality formation.

Effective strategies for health lifestyle education and teacher preparedness

Four main areas occupy a special place in the formation of a healthy lifestyle: physical activity, proper nutrition, hygiene skills and psychological stability. These areas play an important role in strengthening the health of students and teaching them to avoid negative habits. In this process, the school teacher acts not only as a provider of information, but also as an educator who directly influences the behavior of children. Therefore, when training future teachers, it is necessary to have knowledge of the basics of a healthy lifestyle, as well as the ability to practically implement these skills. These components and teaching methods can be summarised in Table 1.

Table 1. Main components of a healthy lifestyle and ways of training teachers

No.	Components of a healthy lifestyle	Methods of teacher training
1	Physical education and sports	Include special courses on healthy lifestyle in the curriculum
2	Proper nutrition	Organisation of practical classes and school practices
3	Personal hygiene and health protection	Thematic seminars, trainings
4	Psychological health	Activities to develop students' emotional stability
5	Giving up bad habits	Learning by example of teachers

Source: developed by the authors

Preparing future teachers to form a healthy lifestyle for students is one of the priority issues in the field of education. These activities contribute to improving the health of students, their long and high-quality life (Kuatbekov & Kargapoltseva, 2018). Therefore, pedagogical universities and schools, working together, contribute to the upbringing of a healthy generation. In 2021, “class hours on a healthy lifestyle for students in grades 6-11” were developed (Gorkina *et al.*, 2021).

A healthy lifestyle has a specific structure. These include: a person's awareness of himself and his environment; striving to observe hygiene and relevant rules; personal and sufficient physical activity; strengthening the body with sunlight, cold water and fresh air; correct and rational nutrition; psychohygienic measures aimed at creating a positive emotional microclimate; observance of moral and positive behaviour established in society; rejection of bad habits; observance of safety rules in everyday life; striving to independently acquire a healthy lifestyle. The formation of a healthy lifestyle is influenced by external and internal factors. External factors include the social environment accompanying the life process, material, natural and living conditions, culture formed in society, as well as the microenvironment. Internal factors include a person's desires related to personal needs, values underlying life, personal attitudes, features of worldview, self-esteem (Savochkina *et al.*, 2019).

When understanding the theoretical foundations of organising a healthy lifestyle, it is important to understand the four levels separately. At the first level, it is important to create material and social conditions that ensure the quality of human life. These are basic conditions such as housing, income, safe environment. The second level is the creation of conditions for personal development of each person. This is related to the possibility of education, participation in social activities, health promotion, and sports. The third level considers the quality of social ties and interpersonal relations (friendly, family, professional relations). The fourth level is associated with the possibility of restoring energy: it is provided by proper nutrition, hygienic habits, observance of a rest regime. With these components in mind, effective ways of preparing future teachers are also clearly defined. Combining theory and practice, students should be given the opportunity to work with students in a school setting. For example, it is useful to organise activities to promote students' healthy lifestyles during practice. Also, seminars and trainings on the topic help students to learn different techniques, deepen their knowledge and develop skills of their practical application. These activities contribute to mastering pedagogical strategies that can influence students' health and well-being (Mamytov, 2021).

Analysing the effectiveness of test-based methods: Experimental tests can clearly identify which teaching methods are effective in promoting healthy lifestyles among students. For example, these could be tests that test knowledge of nutrition, physical activity, mental health and

other aspects of healthy lifestyles. Taking age and social factors into account: Test results can show how different age groups respond to health programs and how students' social status affects their perceptions of health. This is important for designing programs adapted to different groups of learners. Design of educational materials: Experimental data can help determine which forms of information delivery (e.g., games, videos, hands-on activities) are most effective for developing healthy habits (Quvondiqov, 2025). Psychological aspect: Test results can help students understand the psychological barriers that may prevent them from adopting healthy lifestyles. Teachers can use this data to develop strategies to improve motivation and overcome such barriers as key components of a healthy lifestyle.

A healthy lifestyle plays an important role in shaping not only students' health, but also their psychological state. Modern research shows that habits formed at a young age have a significant impact on a person's future life (Bruck, 2025). For example, A. González Moreno *et al.* (2023) found that adolescents who adopt a healthy lifestyle are less stressed, have higher self-esteem, and are less likely to be bullied at school. Digital technologies also have a positive impact on improving healthy eating habits and physical activity among youth (Benítez-Andrades, 2020; Benavides *et al.*, 2021). Health education programmes in higher education institutions have improved students' health perceptions and reduced risky behaviours (Çol *et al.*, 2024). At the same time, global scientific analyses have revealed worrying trends in adolescent health: with the rise in mental disorders and overweight, health education at school age is becoming increasingly important (Baird, 2025). Therefore, prevention and health promotion activities should be systematically integrated into the school environment through educational, digital and social initiatives.

