



Studying The Lifestyle Of Modern High School Students.

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ABSTRACT

The article covers the issues of nurturing a healthy lifestyle of high school students. The individual's acceptance of social values and norms occurs through individual needs, motives, mechanisms of activity and behavior. The school and education system are responsible for the educational process, but healthy lifestyle norms are not always instilled, and the health and healthy lifestyle of the younger generation are currently the main tasks in the development of the state and society. In this work, a survey of high school students in comprehensive schools and schools with a mathematical focus was conducted. Data on the students' lifestyle were obtained and processed, and the main shortcomings were identified.

Keywords:

schoolchildren, lifestyle, proper nutrition, healthy lifestyle, ICT, morning exercises, a walk in the fresh air.

Relevance. A healthy lifestyle is the most important condition for the health of any person. Maintaining a healthy lifestyle is especially important in childhood, when the human psyche and body are not yet formed. According to WHO, an important preventive factor in strengthening health is a healthy lifestyle (HLS), which determines a person's health by 60-70% [1, 5-12].

In recent years, there has been the emergence of new hygienic factors in which the health of the child population is formed. One of these factors is the use of information and communication technologies (ICT) by schoolchildren, which affects both the daily routine of schoolchildren and their lifestyle in general [1]. At the same time, poor nutrition, non-compliance with hygiene standards, a sedentary lifestyle, poor sleep also affect their lifestyle [2, 3, 4]. We studied the lifestyle features of modern high

school students who actively use ICT and study in educational organizations of different types.

The purpose of the study. To identify the lifestyle features of high school students depending on the type of educational organizations in which they study.

Materials and methods. The study involved 300 high school students from Tashkent (150; 87 boys and 63 girls) and Namangan (150; 78 boys and 72 girls). The average age of the students was 16.1 years among boys and 16.2 years among girls (age group 16 years). The students studied in 2 educational institutions: a comprehensive school and a school with an emphasis on exact subjects. The selection of organizations for the study was carried out from among those whose parents' committee and leaders approved participation in the study. The work performed does not infringe on the rights and does not jeopardize the well-being of the

subjects of the study and meets the requirements of biomedical ethics. We conducted a questionnaire. The questionnaire was divided into 2 blocks of questions. The 1st block contained questions about the duration of night sleep, hygiene procedures, duration of school hours, intake and duration of meals, sports, walks and free time. The questions of the 2nd block of the questionnaire concerned questions about the use of ICT. The answers from the questionnaires were entered into an electronic database, the results were compared with the sample, after which the number of correct answers and their ratio to the total number of questions were determined for each respondent. The number of questions and their content were the same for each of the respondents. The research results were processed using the methods of applied statistics [3, 4].

Results and discussion. The analysis of the comparison of hygienically recommended and actual daily routines of schoolchildren is presented in Figures 1-2-3. It was found that schoolchildren use ICT for 7 hours daily on a regular school day (on average 15% of the budget of the daily routine of schoolchildren). The workload of the daily routine of senior schoolchildren with ICT changes the time allocated to other routine moments. The use of ICT among senior schoolchildren of the city of Tashkent comprehensive school and school with a mathematical focus: the use of gadgets is -8 (8) hours; the use of computers -2 (1.5) hours; the use of planets - 1 (1.5) hours; the use of ICT in the educational process - 4 (6) hours; use of ICT outside the educational process - 3 (2) hours; use of gadgets before bedtime - 1.5 (1) hours. Senior schoolchildren in the city of Tashkent prepare homework for 1.8 hours (on average 8% of the daily routine budget). Modern schoolchildren in the city of Tashkent allocate time for additional classes - 6%, which in total with homework preparation is - 12% (with the recommended 13%). Schoolchildren in the city of Tashkent have additional classes in various subjects in general education schools in the amount of 7 hours a week, in schools with a focus on exact subjects - 8.1 hours a week.

The schoolchildren of the city of Namangan answered the same questions: senior schoolchildren prepare homework for 1.7 hours (on average 8% of the daily budget). Modern schoolchildren have time for additional classes - 8%, which in total with homework preparation is -10% (with a recommended 13%). The use of ICT among senior schoolchildren of the city of Namangan comprehensive school and school with a mathematical focus: the use of gadgets is -9 (8) hours; the use of computers -2 (1.5) hours; the use of planets - 3 (1.5) hours; the use of ICT in the educational process - 4 (6) hours; the use of ICT outside the educational process - 5 (4) hours; the use of gadgets before bed - 5 (3) hours.

Schoolchildren have additional classes in various subjects in comprehensive schools in the amount of 5.8 hours per week, in schools with a focus on exact subjects - 7.8 hours per week. This is understandable, since senior schoolchildren are busy preparing for the Unified State Exam, and the more serious the educational institution, the more serious the preparation required.

