DEPENDENCE OF HEALTHY LIFESTYLE PARAMETERS AND SOCIAL ADAPTATION

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ABSTRACT

In this article, the correlation of healthy lifestyle indicators and various parameters of their social adaptation in students studying in higher education institutions was determined by correlation analysis. Dependencies that reached a sufficiently high level of reliability (with coefficients of not less than 0.50) were analyzed.

Key words: fitness, athletics, oriental wrestling, aerobics, step aerobics, athletic gymnastics, dance aerobics, fitness yoga, athletics, sports, (football and basketball), athletic gymnastics.

I. INTRODUCTION

Sport plays an important role in understanding the identity of the nation, its integration into specific goals, the manifestation of its potential and power in the world. Of course, the importance of physical culture and sports in the upbringing of a harmoniously developed generation can be seen in the fact that today our government cares about sports and has risen to the level of public policy. In particular, the decrees of the President Sh. Mirziyoyev dated 30.10.2020 PQ-6099 "On measures for the widespread implementation of a healthy lifestyle and further development of mass sports" today serve as a program for the further development of physical culture and mass sports in our country [1].

It is noteworthy that the representatives of our country are achieving high results at the Olympic Games, world championships, Asian Games and championships and international competitions, the prestige and sports potential of Uzbekistan in the world is growing, magnificent world-class sports facilities are being built.

From the above ideas and information, it is clear that the achievements and successes are ours, and now, using the opportunities created, to raise the field of education to a new level and further improve the educational process with the widespread use of modern educational technologies; is one of the most pressing issues facing educators.

II. LITERATURE REVIEW

The results of the analysis of the existing scientific and methodological literature testify to the fact that in recent years there has been an increase in the number of students with different levels of physical fitness. This trend is typical of many higher education institutions in Uzbekistan. Many students are not fully prepared to perform the loads provided for in the standard curriculum. It is difficult for students of this type to implement curricula developed within the framework of training regimes (according to physiologically based standards for a given age group). This is due to the mismatch between the physical fitness of a significant number of students and the normative tests performed by them. The situation is exacerbated by the fact that many students do not have the necessary motivation for physical education and sports. In many cases, such students do not participate in practical classes in an inactive state, do not perform basic exercises, avoid physical exertion, as well as lack consistency in achieving the results required for the optimal functioning of all systems of the body. Activation of physical activity of such students remains an important issue. The methodology and organization of this process of teaching students has its own characteristics.

III. ANALYSIS

Numerous studies have been devoted to the problem of health and healthy lifestyle. However, so far, there are many uncertainties, including methodological considerations [11, 12].
There is no developed diagnostic base that allows students to identify various components of a healthy lifestyle, without a quality diagnosis, it will not be possible to form a goal-oriented [7, 9, 10].

There is a lot of information in the scientific and methodological literature about the significant role of physical education in the development of the human body, physical development and the decision of a healthy lifestyle [13, 14, 15]. At the same time, it is noted that in higher education institutions there is almost no data describing the actual state of implementation of curricula for physical education students with different levels of physical fitness.

The object of research: a healthy lifestyle of students studying in medical higher education institutions.

The subject of the research: the process of forming a healthy lifestyle in students of medical higher education institutions in physical education classes.

The aim of the study was to analyze the correlation between the indicators of a healthy lifestyle and various parameters of their social adaptation in students of higher education institutions through physical education and sports.

Based on the purpose of the study, the following tasks were formed:

1. Analysis of scientific sources on the topic;
2. Identify the components of a healthy lifestyle for students of higher education institutions.
3. Correlation scientific analysis of the relationship between the indicators of a healthy lifestyle and various parameters of their social adaptation in students of higher education institutions through physical education and sports.

In order to analyze the correlation between the indicators of healthy lifestyles and various parameters of their social adaptation in students studying in higher education institutions, we conducted a series of studies.

