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СОЦІАЛЬНИМИ  
СИСТЕМАМИ

ФІЛОСОФІЯ  
ПСИХОЛОГІЯ  
ПЕДАГОГІКА  
СОЦІОЛОГІЯ

**ТЕОРІЯ І ПРАКТИКА УПРАВЛІННЯ СОЦІАЛЬНИМИ СИСТЕМАМИ:**  
**філософія, психологія, педагогіка, соціологія**  
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**Nataliia Movmyga**

PhD in psychology, associate professor, National Technical University “Kharkiv Polytechnic Institute”, associate professor of the department of occupational and environmental safety; Kharkiv, Ukraine;  
ORCID: <https://orcid.org/0000-0002-7207-8558>;  
E-mail: [movnatt@ukr.net](mailto:movnatt@ukr.net)

**Olena Polezhaieva**

S. Kuznets Kharkiv National University of Economics, senior lecturer of the department of pedagogy, foreign philology and translation; Kharkiv, Ukraine;  
ORCID: <https://orcid.org/0000-0002-3178-6339>;  
E-mail: [olena.polezhaieva@hneu.net](mailto:olena.polezhaieva@hneu.net)

**Yuliia Demidova**

PhD of Technical Sciences, associate professor, National Technical University “Kharkiv Polytechnic Institute” associate professor of the department of pedagogy and psychology of management of social systems of academician I. Zyazyn; Kharkiv, Ukraine;  
ORCID: <https://orcid.org/0000-0002-8295-5972>  
E-mail: [dem-ula@ukr.net](mailto:dem-ula@ukr.net)

## **FORMATION OF A HEALTHY LIFESTYLE FOR STUDENTS IN WAR TIME**

*Abstract:* the article focuses on the analysis of contemporary approaches to establishing a healthy lifestyle. The issue of maintaining the health of the young generation is becoming particularly acute in today's world. The work aims to deepen the understanding of the processes involved in forming a healthy lifestyle and the value attitude of young people towards health.

The concepts of “healthy lifestyle” and “culture of health” are characterized. Of particular social significance are issues related to the elimination of negative tendencies in the youth environment (growth of various social deviations, alcoholism, drug addiction, teenage crime), the formation of value orientations, and life-oriented lifestyles. Attention is focused on the fact that modern social realities require a qualitative understanding of the place and role of health in the system of values, an analysis of value orientations and life practices of student youth. It is noted that the specific feature of the social status of youth, its orientation towards the future, determine its special social significance. The article formulates the concepts of “healthy lifestyle” and “health culture”. The work aims to deepen understanding of the processes of forming a healthy lifestyle and the value attitude of young people to health. The formation of a new positive thinking is proposed, taking into account the culture of health and support for a healthy lifestyle by acquiring knowledge about new dimensions of oneself, about one's own mental and creative potential by young people. The formative function of education is determined, which provides an opportunity to systematically influence the formation of valeological competence of students through the educational process and the educational environment of an educational institution.

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## **ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ МАЙСТЕРНОСТІ МАЙБУТНІХ СПЕЦІАЛІСТІВ**

*Key words:* health; healthy lifestyle; health culture; value orientations; youth; valeological training.

### **Наталія Мовміга**

кандидатка психологічних наук, доцентка, Національний технічний університет  
“Харківський політехнічний інститут”, доцентка кафедри безпеки праці та  
навколошнього середовища; Харків, Україна;

*E-mail:* movnatt@ukr.net

### **Олена Полежаєва**

Харківський національний економічний університет ім. С. Кузнеця, старша викладачка  
кафедри педагогіки, іноземної філології та перекладу; Харків, Україна;  
*E-mail:* olena.polezhaieva@hneu.net

### **Юлія Демідова**

кандидатка технічних наук, доцентка, Національний технічний університет  
“Харківський політехнічний інститут”, доцентка кафедри педагогіки і психології  
управління соціальними системами ім. академіка І. Зязюна; Харків, Україна;

*E-mail:* dem-ula@ukr.net

## **ФОРМУВАННЯ ЗДОРОВОГО СПОСОБУ ЖИТТЯ СТУДЕНТСКОЇ МОЛОДІ В УМОВАХ ВІЙНИ**

*Анотація:* стаття присвячена аналізу сучасних підходів до формування здорового способу життя. Питання збереження здоров'я молодого покоління набуває особливої гостроти в умовах сьогодення. Особливу соціальну значущість набувають питання, пов'язані з усуненням негативних тенденцій у молодіжному середовищі (зростання різноманітних соціальних девіацій, алкоголізм, наркоманія, підліткова злочинність), формуванням ціннісних орієнтацій та життєвих стилів, орієнтованих на здоровий спосіб життя. Акцентовано увагу на тому, що сучасні соціальні реалії вимагають якісного осмислення місця та ролі здоров'я у системі цінностей, аналізу ціннісних орієнтацій та життєвих практик студентської молоді. Зазначено, що специфічна особливість соціального статусу молоді, його спрямованість у майбутнє, зумовлюють особливу його соціальну значущість. В статті сформульовано поняття “здоровий спосіб життя” та “культура здоров'я”. Робота має на меті поглибити розуміння процесів формування здорового способу життя та ціннісного ставлення молоді до здоров'я. Запропоновано формування нового позитивного мислення з урахуванням культури здоров'я та підтримки здорового способу життя шляхом оволодіння молоддю знань про нові виміри себе, про власний розумовий і творчий потенціал. Визначено формувальну функцію освіти, що надає можливість систематично впливати через освітній процес та освітнє середовище закладу освіти на формування валеологічної компетентності здобувачів освіти.

*Ключові слова:* здоров'я; здоровий спосіб життя; культура здоров'я; ціннісні орієнтації; молоді; валеологічна підготовка.

## ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ МАЙСТЕРНОСТІ МАЙБУТНІХ СПЕЦІАЛІСТІВ

**Наталія Мовмига, Юлія Демідова, Олена Полежаєва**

Розширенна анотація для ознайомлення з цією темою:  
**“Формування здорового способу життя студентської молоді в умовах війни”**

**Постановка проблеми у загальному вигляді та її зв'язок з важливими науковими чи практичними завданнями.** Здоров'я людини завжди було соціально значущим фактором, який найгостріше визначає специфіку сучасного суспільства, про що свідчать результати численних соціологічних досліджень. Сьогодні спостерігається прогресуюче погіршення здоров'я всіх груп населення; проте особливе занепокоєння викликає здоров'я молоді через значне скорочення їхньої чисельності та погіршення їхнього фізичного, психічного та репродуктивного здоров'я. Сучасна структура причин захворюваності значною мірою визначається способом життя, його об'єктивними параметрами та суб'єктивним ставленням до життя. Саме тому сьогодні вивчення правил здорового способу життя є актуальним напрямком у збереженні та зміцненні здоров'я, а також профілактиці різних захворювань серед студентів.

**Аналіз останніх досліджень та публікацій,** у яких започатковано розв'язання цієї проблеми, і на які спирається автор. Методичну основу нашого дослідження з формування та підтримки здорового способу життя складають теоретичні і емпіричні напрацювання вітчизняних і зарубіжних учених. Було здійснено різними науковцями емпіричне дослідження особистісних прагнень формування здорового способу життя (Т. Андріученко, О. Вакуленко, В. Волков, М. Гусак, Н. Дзюба, В. Коляда, Н. Комарова, Н. Тілікіна), формування культури здоров'язбереження (В. Горащук, Г. Кривошеєва, О. Мартинів, Я. Сивохон), формування психологічних та соціальних складових здоров'я та здорового способу життя (І. Галецька,

I. Гурвіч, В. Оржеховська, Я. Седашев, В. Копа, Н. Лавриченко), дослідження специфіки психологічної готовності студентів до організації здорового способу життя (В. Горащук). Особливої уваги заслуговують дослідження з формування ціннісного ставлення до здорового способу життя у студентської молоді (Н. Башавець, В. Бобрицька, І. Мельничук, С. Шандрук), духовної потреби ставитися до свого здоров'я як до основної цінності (О. Мартинів, А. Фурманов, М. Юспа); де здоровий спосіб життя визначають як цілісний, гармонійний стан, що залежить від дотримання людиною оптимальної організації своєї життєдіяльності (В. Приходько); як стан постійної усвідомленості й відповідальності людини перед собою та довкіллям (С. Гир); як природний “психофізичний і духовний стан людини, який забезпечує її повне біосоціальне функціонування, фізичну та інтелектуальну працездатність, достатню адаптацію до природних впливів та мінливості зовнішнього середовища” (Н. Белікова, Л. Сущенко), як психосоматичний феномен, обов'язково пов'язаний з людськими взаємовідносинами, соціальним самовизначенням, з рівнем саморегуляції людини, її способами виходу з конфліктних і психотравмуючих ситуацій (С. Седашева, Я. Седашев), критерії і показники культури здоров'я особистості з дослідження феномену “культура здоров'я” (О. Ахвердова, В. Магін, В. Гаврилькевич, С. Крук). Проте вони змістово відображують окремі аспекти предмету дослідження.

**Формулювання цілей статті** (постановка завдання). Сучасні соціальні реалії вимагають якісного розуміння місця та ролі здоров'я в системі цінностей,

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аналізу ціннісних орієнтацій та дослідження життєвих практик студентської молоді як агентів соціальних змін. Такий погляд на проблему відкриває можливості для глибшого розуміння найважливіших детермінант здорового способу життя, а також відмінностей та подібностей у повсякденній поведінці цієї соціальної групи.

**Виклад основного матеріалу дослідження** з повним обґрунтуванням отриманих наукових результатів. Поширення шкідливих звичок в молодіжному середовищі (паління сигарет, кальяну, мода на вейпінг, вживання пива і алкоголю, гіподинамія, надмірне вживання солодких напоїв, енергетоніків і т. д.), незнання молодими людьми методів самооздоровлення, самоконтролю, психологічної саморегуляції і підтримки свого здоров'я, зокрема методів самозберігаючої поведінки, і як наслідок — недооцінка і неувага до принципів здорового способу життя. Наукові дослідження стверджують, що сучасні соціальні негаразди, економічна криза негативно позначилися на здоров'ї української нації взагалі, а найбільше занепокоєння викликає стан соціального, фізичного й емоційного самопочуття дітей та молоді — майбутнього покоління України. Молоді люди, які поки що не мають значних проблем із здоров'ям, вважають що немає потреби у його збереженні та зміцненні. Тому важливим завданням соціального виховання є формування у молоді активного ставлення до особистого здоров'я та усвідомлення того, що здоров'я є найбільшою цінністю, дарованою людині природою.

На сьогодні науковці виділяють новий напрямок — культуру здоров'я. Культура здоров'я — це важливий складовий компонент загальної культури людини, що визначає формування, збереження та зміцнення її здоров'я. Елементом культури здоров'я є уважне і правильне ставлення людини до самої себе, прагнення до самопізнання, формування,

розвитку і самовдосконалення своєї особистості. Дослідниками виділяються інтегративні характеристики культури здоров'я особистості, що включають: ціннісний, інтелектуальний, когнітивний, мотиваційний, емоційний, особистісний, вольовий і інші компоненти. Різні компоненти культури здоров'я особистості виконують особливі функції (аксіологічну, комунікативну, відновну, творчу, діагностичну та інші).