In order to increase the competence of future teachers in the field of healthy lifestyle formation, it is necessary to introduce a number of special elements into the educational process. Firstly, it is recommended to organise courses on health and healthy lifestyle in higher education institutions. These courses would cover such important topics as proper nutrition, physical activity, stress management and psychological health. To consolidate students' theoretical knowledge in practice, practical lessons will be held on organising sports events, conducting games and physical education classes. It is also necessary to organise meetings with medical workers, nutritionists and fitness trainers in order to increase students' interest in the topic of healthy lifestyle. These events can be held in the form of master classes or webinars. Also of a particular importance is the development of motivational programmes for students to effectively implement healthy lifestyles in their lives. For example, as part of school projects “Healthy Lifestyle – My Choice!” students develop and learn to implement small projects on proper nutrition, sports and health. Organising special sport and health festivals within the school is also an effective way of getting student active. Such festivals may include activities such as marathons, races, yoga

classes. In addition, recognising students who have chosen a healthy lifestyle and are consistently implementing it in their lives with certificates and awards will undoubtedly motivate other students.

It is recommended to use new methods to make the learning process modern and interesting. Gamification takes a special place among them. Using of interactive games and quizzes on healthy lifestyles helps to keep students' attention. Also, organising practical activities – for example, holding master classes on healthy cooking in kitchens – will encourage the application of knowledge in life. Organising small physical exercises or breaks during lessons will also improve physical and psychological well-being and help to absorb knowledge effectively. All these actions will stimulate future teachers to systematic and effective work in their professional activity on forming healthy lifestyle habits in students. Only a teacher who has gained experience in promoting healthy lifestyles in everyday life can have a long-term positive impact on the behaviour and habits of students. Thus, mastering the significance, methods and basic principles of preparing future teachers to form a healthy lifestyle among students will undoubtedly bring great success to the younger generation in the future. “The single main driving force behind the socio-economic and digital development of the country is the education system. It depends on increasing students' interest in learning and their activity in learning” (Decree of the President of the Kyrgyz Republic, 2021). In conclusion, preparing future teachers for these activities builds sustainable skills that will accompany future teachers throughout their lives and improve their overall health.

■ CONCLUSIONS

The results of the study revealed that professional training of future teachers in the field of healthy lifestyle formation is an important direction of the modern education system. This direction requires comprehensive development of teachers' knowledge, skills, attitudes and views on health, psychological stability, social activity and culture of life. Based on the study, a multifaceted structure of healthy lifestyle formation was identified, which consisted of such basic components as physical training and sports, proper nutrition, hygiene, psychological stability and avoidance of bad habits. In addition, various levels of healthy lifestyle were comprehensively considered – from material and social conditions to the restoration of internal human resources.

In practical terms, it is recommended to use special courses, practical classes, interactive lessons and gamification

elements in higher education institutions on the topic of a healthy lifestyle. These methods, in addition to expanding the personal experience of students, provide them with a set of competencies necessary for the formation of healthy lifestyle skills in students. Obvious changes in student motivation are noted: attitudes towards health change, social activity increases, and responsibility for the profession increases. This is a factor that directly affects the quality of life of schoolchildren in the future. The practical value of the study lies in the possibility of systematic and effective integration of healthy lifestyle training into the curriculum of educational institutions.

It plays an important role not only in the work of teachers, but also in improving the health of society as a whole. Also, the introduction of healthy lifestyle culture into the educational process contributes to improving the quality of education and strengthening the psychological state of students. Further scientific research should focus on regional peculiarities of healthy lifestyle formation, factors affecting students of different ages, and the influence of teachers' personal experience of healthy lifestyle on pedagogical activity. Also, important promising directions are the development of innovative programs aimed at the formation of healthy lifestyle culture in educational institutions and the evaluation of their effectiveness.

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■ CONFLICT OF INTEREST

The authors declare no conflict of interest related to the publication of this article.