The study analyzed the relationship of the parameters of social adaptation with both the components of a healthy lifestyle (Table 1) and the elements (Table 2) [3].

Table 1 Relationships of social adaptation of students studying in higher education institutions with the components of a healthy lifestyle (n = 252, points)

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Satisfaction: 1 - education, 2 - relationships with other students, 3 - relationships with teachers, 4 - relationships with administration, 5 - content of education, 6 - learning conditions, 7 - status in society, 8 - financial status, 9 - housing and living conditions, 10 - personal life, 11 - relationship with parents, 12 - social status, 13 - relationship with friends, 14 - service, 15 - medical care, 16 - vacation, 17 - vacation 18 - from the choice of workplace, 19 - from their own health, 20 - from their own lifestyle in general, 21 - an integral indicator, 22 – attendance

In general, a sufficient number of reliable correlations between the indicators of the components of a healthy lifestyle and the various parameters of life satisfaction that reflect the quality of their social adaptation of students studying in higher education institutions has been identified. Of the 110 hypothetically possible possibilities, 32 correlations were identified (reliability level is high enough).

Most of the dependencies are of a positive nature, but some of them (one third) are negative.

It has been found that the success of a sufficiently high level of education is reliably linked to the cognitive and practical components of a healthy lifestyle for students.

The largest number of correlations with students’ social adaptation indicators were identified in the practical (9 dependencies) and cognitive (8 dependencies) components of a healthy lifestyle, which is legitimate. In the remaining components, 5 reliable correlations were identified with the descriptions of students’ social adaptation. The closest connection of students’ healthy lifestyle with aspects of social adaptation is satisfaction with their own health (4 dependencies), satisfaction with their own lifestyle and the field of medical care (3 dependencies).

Social adaptation of students studying in higher education institutions is not related to the parameters of a healthy lifestyle (such as learning conditions, social status, satisfaction with leisure opportunities) and weakly related (self-education, its content, peers, administration, parents, friends relationship with him, material and housing aspects, satisfaction with the opportunity to choose a place of work, etc.) (because it has 1 connection with him).

Now, we will discuss the components of a healthy lifestyle of students studying in higher education institutions, their concrete adaptations with various parameters of social adaptation (dependencies, noted in descending order of importance).

The cognitive component of a healthy lifestyle, characterized by the degree to which students have information, is related to the following parameters of satisfaction:

- from their own health (because having information about a healthy lifestyle forces them to follow it to some extent);
- from their own knowledge (high level of information in various fields should allow to adequately and highly evaluate the quality of their knowledge);
- from their relationship with their parents (they, to a certain extent, contribute to the formation of a healthy lifestyle in their children);
- from their own lifestyle in general (although in this case the correlation is negative, it shows a significant disparity in the knowledge of students in the field of healthy lifestyles and their application in practice);
- from the content of reading (access to information in various spheres of life is probably closely related);
from the relationship with teachers (because more knowledgeable students, as a rule, are positively evaluated).

This means that students' knowledge of various aspects of a healthy lifestyle helps them to adapt more productively to learning activities and relationships with others, but generally reduces their satisfaction with lifestyle (due to weak implementation of healthy lifestyle values in practice).

It was found that the emotional component, which reflects the attitude of students to the aspects of a healthy lifestyle, is associated with the following parameters of satisfaction:

- with the field of medical services (the negative nature of the connection, the less students believe in the possibilities of medicine, the more they are oriented to a healthy lifestyle);
- relationships with different people - students, teachers, administration, friends (these connections are explained by the effect of "positive thinking", although not so strong, according to which people with a positive attitude to a healthy lifestyle also have a positive attitude to various other events).