На даний час одним з найважливіших завдань освітніх установ і особливо вищої професійної освіти, необхідною умовою вирішення проблеми здоров'я, формування та здоров'я збереження студентів стає валеологічна підготовка. Під валеологічною підготовкою ми розуміємо педагогічний процес, спрямований на формування потреби у здоровому способі життя, у збереженні та зміцненні здоров'я, дбайливому та творчому ставленні до нього; знань про здоров'я, здоровий спосіб життя, про подолання та профілактику шкідливих звичок, методи збереження та зміцнення особистого здоров'я власними силами, тобто. процес, що забезпечує підготовку студентів у сфері питань здоров'я формування та здоров'я збереження.

До основного напрямку підтримки здорового способу життя та самозбережувальної поведінки вкрай важлива корекція образу життя на основі виділення й усвідомлення поведінкових чинників, які призводять до погіршення здоров'я і до розвитку захворювань, розвиток навичок саморегуляції емоційного стану та встановлення оптимальних міжособистісних стосунків; розвиток особистісно важливих якостей (особистісної відповідальності, сили волі, цілеспрямованості, активності, самодисципліни); дотримання культури здорового поведінки.

Формування нового позитивного мислення з урахуванням культури здоров'я та підтримки здорового способу життя шляхом оволодіння молоддю знань про нові

виміри себе, про власний розумовий і творчий потенціал, усвідомлення розмежування між здійсненим та неможливим, розкриття специфіки самопізнавальних і самозбережувальних технологій тощо.

**Висновки з даного дослідження та перспективи подальших розвідок у даному напрямку.** Останнім часом загострилися багато проблем молоді, найважливішими з яких є: війна, низький рівень життя, безробіття та значна економічна та соціальна залежність від батьків; проблеми у шлюбі та сім'ї; низька народжуваність — рівень народжуваності не забезпечує відтворення поколінь; матеріальна незабезпеченість, брак ресурсів для покращення житлових умов; погане здоров'я та зростання рівня соціальної девіації; втрата ідеалів, соціальних перспектив та життєвого оптимізму. Руйнування традиційних форм соціалізації підвищило особисту відповідальність

молоді за своє життя. У цьому контексті особливе соціальне значення мають питання, пов'язані з формуванням ціннісних орієнтацій та способу життя, орієнтованого на здоровий спосіб життя. Культура здоров'я, як невід'ємний компонент загальної культури людини, впливає на формування, підтримку та зміцнення її здоров'я. Культура здоров'я молодої людини забезпечується інтегративним формуванням особистості, яке включає зосередження діяльності на створенні безпечних для власного здоров'я та здоров'я оточуючих умов життя, передачу цінностей здоров'я, здорового способу життя та способів збереження, зміцнення та формування здоров'я, валеологічну освіту, ціннісне ставлення до здоров'я, володіння методами самоконтролю фізичного, соціального та духовного стану, здоров'язбережувальними засобами виконання професійної діяльності.

**Problem setting.** Human health has always been a socially significant factor that most acutely determines the specifics of modern society, as evidenced by the results of numerous sociological studies. Today, there is a progressive deterioration in the health of all population groups; however, the health of young people is of particular concern due to a significant decline in their numbers and a deterioration in their physical, mental, and reproductive health.

The modern structure of causes of morbidity is largely determined by lifestyle, its objective parameters, and subjective attitude to life. That is why today the study of healthy lifestyle rules is a relevant direction in health preservation and strengthening, as well as the prevention of various diseases among students. Lifestyle encompasses the primary activities of a person, including work, training, social interactions, psycho-intellectual pursuits, physical activity, communication, and everyday relationships.

The 17 Sustainable Development Goals (SDGs) clearly define the world for all

nations without exception. They take into account current global trends in sustainable development of countries.

In third place is the goal “Good Health: Ensuring a healthy lifestyle and promoting well-being for all at all ages”. The goal contains the main areas that play an extremely important role in the process of ensuring a healthy lifestyle. Also, one of the important projects in this area is the “Mental Help” project. This is the provision of psychological assistance to victims of the war between Russia and Ukraine [1].

Improving the health and forming a healthy lifestyle of student youth is a priority state task. The problem of preserving the health of student youth is not medical and pedagogical. Because along with the objective causes of unhappiness - a decrease in the quality of life, deterioration of the ecological situation, it is necessary to highlight pedagogical aspects. These include insufficient awareness of the crucial role of a healthy lifestyle in preserving and strengthening health, the lack of a valuable

attitude towards a healthy lifestyle in a significant part of young people. A valuable attitude towards one's own health is the most important basic component of forming a health culture of student youth.

The Strategy for the Development of Higher Education in Ukraine for 2021–2031 takes into account key trends that have been identified within the categories of education development, in particular social. In this regard, the following is noted: "well-being and mental health of students; demographic changes; fair and honest practices" [2].

Thus, the issues of forming a healthy lifestyle in the process of professional training of students become relevant. This is the formation of a healthy lifestyle of students in the conditions of the educational process. The implementation of the principle of a culture of health, the principle of forming a healthy lifestyle in the educational environment will provide an opportunity to develop health values, a healthy lifestyle, and ways to preserve, strengthen, and shape the health of Ukrainian student youth.