Such routine moments as sleep (up to 25% instead of the recommended 38%) and physical activity (staying outdoors and playing sports) are reduced by 8%. There are differences in the duration of schoolchildren's sleep depending on the type of educational organization. In comprehensive schools in the city of Tashkent, the duration of sleep is 7.5 hours, in schools with a focus on exact subjects - 6 hours; the time devoted to sports in comprehensive schools is 4.0, in schools with a focus on exact subjects - 3.7 hours. During the survey on such an important indicator as the age of onset of smoking in comprehensive schools of the city of Tashkent is 10 years, in schools with a focus on exact subjects - 14 years. Schoolchildren of the city of Namangan in comprehensive schools the duration of sleep is 8.5 hours, in schools with a focus on exact subjects - 6.5 hours. The time devoted to sports in comprehensive schools is - 5.0, in schools with a focus on exact subjects - 4.0 hours. During the survey on such an important indicator as the age of onset of smoking in comprehensive schools is 12 years, in schools with a focus on exact subjects - 14 years.

Senior schoolchildren of the city of Tashkent in the overwhelming majority have 3 meals a day (72.4% among schoolboys and 80.6% among schoolgirls); among schoolboys - 84.5% eat at home and in the school canteen, 15.5% - only at home and among schoolgirls - girls the figures were 52.0% and 10.4%, respectively; 14.7% of girls bring food from home. Breaks in meal times longer than 5-6 hours were noted by 72.7% of surveyed school boys and 62.9% of school girls; more than half of school boys indicated having a late dinner (2 hours or less before bedtime) - 45% and 42.3% of school girls. The overwhelming majority of senior school children in the city of Namangan have 3 meals a day - 71.8% among school boys and 78.9% among school girls; among school boys 80.5% eat at home and in the school canteen, 17.5 - only at home and among school girls the figures were 50.2% and 10.2%, respectively; 10.8% of girls bring food from home. Breaks in meal times longer than 5-6 hours were noted by 70% of the surveyed school boys and 60% of school girls; more than half of the school boys indicated having a late dinner (2 hours or less before bedtime) - 40% and 40.3% of school girls.

Schoolchildren in the city of Tashkent have irregular meals: 20% of school boys and 21.1% of school girls noted the absence of regular meals; 68.6% of school boys and 70.2% of school girls receive hot meals 2 times a day or more often. The absence of hot meals was revealed in 5.7% of school boys and 6.3% of school girls. Frequent consumption of spicy, salty and smoked foods was indicated by 51.8% of school boys and 40.6% of school girls. Every day, 42.9% of schoolboys receive fresh vegetables and fruits, 2-3 times a week - 44.1%; schoolgirls - 70.4% and 22.2%, respectively. Daily consumption of fast food comprehensive school and school with a mathematical focus - 85% (75%); carbonated drinks - 76% (72%); daily consumption of chips (crackers, kirieshki, etc.) - 71% (67%); sweets - 65% (63%).

Schoolchildren of the city of Namangan answered these questions: lack of regular meals was noted by 18.7% of schoolboys and 19.4% of schoolgirls; hot meals 2 times a day or more often are received by 65% of schoolboys and 68% of schoolgirls. Lack of hot meals was found

in 6.3% of school boys and 4.5% of school girls. Frequent consumption of spicy, salty and smoked foods was reported by 49.3% of school boys and 40% of school girls. Fresh vegetables and fruits are received daily by 46.5% of school boys, 2-3 times a week - 42.9%; school girls - 54% and 23%, respectively. Daily consumption of fast food comprehensive school and school with a mathematical bias - 95% (75%); carbonated drinks - 86% (82%); daily consumption of chips (crackers, kirieshki, etc.) - 71% (67%); sweets - 85% (63%). Daily consumption of milk and dairy products was noted by 54.8% of schoolboys and 60.7% of schoolgirls in the city of Tashkent. At least once a day, meat and meat products are consumed by 40.0% of schoolboys and 28.9% of schoolgirls. 1-2 times a week, 4.9% of boys and 12.8% of girls in the city of Tashkent eat meat. 3.6% of boys and 4.6% of girls do not eat meat products at all. Daily consumption of milk and dairy products was noted by 53% of schoolboys and 56% of schoolgirls in the city of Namangan. At least once a day, 38% of schoolboys and 24.8% of schoolgirls eat meat and meat products; 1-2 times a week, 3.6% of boys and 10.5% of girls eat meat. 8% of boys and 5% of girls in the city of Namangan do not eat meat products at all. Taking into account all of the above, we can say that in modern conditions, it is important to search for effective forms of forming healthy lifestyle attitudes in children, adolescents and young people [4, 5, 6].

Conclusions. Due to the long-term use of ICT, other routine moments are shortened in the budget of schoolchildren's day: sleep, physical activity. Some schoolchildren do not have a balanced diet as an important element of a healthy lifestyle. Non-compliance with the diet, late dinner, insufficient number of meals, including hot ones, long breaks, and improper food preferences were revealed.

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