Since the motivational component of a healthy lifestyle (reflecting the strength of the need for it) of students studying in higher education institutions is associated with the indicator of satisfaction (all correlations are negative):

- with their own health (that is, students who are dissatisfied with their state of health have the greatest desire to lead a healthy lifestyle);
- with recreation (students who "do nothing" in their spare time, who do not form a vacation, are most interested in a healthy lifestyle);
- in the field of health care (those who are dissatisfied with it have the greatest motivation for a healthy lifestyle, as a real alternative to maintaining their health);
- with personal life (that is, students who do not have close relationships strive for an active healthy lifestyle);
- with their position in society (students who underestimate their social status, see a healthy lifestyle as a means to increase it).

Thus, the motivating basis for implementing a healthy lifestyle is a situation of dissatisfaction with a number of important needs of students.

The conative component of a healthy lifestyle, which reflects the current readiness of students studying in technical higher education institutions to practice, is associated with the following parameters of hardening:

- with financial status (because its higher level creates more opportunities for a healthy lifestyle);
- with their own health - the negative nature of the connection indicates that a low level of health is a motivating factor for a healthy lifestyle;
- with housing and living conditions (their high level should improve the overall quality of life and create certain "standards" for a healthy lifestyle);
- with the service sector (access to fitness centers increases the readiness of students to lead a healthy lifestyle);
- with his own lifestyle in general - the higher a student is satisfied with it, the lower he is willing to lead a healthy lifestyle, and vice versa.

Thus, the readiness of students studying in higher education institutions to lead a healthy lifestyle is associated with a high appreciation of their personal capabilities (priority financial opportunities) in this area, as well as their dissatisfaction with their health and lifestyle.
The practical component of a healthy lifestyle, which reflects the level of rail activity of students in relation to it, determines their satisfaction with:

- from their own health (this is legal);
- own lifestyle (because of its "correctness");
- self-esteem in society (because a healthy lifestyle is public, and health is a factor of social success);
- with the opportunity to choose a job (because good health is an indicator of high competitiveness);
- with personal life (because health is a factor in the success of interaction with a person of the opposite sex);
- with the conduct of recreation (because good health creates an opportunity for a greater diversity of choice of means of recreation (mainly of an active nature));
- with the medical service (probably due to minimal contact with it).

Thus, the activity of students studying in higher education institutions towards leading a healthy lifestyle contributes to greater self-satisfaction (increases self-esteem) and satisfaction with the social aspects of personal success.

In general, students studying in higher education institutions have a sufficient number of correlations with the components of a healthy lifestyle, the characteristics of their social adaptation, that is, they define each other.

To determine the role of healthy lifestyle elements in students’ social adaptation, their mean values were determined in all components of a healthy lifestyle.

Using correlation analysis, 42 correlations were identified with the indicators of elements of a healthy lifestyle and social adaptation of students studying in higher education institutions. This means that they also define each other sufficiently significantly.

The parameters of social adaptation of students are most significantly affected by an element of a healthy lifestyle, such as physical activity, with a sharp “overtaking” of other indicators (10 dependencies).

### IV. DISCUSSION

Students’ social adaptation is affected to some extent, but still significantly by elements of a healthy lifestyle such as giving up harmful habits for health (8 dependencies) and self-management (7 dependencies).

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The listed indicators (physical activity, abstinence from harmful habits and self-management) are related to the integral indicator of students' satisfaction with their personal life, which shows their high importance in the social adaptation of the individual and their pedagogical and pedagogical integration, justifies the need to select as key “targets” (or targets) during.

The degree of impact on other elements of a healthy lifestyle and aspects of social adaptation of students is not significant (3-4 dependencies).

Students' attendance was associated with physical activity, adherence to a regimen, and abandonment of harmful habits for health.

Among the indicators of social adaptation, the ones that have the closest relationship with the various elements of a healthy lifestyle are the satisfaction of students with their own health (8 dependencies), which is a legitimate situation. It was also found that indicators such as students 'overall satisfaction with their lifestyle and relationships with their parents were also correlated (4 dependencies).

It was found that these parameters of social adaptation (satisfaction with health, lifestyle, relationships with parents) are related to the integral indicators of a healthy lifestyle of students.