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Болочок мугалимдерди окуучулардын сергек жашоо мүнөзүн калыптандырууга даярдоо

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Аннотация. Окуучулардын сергек жашоо образын калыптандыруунун актуалдуулугу коомдо өсүп келе жаткан муундун ден соолугун чыңдоо жана балдар менен өспүрүмдөр арасында оорулардын алдын алуу маселелерине өзгөчө көңүл бурулуп жаткандыгына байланыштуу. Заманбап мектеп билим берүүдөн тышкары, окуучулардын ден соолугуна болгон баалуулук мамилесин да калыптандырышы керек. Ден соолукту чыңдоонун, туура тамактануунун, кыймыл активдүүлүгүнүн жана психологиялык абалды чыңдоонун маанилүүлүгү тууралуу маалымдоо билим берүү тутумунун маанилүү бөлүгү болуп саналат. Мугалимдер, өз кезегинде, окуучуларга сергек жашоонун маңызын жеткиликтүү үйрөтүүдө негизги ролду ойношу керек. Ушуга байланыштуу болочок педагогдорду ден соолук маданиятын калыптандырууга багытталган милдеттерди ишке ашырууга даярдоо өзгөчө мааниге ээ. Изилдөөнүн максаты – мектеп окуучуларынын арасында сергек жашоонун негиздерин калыптандырууда келечектеги мугалимдердин ролун аныктоо жана алардын кесиптик даярдыгын өркүндөтүү багыттарын негиздөө. Изилдөөдө илимий жана педагогикалык адабияттарды теориялык талдоо, педагогикалык адистиктеги, алынган маалыматтарды жалпылоо жана интерпретациялоо колдонулду. Изилдөө учурунда мектепте калыптандырылышы керек болгон сергек жашоонун негизги компоненттери аныкталды: рационалдуу тамактануу, кыймыл активдүүлүгү, гигиеналык эрежелерди сактоо жана психоэмоционалдык жыргалчылык. Болочок мугалимдердин сергек жашоо тууралуу түшүнүктөрү жана аларды окуучуларга жеткирүүгө даярдыгы талданды. Педагогикалык багыттагы студенттерге сергек жашоонун негиздерин максаттуу үйрөтүү алардын балдардын ден соолугу үчүн жеке жоопкерчилигин калыптандырууга жана дени сак муунду тарбиялоодогу ролун аңдоого өбөлгө түзөөрү аныкталды. Изилдөөнүн практикалык мааниси жогорку окуу жайларындагы мугалимдерди даярдоо программаларын иштеп чыгууда жана мугалимдердин квалификациясын жогорулатуу курстарын уюштурууда колдонууга болот.

Негизги сөздөр: дене тарбия; туура тамактануу; гигиена; ден-соолук; коопсуз чөйрө

Подготовка будущих учителей к формированию здорового образа жизни учащихся

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Аннотация. Актуальность формирования основ здорового образа жизни (ЗОЖ) у школьников обусловлена повышенным вниманием общества к вопросам укрепления здоровья подрастающего поколения и необходимости профилактики заболеваний среди детей и подростков. Современная школа должна не только обучать, но и способствовать формированию у учащихся ценностного отношения к собственному здоровью. Информирование о важности укрепления здоровья, здорового питания, физической активности и психологического состояния посредством школьного образования является важной частью системы образования. Учителя, в свою очередь, должны играть ключевую роль в формировании понимания здорового образа жизни в эффективном обучении учащихся. В этой связи особую значимость приобретает подготовка будущих педагогов к реализации задач, связанных с формированием культуры здоровья. Целью исследования было выявление роли будущих учителей в формировании основ ЗОЖ у школьников, а также обоснование направлений совершенствования их профессиональной подготовки. В работе использовались методы теоретического анализа научной и педагогической литературы, обобщение и интерпретация данных. В ходе исследования были выявлены основные компоненты здорового образа жизни, которые должны формироваться у школьников в процессе обучения: рациональное питание, физическая активность, соблюдение гигиенических норм, психоэмоциональное благополучие. Проанализированы представления будущих учителей о ЗОЖ и их готовность транслировать эти знания и установки учащимся. Установлено, что целенаправленное обучение студентов педагогических специальностей основам ЗОЖ способствует формированию у них личной ответственности за здоровье детей и осознанию своей роли в воспитании здорового поколения. Практическая значимость исследования заключается в возможности использования его результатов при разработке программ подготовки будущих педагогов в вузах, а также в организации курсов повышения квалификации учителей.

Ключевые слова: физическое воспитание; правильное питание; гигиена; здоровье; безопасная среда