



MEDICAL STUDENTS' ATTITUDES TOWARDS HEALTH-SAVING TECHNOLOGIES AND A HEALTHY LIFESTYLE

Khaidarov N.K., Eshmurotov S.G.

Tashkent State Dental Institute
Tashkent, Uzbekistan

Article history:	Abstract:
Received: May 20 th 2025 Accepted: June 14 th 2025	The article presents the results of a sociological survey of students of medical universities, using the example of the Bukhara State Medical Institute (BSMI) and the Tashkent State Dental Institute (TSDI). The analysis of the students' responses allowed us to conclude that not all students have an idea of health-saving technologies, there is no particular interest in issues of a healthy lifestyle (HLS). A certain pattern was revealed in the respondents' responses, the motivation to lead a healthy lifestyle increases dynamically with the transition to subsequent courses of study. Apparently, this is due to the acquisition of relevant knowledge on valeology, hygiene and health-saving factors in clinical disciplines that students take in older courses of study.

Keywords: Students, health, lifestyle, risk factors

A healthy lifestyle (HLS) is a way of rational life-behavior, protecting from unfavorable factors of macro and micro environment, based on the principle of morality and active approach, allowing throughout the life of an individual to maintain health in its physical, psychological and sexual aspects. To form a HLS, it is necessary to raise awareness about it starting from the family, kindergarten, school and up to the club of interests and health schools for pensioners, technologies aimed at disseminating knowledge, skills and developing skills for maintaining and strengthening health, the so-called health-saving technologies [1,5,8,9,13]. The area of these technologies in the narrow sense of the word is understood as a set of measures to protect the health of students in an educational institution. Knowledge of these technologies allows not only to preserve one's own health, but also, which is especially important for future doctors, to implement the studied technologies in the lives of their future patients [1,3,4,12,14]. The interest of students and their ability to lead a healthy lifestyle depends on many factors, including not only the system of cultural and moral values formed in a young person under the influence of family and society, but also the system of social state measures that contribute to the creation of conditions for sports, the preservation of a favorable ecological and hygienic environment, the possibility of rational nutrition, etc. [2,6,7,9,10,11,12]. In our study on the awareness and desire of students to lead a healthy lifestyle and their knowledge of the basics of health-saving technologies and their implementation in the life of society, an anonymous survey of 840 students of the 1st, 3rd and final years of medical universities (BSMI and TGSI)

was conducted. Starting the analysis of students' awareness of risk factors for disease development and methods of their prevention, it should be noted that students receive basic information about their health and methods of maintaining it from various sources, the main one being the institute, which was noted by 75.0% of students, in second place are the media and the Internet, from which 30.8% of students draw knowledge, some information was received by survey participants at school, which was indicated by 24.0% of respondents, 18.0% of respondents discussed health problems in their families, and 12.1% of respondents received this information from medical workers of different ranks (excluding university teachers). This indicates a low level of participation in preventive and propaganda activities of health care institutions and educational institutions - the official work plan of which includes the formation of a healthy lifestyle in students.

As risk factors for developing health problems in young people, the majority of respondents named drug and psychotropic drug use (87.4% of responses), followed by bad habits - alcohol abuse - 83.1%, cigarette smoking 77.3% and NAS use (which is common in Central Asia) - 47.0% of responses. Young students associate one of the most significant factors that violate the level of health with the high level of information received and academic workload (68.2%). Next come unhealthy diet (69.5% of responses), insufficient physical activity (65.5%); stress and psychological distress (65.0% of responses). More than half of the students named poor ecology (57.5%) and violation of work and rest schedule (52.5% of responses) as risk factors. It is encouraging that



almost every second student realizes that prolonged use of social networks and a computer can be harmful to health - 48.0% of respondents. 44.4% of students know about problems with excess body weight. A negative attitude towards preventive examinations, a negative attitude towards vaccinations and rare visits to doctors were characterized as a risk factor by the smallest number of students of the surveyed courses - 31.8%; 35.8% and 39.4% of respondents, respectively.

A negative attitude towards risk factors for the development of diseases and deterioration of health indicators is a guideline and often a motivation for the implementation of a healthy lifestyle in one's own life. This circumstance can be traced by the change in the rating gradation of healthy lifestyle factors among students of different courses, which are probably formed in the course of acquiring knowledge and skills of a valeological orientation over the years of study.

Another of the most popular and familiar to students of all courses of the healthy lifestyle elements is physical activity (walking, physical education and sports) in the 1st and 3rd years (71.4% and 65.7%, respectively) and in the 6th year - 72.9%.

It should be noted that senior students are more knowledgeable about risk factors that contribute to deterioration of health and control over their own health and the formation of a healthy lifestyle.

Considering the responses of students of all years as a whole, it should be said that medical students consider the absence of bad habits (smoking, alcohol, drugs) to be the most significant factor of a healthy lifestyle - 87.1% of responses, followed by rational nutrition 73.5% of responses, in third place physical activity 70.0% of responses, in fourth place compliance with personal hygiene rules 59.6%, in fifth place a balanced approach to the work and rest regime 59.6%, in sixth place hygiene of sexual relations 45.8%. From 37 to 35% of students attribute personal participation in environmental protection, adequate sleep, rational measures to combat stress, hardening and medical activity to the elements of a healthy lifestyle. The growth of knowledge on the elements of a healthy lifestyle during their studies at the university is evidenced by the fact that first-year students named 4.8 elements per 1 student, in the third year 5.5 and in the sixth year 6.8 elements per 1 student.

The answers of medical students to the question about their personal attitude to observing a healthy lifestyle are indicative: 41.8% of students try to fully comply with the basic tenets of a healthy

lifestyle, at least the basic techniques of a healthy lifestyle, since, in their opinion, it is impossible to comply with everything - 38.8% of all respondents. Every fifth student almost does not comply with the rules of a healthy lifestyle, citing the fact that it is impossible to follow them and they consider their health to be good without these rules.

Speaking about the motivation for following a healthy lifestyle among medical students, it should be noted that 67.1% of students completely agree with the motive - "A healthy lifestyle is the key to longevity and maintaining health", 13.9% of students partially agree with this position, 11.2% have not thought about this issue, 7.7% of students do not agree with this definition.

In response to the question "What do you think prevents you from leading a healthy lifestyle?", a third of students complained about the high academic workload at the university. And as noted above, the number of students indicating academic workload as the main reason for preventing a healthy lifestyle increases from the 1st to the 3rd year and decreases by the last year. The following reasons for not following a healthy lifestyle were listed by students in descending order: poor living conditions and problems in personal life, lack of financial resources, and ordinary laziness. $14.6 \pm 1.2\%$ indicated a lack of motivation to switch to a healthy lifestyle, however, by the last year, motivation increases, probably with an increase in the level of knowledge in the field of medicine and prevention. Another obstacle to leading a healthy lifestyle, especially sports and physical education, according to students is the presence of any disease.

It should be noted that in recent years, almost all areas, not only in the healthcare system, have been talking about the need to implement health-saving technologies that are aimed at maintaining and strengthening the health of young people at five levels (models): medical and health-improving, hygienic, physical education, environmental and educational. Consequently, in all courses of study, during the teaching of various disciplines, it is necessary to address the issues of prevention, hygiene and valeology, which form the basis of the so-called health-saving technologies that contribute not only to the student's decision to lead a healthy lifestyle, but also to the involvement of others in this lifestyle - relatives, friends, and subsequently patients and target groups of the population, if we are talking about a future doctor.

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