A number of indicators of social adaptation (content and conditions of study, satisfaction with the situation in society) have not been identified in relation to elements of a healthy lifestyle.

Here are the names of the relationships between the elements of a healthy lifestyle and the parameters of social adaptation of students studying in technical higher education institutions (mentioned in descending order of importance). Most dependencies are very logical in nature, so there is no need to explain them.

High levels of physical activity determine student satisfaction:

- from his own health (this is logically correct);
- from their own way of life in general (this connection is also legal);
- from personal life (good physical condition is one of the important factors for success among people of the opposite sex);

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**STT elements**: 1 - adherence to a regimen, 2 - complete rest, 3 - "proper" nutrition, 4 - physical activity, 5 - abstinence from harmful habits, 6 - adherence to the principles of hygiene, 7 - ensuring health safety, 8 - application of self-management, 9 - integral indicator

**Satisfaction**: 10 - education, 11 - relationship with other students, 12 - relationship with teachers, 13 - relationship with administration, 14 - content of education, 15 - learning conditions, 16 - social status, 17 - financial status, 18 - housing and living conditions, 19 - personal life, 20 - relationship with parents, 21 - social status, 22 - relationship with friends, 23 - service, 24 - medical care, 25 - vacation, 26 - vacation transfer opportunities, 27 - job choice, 28 - own health, 29 - their own lifestyle in general, 30 - integral indicator, 31 - study attendance
• position in society (this is explained by the high social value of a good "sports uniform");
• from their relationship with their parents (because most parents are very positive about their children's activities);
• leisure (because free time is devoted to training);
• the opportunity to spend the holiday in accordance with their wishes (because young people prefer active forms of recreation);
• from the opportunity to choose a job (because a good "sports uniform" is an important criterion of competitiveness in the labor market).

Thus, the data obtained allow us to conclude that students who perform at a sufficiently high level of physical activity are characterized by a much higher level of social adaptation on the most diverse parameters.

Students who are free from harmful habits for their health feel great satisfaction with:
• his own health (expected dependence);
• lifestyle (due to its expected social compatibility);
• position in society (because it has a much higher status);
• from the financial position (because the implementation of dependencies usually requires material costs);
• relationship with parents;
• relationships with teachers.

Engaging in self-management helps increase student satisfaction:
• from his state of health (due to the elimination of the effects of stress and other negative emotional states);
• relationships with others - parents, friends, management (teachers and administration of the educational institution) and teammates (due to the normalization of the emotional background).

The degree of compliance with the rules of personal health safety of students depends on the degree of their satisfaction with:
• the state of his health;
• from their own way of life in general;
• in the field of medical services;
• from his own information.

Adherence to a certain regimen by students helps to increase their satisfaction with:
• from their own way of life;
• health status;
• from the relationship with teachers (probably as a result of minimizing lateness and truancy).
The availability of complete rest helps to increase students' satisfaction with:

- holidays;
- voluntary leave;
- from his state of health.

Adherence to the principles of proper nutrition by students creates a favorable environment for them to be satisfied with:

- health status;
- in the field of services (probably provided by the public catering system);
- financial status (the size of the financial capacity allows for proper nutrition).

Adherence to the principles of hygiene by students depends on their satisfaction with:

- from personal life;
- relationship with parents;
- from housing and living conditions (which probably creates the conditions for their implementation).

V. CONCLUSION

Thus, the results of these studies allow us to draw the following conclusions:

- Students are closely related to the characteristics of social adaptation, through which the parameters of a healthy lifestyle (its components and elements) are determined by each other;
- Satisfaction of students with a healthy lifestyle in terms of social adaptation - their own health and lifestyle in general;
- STT has the greatest impact on students' satisfaction with various aspects of their lives, both practical (active) and cognitive (having information);
- The parameters of social adaptation of students are most significantly influenced by elements of a healthy lifestyle, such as physical activity and the abandonment of habits that are harmful to health and the use of self-management.

REFERENCES:


