

RESEARCH ARTICLE

# Coverage of The Development of Healthy Lifestyle Competencies in Students in Psychological Literature

Irisov Abdullomirzo Yuldashaliyevich

Independent Researcher at Tashkent State Pedagogical University, Uzbekistan

VOLUME: Vol.06 Issue03 2026

PAGE: 170-172

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

## Abstract

The development of healthy lifestyle competencies in students is one of the urgent tasks of today's education system. This is because the student period itself is an active stage of personal development, professional preparation, and social engagement, during which the conscious formation of a healthy lifestyle creates a solid foundation for one's entire future life.

## KEY WORDS

Emotional stability, stress management, regulation of social relationships, self-management mechanisms, cognitive processes, social support, volitional stability, discipline, determination, patience, with these qualities a student can refrain from harmful habits, manage time properly, and move consistently toward goals.

## INTRODUCTION

From a psychological point of view, healthy lifestyle competencies are closely connected not only with physical health, but also with emotional stability, stress management, regulation of social relationships, and self-management mechanisms. For this reason, explaining this process through its psychological characteristics makes it possible to organize it more effectively.

First, motivational and psychological factors play an important role in the development of healthy lifestyle competencies. For a student to choose a healthy way of life, they must first accept this value as an internal need. When internal motivation is formed, healthy habits become integrated into daily life not through coercion, but consciously.

Second, this process is closely linked with emotional regulation. Stress, anxiety, and emotional tension are psychological factors that hinder a healthy lifestyle, while overcoming them ensures the effective formation of these competencies.

Third, volitional qualities occupy a decisive place in the development of healthy lifestyle competencies. Through volitional stability, discipline, determination, and patience, a student can refrain from harmful habits, allocate time properly, and move consistently toward goals.

Fourth, the influence of the socio-psychological environment in this process is strong. A student's relationships with friends, classmates, teachers, and family play a major role in their aspiration toward healthy lifestyle habits. If there is positive social support, healthy habits are formed steadily; otherwise, a negative environment may hinder this process.

Cognitive processes also have special importance in the development of healthy lifestyle competencies. If students possess sufficient knowledge about health, nutrition, physical exercise, and psychohygiene, they are able to consciously apply healthy habits in their daily lives. From this perspective, providing information, seminars, training sessions, and practical activities in the educational process serve as important tools.

Among psychological characteristics, self-awareness and self-management mechanisms also occupy a central place. If a student knows their strengths and weaknesses, their ability to plan life, control habits, and strive for new goals increases. This process is closely linked with personal reflection and psychological responsibility.

In their research, T. O. Gordeeva, A. V. Koteneva, and N. V. Bordovskaya examined the psychological and pedagogical aspects of developing a healthy lifestyle from different perspectives. Their shared views emphasize internal motivation, coping with stress and psychological defense, as well as personal responsibility and social awareness as important factors in the formation of healthy lifestyle habits among students. When these approaches are applied in educational institutions, students gain the opportunity to consciously choose healthy eating, regular physical exercise, and emotional stability, thereby strengthening their healthy lifestyle competencies.

T. O. Gordeeva is well known for her research in the field of motivational psychology, in which she deeply studied the process of a person's internal motives and goal orientation. In her views, internal motivation is emphasized as a decisive factor in the stable development of the individual and in the conscious management of one's life. According to Gordeeva, positive motives encourage a person not only to acquire knowledge, but also to develop healthy lifestyle habits. For students, this theory shows that the aspiration toward healthy eating, physical activity, and preserving one's health is formed more strongly not through external obligation, but through internal encouragement. In the educational process, healthy lifestyle competencies can be developed by supporting students' internal motivation and teaching them to understand their own goals and values. Thus, Gordeeva's views provide a theoretical foundation for the formation of a healthy lifestyle in students through internal motivation.

A. V. Koteneva is one of the scholars who studied personal stability and psychological defense mechanisms. In her theory, coping with stress, self-awareness, and self-regulation play a decisive role in preserving human health. According to Koteneva, in order to develop healthy lifestyle competencies in students, it is necessary to properly form psychological defense mechanisms in them. This process strengthens their ability to withstand various difficulties and helps them maintain healthy habits consistently. Through psychological training, stress-management sessions, and self-awareness-

oriented exercises in educational institutions, students learn to become mentally stable. This not only strengthens their health, but also positively changes their attitude toward learning. Thus, Koteneva's views serve to develop healthy lifestyle competencies in students through psychological protection and stability.

N. V. Bordovskaya paid particular attention to the issues of harmonizing personal development and a healthy lifestyle in the educational process. Theoretically, she showed that a student's ability to make decisions related to a healthy lifestyle is closely connected with their intellectual, emotional, and social development. According to Bordovskaya, a student's self-awareness, independent thinking, and social activity in the learning process play a decisive role in stabilizing healthy lifestyle habits. These views require educational institutions to develop not only physical training, but also personal responsibility and social awareness. For students, this approach teaches them to accept healthy eating, regular physical activity, and emotional stability as conscious choices. In this way, Bordovskaya's theory emphasizes the importance of personal development and social responsibility in the formation of healthy lifestyle competencies.