#### **Recent research and publications**

**analysis.** The methodological basis of our research on the formation and maintenance of a healthy lifestyle is grounded in the theoretical and empirical developments of domestic and foreign scientists. Empirical study of personal aspirations of formation of healthy lifestyles (T. Andriiuchenko, O. Vakulenko, V. Volkov), formation of a culture of health conservation (V. Gorashchuk, G. Krivosheyeva, O. Martyniv), formation of psychological and social components of health and healthy lifestyle, students to organize a healthy lifestyle (N. Voloshko). Particular attention should be paid to the formation of value attitude to a healthy lifestyle in student youth (N. Basavets, V. Bobritska, I. Melnychuk), a spiritual need to treat their health as a basic value (O. Martyniv, A. Furmanov, M. Uspa); as a holistic, harmonious state, (V. Prikhodko); as a state of constant awareness and responsibility of a person to

himself and the environment (S. Gir); as a natural "psychophysical and spiritual state of a person, which ensures its complete biosocial functioning, physical and intellectual performance" (N. Belikov, L. Sushchenko), as a psychosomatic phenomenon, is necessarily related to human relationships, social self-determination, ways to go. Ya.), Criteria and indicators of health culture, research of the phenomenon "Culture of Health" (O. Akhverdova, V. Magin, V. Gavrilkevich), since they substantively reflect certain aspects of the research subject.

The widespread prevalence of harmful habits among young people (smoking cigarettes, hookahs, vaping, drinking beer and alcohol, physical inactivity, excessive consumption of sweet drinks, energy drinks, etc.), young people's lack of knowledge about methods of self-healing, self-control, psychological self-regulation and maintaining their health, in particular methods of self-preserving behaviour, and, as a result, underestimation and inattention to the principles of a healthy lifestyle. The values of today's students are mainly associated with achieving high material well-being and success in life, as a result of which, important values such as health and a healthy lifestyle are being displaced.

Developing a healthy lifestyle is a complex issue. Currently, it is not just a matter of finding ways and methods to improve health and prevent disease. It is necessary to increase the role of personal qualities in the conscious and deliberate adoption of healthy lifestyle principles, and caring for and improving health must become valuable motives for behaviour.

**Paper objective.** Contemporary social realities necessitate a qualitative understanding of the place and role of health within the value system, an analysis of value orientations, and an examination of the life practices of student youth as agents of social change. This perspective on the problem will open up opportunities for a deeper understanding of the most significant

determinants of a healthy lifestyle, as well as the differences and similarities in the everyday behaviour of this social group.

An important task of education today is the education of student youth. The basis of education is an active attitude to personal health and awareness of the value of health. The work aims to deepen understanding of the processes of building a healthy lifestyle and the formation of value orientations for a healthy lifestyle, the value attitude of young people to health, the formation of new positive thinking. At the same time, the culture of health and the determining role of educational activities are important.

**Paper main body.** Health is the first and most important human need, which determines a person's ability to work and ensures harmonious personal development. It is the most important prerequisite for understanding the world around us, as well as for self-affirmation and human happiness. Health is one of the greatest values in life, the key to well-being and a longer life. Even ancient Chinese doctors considered human health to be a treasure that is not appreciated when it is present and mourned when it is lost. German physician M. Pettenkofer likened people who were careless about their health to spendthrifts who had accidentally inherited wealth, and considered human health to be a person's 'gold reserve.'

Human health is a social value, an integral part of social wealth, and it is up to society to decide how health is used, protected, and reproduced. Analysis of human health is becoming a prerequisite for the disclosure and improvement of human abilities and opportunities as the driving force and highest goal of social progress [3].

Health is the state of a living organism in which the organism as a whole and all its organs are capable of performing their vital functions. Defining the concept of 'health' is a fundamental problem of modern science. This concept encompasses multiple aspects and is influenced by various factors.

The Constitution of the World Health Organisation (WHO) states that health is not

merely the absence of disease or infirmity, but a state of complete physical, mental, and social well-being [4].

Many scientists [5;6;10] consider health to be a form of life activity of the organism, which provides it with the necessary quality of life and the maximum possible duration under given conditions. It is clear that health is a complex result of numerous influences on the body, including natural and climatic, social, industrial, domestic, and psychological factors, as well as lifestyle.

Scientists [6–7;10] identify six main types of essential elements of health: 1) health as the normal functioning of a body at all levels of its organisation; 2) health as a dynamic balance (harmony) of the body's vital functions; 3) health as the full performance of basic social functions, participation in the life of society and active labour activity; 4) the ability of the organism to adapt to changing environmental conditions; 5) the absence of pathological changes and normal well-being; 6) complete physical, spiritual, mental and social well-being.

At the same time, it should be noted that to date, there is no universally accepted definition of the concept of 'human health'. However, solving this problem is not exclusively a matter for medical and biological sciences. It is worth noting that human health is also a concern for philosophy, sociology, psychology, pedagogy, and several other disciplines. A person's attitude towards their health is a complex system of individual, selective connections between the personality and various phenomena of the surrounding social reality that contribute to or, conversely, threaten human health, as well as an individual's assessment of their physical condition.

For example, contrary to established definitions of health, researcher V. Lishchuk believed that health should be explained from the perspective of the concept of active self-preservation and self-development of an organism [3].

To summarise all definitions of the concept of 'health', it is reasonable to say that health should be understood as the process of

maintaining and developing biological, physiological, and psychological functions, optimal working capacity, and social activity for the maximum duration of an active life.

The integral characteristics of individual and societal health include physical, spiritual, and social components.

All three aspects of health — physical, psychological, and social — are closely interrelated (similar to a tripod on which a camera is mounted: if one of the legs is shorter than the others, the stability of the tripod is compromised). Therefore, it is essential to maintain balance and attend to all aspects of health.

Scientific research confirms that modern social problems and the economic crisis have had a negative impact on the health of the Ukrainian nation as a whole, with the most concern being raised about the social, physical, and emotional well-being of children and young people — the future generation of Ukraine. Young people who do not yet have significant health problems believe that there is no need to preserve and strengthen their health. Therefore, an important task of social education is to foster an active attitude towards personal health among young people and an awareness that health is the greatest gift that nature has given to humans.

The lifestyles of today's youth reflect the entire spectrum of social transformations in Ukrainian life, prompting reflection on the reverse impact of this phenomenon on social processes and societal functioning. Contemporary social processes have significantly altered the social, material, and political circumstances of young people. Recently, many youth problems have become more acute, the most important of which are: low standard of living, unemployment and significant economic and social dependence on parents; marriage and family problems; low birth rates — the birth rate does not ensure the reproduction of generations; material insecurity, lack of resources to improve housing conditions; poor health and an increase in social deviance; loss of ideals, social prospects and optimism about life.

The younger generation has been left without reliable social guidelines. The erosion of traditional forms of socialization has increased young people's personal responsibility for their own destiny, compelling them to make choices and revealing their unwillingness to engage in new social relationships. The choice of life path has come to be determined not by the abilities and interests of young people, but by specific circumstances.

The modern structure of causes of morbidity is largely determined by lifestyle, its objective parameters, and subjective attitude to life. That is why today the study of healthy lifestyle rules is a relevant direction in health preservation and strengthening, as well as the prevention of various diseases among students.

Current statistics show that the war has had a significant negative impact on the mental and physical health of Ukrainian youth, including increased anxiety, fears for the future and loved ones, as well as reduced physical activity and access to quality medical services. Health — both their own and that of their loved ones — has become one of the most pressing issues. In 2021, 35 % of respondents expressed concern about this, and the figure peaked at 50 % in 2023. In 2024, the figure dropped slightly to 42 %, but health remains the most important issue for young people in Ukraine. Women are more concerned about their own health and the health of their loved ones (48 %) than men (36 %). This difference is also evident in the issue of access to quality medical services (18 % of women and 12 % of men are concerned about this). As of June 2024, 2.5 years after the start of the full-scale invasion, 42 % of young people in Ukraine are most concerned about health issues — both their own and those of their loved ones. Other significant challenges include a lack of financial resources (31 %), insufficient free time (26 %), concerns about physical safety (26 %), mental health issues (25 %), opportunities for self-fulfillment (23 %), and compulsory military service (20 %). In contrast, for Ukrainian youth abroad, mental health issues came to the fore, with the

majority of respondents (61 %) expressing concern. The next most important issues are health (49 %), physical safety (31 %), the negative influence of the media and social networks (30%), lack of opportunities for self-fulfilment (27 %), lack of funds (26 %), and the relocation of family members and loved ones abroad due to the war (26 %) [8].

We can see that one of the significant values of modern youth is their health. And understanding health as a value implies awareness of the need to take actions aimed at preserving one's physical and mental well-being and maintaining a healthy lifestyle.

Young people often do not adhere to a healthy lifestyle primarily because they lack sufficient knowledge and skills in this area. Most young people today have very little knowledge of anatomy, physiology, psychology, and human hygiene, and even if they do, it is often theoretical — they lack practical application of this knowledge in their lives, which frequently leads to negative consequences. At the same time, such students do not take into account that in modern conditions, the labour market is most in demand for specialists who have good personal health and the health of their children, who play sports, i.e., who adhere to the requirements of a healthy lifestyle.

Young people, finding themselves in the center of military events, become especially vulnerable to psychological trauma and negative influences. This influence leaves deep traces on later life. War not only destroys the physical environment, but also deals a devastating blow to the inner world of a young person. War affects identity, a sense of security, social ties and the ability to adapt to new realities. The loss of support, opportunities for socialization, for example, attending educational institutions, clubs, sections, further increase feelings of alienation and complicate adaptation to new conditions. These states are manifested in increased aggression, impulsivity and difficulties with controlling emotions. This complicates interpersonal relationships and

leads to social conflicts. In addition, deviant behavior spreads due to such circumstances. This leads to criminal offenses [9].

Scientists identify eight risk factors in young people that characterise their lifestyle or health as requiring special attention from adults: being overweight; having chronic diseases; dangerous sexual behaviour; reduced physical activity; psychological discomfort; smoking; consumption of alcoholic beverages and drugs, computer addiction [7;10].

Protective factors for individuals include close ties to social institutions and values, such as attachment to parents and extended family, commitment to shared causes, participation in religious activities, and a belief in social values. Protective factors also include social protection and emotional competence, including good communication skills, sensitivity, empathy, caring, a sense of humour, prosocial behaviour, problem-solving skills, a sense of autonomy, a sense of purpose and future (i.e., goal orientation), and self-discipline. If a person with a wide range of personal protective factors finds themselves in challenging life circumstances, social support should be tailored to these factors.

Individual risk factors include:

- inadequate life skills;
- lack of self-control, perseverance, and skills to resist peer pressure;
- low self-esteem and self-confidence;
- emotional and psychological problems;
- positive attitude towards alcohol and drug abuse;
- rejection of generally accepted values and beliefs;
- inability to engage successfully in activities;
- lack of mutual understanding with others;
- manifestations of antisocial behaviour at an early age, such as lying, stealing, aggression, often combined with shyness or hyperactivity [10].

Protective factors in the family include:

– positive relationships between family members;

– parenting that includes warmth in relationships, a sense of mutual trust, high parental expectations, children's participation in family decision-making, acceptance of responsibility, and the absence of constant harsh criticism;

– parental and family relationships based on emotional support, including parental attention to children's interests, organised and structured parent-child relationships, parental involvement in homework and school activities, etc.

Family risk factors [10]:

– family conflicts and violence at home, family disorganisation;

– lack of family closeness;

– social isolation of the family;

– increased family stress;

– positive attitude of family members towards alcohol and drug abuse;

– ambiguous, lenient, and inconsistent rules and sanctions regarding alcohol or drug use;

– poor childcare and weak discipline;

– unfulfilled expectations regarding development.

Young people are characterized by a close link between their psychophysical characteristics and social parameters, while their uncertain social status leads to distorted lifestyles and can contribute to the escalation of social tension.

In general, the social well-being of modern youth is described in terms of defining characteristics such as apathy (irresponsible hedonism and conformism) and rebellion (political or moral radicalism, criminality). The general social well-being of modern youth over the last two decades is characterized by axiological anomie, apathy, confusion, insecurity, and a sense of the meaninglessness and hopelessness of existence. This causes pathological phenomena of a psychological and moral nature, such as cynicism, indifference, the pursuit of primitive pleasures, the cult of

pleasure (hedonism), a lack of desire for intellectual and spiritual improvement, contempt for high spiritual and cultural ideals, and, in general, the appeal of an unhealthy lifestyle. In general, deviant behavior among young people is often a result of the crisis in modern society.

However, the specific feature of the social status of young people — its focus on the future — determines its special social significance. By following and reproducing established social relations, each new generation ensures the preservation of societal integrity and participates in its improvement and transformation, leveraging its innovative potential to contribute to the development of both young people and society as a whole.

In this context, issues related to eliminating negative trends among young people (the growth of various social deviations, alcoholism, drug addiction, juvenile delinquency), forming value orientations and lifestyles focused on healthy living, are of particular social importance. The issue of preserving the health of the younger generation is becoming particularly acute in the context of war and socio-demographic crisis.

Youth policy in Ukraine today encompasses all areas of youth life, including all issues related to the upbringing of young people, and addresses all processes of socialization under the challenging conditions of today.

For example, during a seminar on “adulthood during the war. Youth work in Ukraine today. How can European youth policy adapt?” In 2024, at the European Youth Center in Strasbourg, it was stated that the war changes not only the physical environment, but also the very essence of adulthood for thousands of young Ukrainians. It is essential to do everything possible to ensure that youth policy meets the challenges of the time, supports the development of young people, and promotes the formation of a sustainable society. Partnership with Council of Europe institutions and adaptation of European approaches will not only aid in the reconstruction of Ukraine but also in strengthening pan-European youth initiatives in the interests of young Ukrainians and Ukrainian

women. The seminar has developed recommendations for improving youth work, with a focus on human rights protection and social integration. As the war changes youth policy: developing new approaches for Ukrainian youth in Ukraine and beyond its borders [11].

All-Ukrainian Training for Young People on the Basics of Healthy Lifestyles, Taking Into Account the Features of War and the Post-war Period, Held in 2025, Knowledge and Practical Tools for Maintaining Health and Maintaining Their Own Resources. The Event Contributed to the Formation of a Responsible Attitude to Its Own Health and Well-Being. During the Event, an Environment Was Created to Exchange experiences, Mutual Support, and Establish Cooperation Between Young People From Different Regions. Particular Attraction Was Paid to the Issues of Psychological Stability, Safety, Nutrition, Physical Activity, and the Prevention of Risky Behavior. Participants Received Tools That Can Be Used In Their Own Communities, Spreading A Culture of Healthy Lifestyles Among Peers [State Site of Ukraine. Healthy Lifestyle in War: All — UKRINIAN Training for Young People [12].

Also in 2025 in Ukraine started the All-Ukrainian Educational Project for Communities “Ambassadors of Health”, organized by the Youth Council at the Ministry of Health of Ukraine together with the Ministry of Health, the project “Hear Doctor” (NGO “Bird of Ukraine”), centers of control and prevention which will disseminate knowledge about vaccination, mental health, oncoprophylaxis and healthy lifestyle, spending information campaigns and activities in educational institutions [13].

Thus, contemporary social realities necessitate a qualitative understanding of the place and role of health within the value system, an analysis of value orientations, and an examination of the life practices of student youth as agents of social change. Research into the social attitudes of young people towards a healthy lifestyle requires consideration of the heterogeneity within this

stratum, which encompasses groups with unique structures of motivation and perceptions of reality. This view of the problem will open up opportunities for a deeper understanding of the most significant determinants of a healthy lifestyle, as well as the differences and similarities in the everyday behaviour of this social group.

Developing a healthy lifestyle is a complex issue. Currently, it is not just a matter of finding ways and methods to improve health and prevent disease. It is necessary to increase the role of personal qualities in the conscious and deliberate adoption of healthy lifestyle principles, and caring for and improving health should become a valuable motive for behaviour. Motivation for a healthy lifestyle is a system of value orientations, internal incentives that drive the preservation, restoration, and strengthening of health; it is the desire to optimize the potential given by nature through adherence to the norms of a healthy lifestyle. This motive is formed when a person possesses the necessary set of values that align with their socially determined needs. It is formed based on the need for health and is derived from the biological need for self-preservation. Satisfying this need directs a person towards strengthening their health and serves as an effective force for developing the skills and habits of a healthy lifestyle.

Health in modern society is viewed as a global issue that significantly impacts a society's chances of survival and, on an individual level, a person's opportunities for self-discovery and self-actualization. First and foremost, this involves developing a set of qualities and abilities in a person that are geared towards their self-development. Among these qualities, the following should be highlighted: the development of an individual's need and ability for conscious self-knowledge; a focus on self-identification; activities aimed at self-development and the disclosure of one's own abilities; the formation of motivation for personal self-regulation; and ensuring, through educational influences, an individual's ability for self-

development and self-actualisation throughout their life.

It is worth noting that caring for one's own health is a crucial component of a person's psychological well-being. It indicates that a person has a sense of dignity and responsibility for themselves and those around them.

Today, scientists are identifying a new direction — health culture, as a relatively independent and special social phenomenon. Health culture is not just a mechanical connection between these words and concepts, but a synthesis that creates a new quality and meaning.

If earlier the essence of human health was considered only from the perspective of natural science knowledge, the current level of development of science, culture, and society requires consideration of the essence of human health from a humanitarian perspective in unity with natural sciences and culture, which may indicate the systematicity and integrity of the study of the phenomenon of health. Recently, the term 'health culture' has attracted the attention of specialists in various fields, including educators, psychologists, medical professionals, and physical education and sports specialists.

Health culture is a crucial component of a person's overall culture, influencing the formation, preservation, and strengthening of their health. A cultured person is not only a 'consumer' of their health, but also its 'producer'. A high level of human health culture implies harmonious communication with nature and the people around them. An element of health culture is a person's attentive and correct attitude towards themselves, the desire for self-knowledge, the formation, development, and self-improvement of their personality. Health culture is not only the sum of knowledge, the scope of relevant skills and abilities, but also a healthy lifestyle with a humanistic orientation. The level of health culture is determined by knowledge of the body's reserve capabilities (physical, mental, and spiritual) and the ability to utilize them correctly [14].

Today, health culture determines the extent to which a person's health depends on

their lifestyle choices and interactions with the world around them.

The health culture of young people is understood as the integrative formation of personality, which includes focusing activities on creating living conditions that are safe for one's own health and the health of those around them, the promotion of health values, a healthy lifestyle and ways to preserve, strengthen and develop health, health education, a value-based attitude to health, mastery of methods of self-control of physical, social and spiritual condition, and health-preserving means of performing professional activities.

A person (subject) is an integrating, coordinating, and controlling authority of activity. The main subject functions are: goal setting (putting forward initiatives), defining the limits of activity, demonstrating responsibility, forming the level of aspirations, structuring time and actions, ensuring the continuity of activity, reserving forces and means, coordinating internal goals, interests and needs, opportunities with external requirements and conditions of activity, resolving contradictions, evaluating activities according to one's own criteria, self-control, ensuring the timeliness of actions, self-development of the subject, forming a personal position on all situations that arise in life [15].

Researchers highlight the integrative characteristics of personal health culture, which include: value, intellectual, cognitive, motivational, emotional, personal, volitional, and other components. Different components of personal health culture perform specific functions (axiological, communicative, restorative, creative, diagnostic, and others). In their studies, some scientists have proposed a structure of health culture, which is a unity of cognitive-motivational, emotional, and communicative-volitional components (Table 1) [16–17].

In other words, at the individual level, health culture encompasses not only a specific system of knowledge about health, but also appropriate behavior to preserve and strengthen it. Therefore, health culture is part of the system of the most important human values.

*Table 1*

**Criteria and indicators of personal health culture**

Structural components	Criteria	Indicators
Cognitive-motivational	Cognitive	Understanding the essence of health culture. Expanding knowledge about the spiritual, psychophysical, and social health of the individual. Awareness of health and culture as universal human values.
	Motivation	Conscious planning of life aspirations that determine modus vivendi — a way of life. Valuological behaviour that determines a healthy lifestyle.
Emotional	Emotional	Emotional stability. Overcoming difficulties and mental states against an emotionally positive background.
Cognitive-volitional	Communicative-active	Knowledge and understanding of communication culture. Demonstrating communicative tolerance. Search activity. Maintaining an optimal exercise regime.
	Volitional	Striving for self-development, self-improvement, and self-education. Volitional regulation of behaviour, overcoming difficulties in achieving set goals.

It is well known that the same goal can be achieved in different ways. This circumstance likely means that each researcher views the practical implementation of health culture in their own way. In this regard, different researchers, when formulating the definition of the concept of 'personal health culture,' focus on different aspects of human mental activity. This has given rise to several basic approaches to understanding this phenomenon [17]:

1. value-based (axiological), in which health culture is understood primarily as a system of health-related values assimilated by the individual;

2. activity-based — health culture is presented as a purposeful, organised activity of the individual, the goal of which is to preserve and strengthen health;

3. intellectual-informational — health culture as a system of acquired theoretical and practical multidisciplinary knowledge related to health, the ability to acquire and disseminate it;

4. integrative-personal — this approach, in our opinion, represents the most holistic and systematic view of an individual's health culture as an integrative personal formation, which is a dynamic combination of

various mental functions and components of personality focused on achieving and maintaining health.

The numerous existing definitions of the concept of "personal health culture", which can be categorized into several approaches, underscore the complexity and multifaceted nature of health culture as a psychological phenomenon. Our classification of the main approaches to understanding the phenomenon of personal health culture enables us to systematize the material accumulated in the scientific literature on this issue, which will help form a clearer understanding of personal health culture as a psychological phenomenon.

Thus, from the above definitions, we can see that researchers seeking to understand the phenomenon of 'health culture' adhere to a common strategic direction focused on human health, its preservation and strengthening, but they have different views on the tactical elements of the practical implementation of health culture in the life of an individual. However, despite these differences, all of the above definitions show that an individual's health culture is based on a system of higher mental functions organised

in a certain way and aimed at achieving the strategic goal of health.

The scientific literature suggests that forming the foundations of a healthy lifestyle should be done in stages. These stages include: motivational and orientation, cognitive and enrichment, creative and technological [18]:

– Motivational and orientation stage — gradual ‘immersion’ of students in an atmosphere conducive to the emergence of deep positive experiences related to cognitive activity, its content, forms, and methods of implementation. This stage aims to activate the motivational sphere of future educators by strengthening and maintaining their health, as well as forming value orientations regarding their own health and professional orientation.

– Cognitive and enrichment stage — deepening and generalising knowledge on health and its preservation, forming a healthy lifestyle, familiarising oneself with modern health-saving technologies.

– Creative and technological stage — aimed at activating and identifying students' abilities and needs for creative expression of knowledge, skills, and abilities in practical health-saving activities.

In addition, the formation of a culture of personal health is also based on an effective approach, which is characterised by the following features: the organisation of various types of cultural, health and leisure activities for individuals; the individual acts not only as an organiser of leisure activities, but also as a transmitter of a certain amount of knowledge about health culture; cognitive material is used as a means of mastering health-saving activities.

Contemporary scholars in this field also highlight the concept of valeological competence.

The indicators that reveal the degree of a student's valeological competence are as follows: 1) awareness of the theory of health culture education, which implies understanding the role and place of health culture in the system of social relations, in professional activity and personal life; having an understanding of the essence of different

types of health, healthy lifestyles, the structure of health culture and the process of its formation; knowledge of factors affecting the somatic, psychological and spiritual health of a person, ways of improving health and leading a healthy lifestyle, psychophysical recovery, health monitoring, ways of creating healthy living conditions; 2) practical readiness to preserve, strengthen and develop one's own health, which includes skills related, firstly, to the preparation of specialists to lead a healthy lifestyle, secondly, with the specialist's readiness to carry out health-preserving work activities; thirdly, with the implementation of the process of intellectual, physical, mental and spiritual self-development of the future specialist; fourthly, with the student's readiness to relay the values of health and experience of valeological activities, to promote a healthy lifestyle; 3) mastery of methods of self-monitoring of health, techniques for determining a person's physical condition and the performance of various body systems; ability to diagnose the level of development of physical qualities (endurance, flexibility, strength, speed and coordination abilities); conduct diagnostics of the development of mental qualities (attention, memory, thinking, imagination, creative potential, etc.) and the level of spiritual development of the individual; identify the level of development of health culture; collect, store and use valeological information [19].

Currently, valeological training is becoming one of the most important tasks of educational institutions, especially in higher professional education, and a necessary condition for addressing the problems of health promotion and health preservation among students. Teachers play a significant role in imparting health preservation knowledge and skills to students; therefore, the development of valeological competence in future specialists is a necessary and mandatory condition for their professional training.

By valeological training, we mean an educational process aimed at forming the need for a healthy lifestyle, maintaining and

strengthening health, and treating it with care and creativity; knowledge about health, healthy lifestyles, overcoming and preventing harmful habits, methods of preserving and strengthening personal health through one's own efforts, i.e. a process that provides training for students in the field of health promotion and health preservation. It is very important that valueological competence becomes an integral part of the professional competence of future specialists [20].

The development of theoretical and methodological foundations for valeological training should be aimed at addressing the issue of forming, maintaining, and strengthening the health of young students in the context of their future professional and social activities (taking into account economic, social, and cultural factors), improving spiritual health, motivating students to lead a healthy lifestyle, developing valeological values and emotional and volitional spheres, and preserving personal health through one's own efforts.

Thus, we have established that the basis for the formation of a healthy lifestyle is a person's personal motivation to realise their social, physical, intellectual and mental potential and abilities, as well as ethical issues of health, which include fostering health-preserving behaviours in young people by choosing the best ways to protect the body's internal environment from various harmful environmental factors and intoxications. In addition, health ethics also encompasses moral issues related to the organization of leisure, sexual behavior, educational, and professional activities, among others.

The main focus of promoting a healthy lifestyle and self-preserving behaviour is to correct one's lifestyle by identifying and understanding the behavioural factors that lead to poor health and the development of diseases, developing skills for self-regulation of emotional state and establishing optimal interpersonal relationships; developing personally important qualities (personal responsibility, willpower, determination,

activity, self-discipline); adhering to a culture of healthy behaviour.

Forming new positive thinking with regard to health culture and supporting a healthy lifestyle by helping young people acquire knowledge about new dimensions of themselves, their own mental and creative potential, understanding the distinction between the possible and the impossible, revealing the specifics of self-cognitive and self-preservation technologies, etc.

Only then will valeological training become one of the most important factors in solving the problem of preserving and strengthening the health of the younger generation.

**Conclusions of the research.** Recently, many youth problems have become more acute, the most important of which are: war, low standard of living, unemployment and significant economic and social dependence on parents; marriage and family problems; low birth rates — the birth rate does not ensure the reproduction of generations; material insecurity, lack of resources to improve housing conditions; poor health and increasing levels of social deviance; loss of ideals, social prospects and optimism about life.

The health of student youth includes both physical and mental well-being. It is a complex concept. Today, health is significantly disrupted by war. Mental disorders such as apathy, depression and anxiety are increasing sharply, as are behavioral problems such as aggression, substance abuse, Internet addiction and unhealthy lifestyles. Physical discomforts such as lack of sleep and malnutrition, injuries and lack of access to medical care are also increasing. These problems undermine the development and future of student youth.

Young people lose the opportunity to gain stability. This is a violation of family ties, social isolation and uncertainty. War affects the cognitive, social and emotional development of young people. In today's realities, this problem can be solved through awareness of behavioral factors. These factors

lead to deterioration of health and the development of diseases. Through the development of skills for self-regulation of emotional state and establishment of optimal interpersonal relationships. Through the development of personally important qualities, such as personal responsibility, willpower, purposefulness, activity, self-discipline. Through the formation of a culture of health. To preserve the health of young people in war conditions, it is necessary to develop the formative function of education and implement a system of support and preventive educational measures (medical and consulting centers, psychosocial centers, educational projects, training programs),

information support (lectures, seminars, trainings), the formation of a health-preserving environment, etc.). The acquisition by young people of knowledge about new dimensions of themselves, about their own mental and creative potential, the awareness of the distinction between the feasible and the impossible, the disclosure of the specifics of self-knowledge and self-preservation technologies forms a new positive thinking. This is an extremely important issue. The basis of this formation is the culture of health and support for a healthy lifestyle. This is the main help for young people to maintain resilience and the ability to adapt in difficult conditions during full-scale military operations.

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**ОРГАНІЗАЦІЙНО-ПЕДАГОГІЧНІ УМОВИ ФОРМУВАННЯ ПРОФЕСІЙНОЇ  
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