In our opinion, the formation of healthy lifestyle competencies in students is closely connected with their internal motivation, psychological stability, and processes of personal development. Internal encouragement motivates students to accept healthy habits not as an obligation, but as a personal need. The formation of emotional stability and psychological defense mechanisms increases students' resistance to stress and helps them abandon harmful habits. When self-awareness and self-management abilities are strengthened, students develop the skills to make life decisions consciously and to manage resources rationally. In addition, developing personal responsibility, independent thinking, and social activity during the educational process contributes to turning healthy lifestyle habits into stable values.

N. F. Talizina, Z. A. Reshetova, and A. V. Tolstikh explained various pedagogical and psychological aspects of forming a healthy lifestyle in their scholarly views. Their general theories emphasize that healthy habits should be formed not only through theoretical knowledge, but also steadily through practical activity, strengthened through the observation and evaluation of habits, and consciously developed in society through social responsibility and adaptation.

N. F. Talizina is well known for her theory of education based

on the activity approach, in which it is emphasized that the process of mastering knowledge is formed through practical activity. In her theory, active participation, goal-oriented action, and conscious assimilation mechanisms are regarded as the main factors. According to Talizina, healthy lifestyle habits are formed steadily not only through theoretical knowledge, but also through the conscious performance of practical activities. Giving students the opportunity to carry out healthy lifestyle-related tasks in practical form during lessons helps them develop stable competencies. For example, learning by developing a healthy eating plan, regularly performing physical exercises, or trying out methods of coping with stress is more effective. Thus, Talizina's theory shows that students should not only know about a healthy lifestyle, but also master it through practical activity.

Z. A. Reshetova is one of the scholars who deeply studied the importance of diagnostics and analysis in the educational process. Theoretically, she emphasizes that any educational activity is connected with personal development and that this process should be regularly assessed. According to Reshetova, in order to form healthy lifestyle skills, students should monitor their habits, evaluate their results, and become aware of changes. This approach makes it possible to keep a healthy lifestyle under control and stabilize it. In educational institutions, it would be effective to introduce monitoring systems related to healthy lifestyles, psychological diagnostic sessions, and self-assessment journals based on this theory. As a result, students consciously observe their own development and strive to strengthen their healthy lifestyle competencies. In this way, Reshetova's views demonstrate the importance of diagnostics and reflection in the formation of healthy lifestyle skills in students.

A. V. Tolstikh is a scholar who analyzed issues of personal development and social adaptation from a psychological and pedagogical perspective. Theoretically, he showed that the level of a person's social activity and self-awareness within society is an important factor in the formation of healthy lifestyle habits. According to A. V. Tolstikh, when a person becomes aware of themselves as a member of society, preserving health and maintaining healthy habits are also regarded as part of social responsibility. For students, this approach helps them apply the principles of a healthy lifestyle not only in personal life, but also in collective life. For example, participating in group sports events, being active in projects promoting a healthy lifestyle, or taking part in health-related

initiatives engages students more deeply in healthy habits. In this way, A. V. Tolstikh's theory emphasizes the necessity of forming healthy lifestyle competencies in students through social responsibility and adaptation to society.

In our view, the process of developing healthy lifestyle competencies in students is not limited to mastering theoretical knowledge, but is strengthened through practical activity, reflection, and social responsibility. When a student tests healthy habits in daily activity, they consciously master them and can transform them into stable competencies. Regularly monitoring and evaluating one's habits makes it possible to understand and control personal development. This process activates the student's internal motivation and helps them accept a healthy lifestyle as a positive value.

### REFERENCES

1. Гордеева, Т. О., Шевяхова, Л. В.. Внутренняя и внешняя учебная мотивация студентов: их вклад в успеваемость и психологическое благополучие. Психологическая наука и образование, 2016 г. 21(3), 44–54.
2. Котенева, А. В.. Психологические механизмы защиты личности и их роль в преодолении стрессовых состояний. Вестник РУДН. Серия: Психология и педагогика, 2012 г. №4, 25–33.
3. Бордовская, Н. В., Краевский, В. В.. Педагогика: Учебное пособие для студентов педагогических вузов. Москва: Академия. 2013 г. 432 с.
4. Нарметова Ю. К. Соғлиқни сақлаш тизимида психологик хизмат фаолиятини ташкил этишнинг ўзига хос хусусиятлари: Автореф. дисс. ... Псих. фан. док.. – М.: 2019, – 22с.
5. Талызина, Н.Ф. Психология обучения. Москва:Академия. 1998 г. 352 с.
6. Толстых, А. В.. Психология и педагогика: Учебник для студентов вузов. Москва: Академический проект. 2012 г. 416 с.