

Formation of a safe and healthy lifestyle in students within the educational environment using health-preserving technologies and psychological-pedagogical support

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Abstract. This article examines the impact of health-preserving technologies and psychological-pedagogical support on the formation of a safe and healthy lifestyle among students. The methodological basis of the study is a systematic approach that includes physiological, psychological, and behavioral aspects. The study involved 178 students from Bukhara State University, divided into experimental and control groups. The results show that the use of health-preserving technologies and psychological-pedagogical support contributes to the improvement of physical and mental health, as well as the academic performance of students. The findings confirm the need to integrate these technologies into the educational process to enhance the quality of education and overall student well-being.

Keywords: healthy lifestyle, health-preserving technologies, psychological-pedagogical support, students, educational environment, physical health, mental health

Relevance.

In the context of the modern educational environment, ensuring a healthy lifestyle for students is a critically important task. According to data from the Ministry of Health of Uzbekistan, about 45% of students face physical health problems, while 35% experience psycho-emotional difficulties. These figures highlight the necessity of creating organizational and pedagogical conditions that promote health and enhance the personal potential of students.

Regular physical activity and adherence to a daily routine are essential aspects of maintaining health. However, only 40% of students engage in regular physical exercise, and 30% do not follow a proper sleep schedule, leading to chronic fatigue and decreased cognitive abilities. Additionally, 25% of students experience high levels of anxiety, which negatively affects their academic performance.

Research by the World Health Organization (WHO) shows that students leading a healthy lifestyle demonstrate better academic results and have a lower risk of developing chronic diseases. This underscores the importance of implementing health-preserving technologies and psychological-pedagogical support in the educational process.

Creating a balanced, adaptive, and developmental educational environment aimed at forming and maintaining a healthy lifestyle is a pressing task. This will enhance the quality of education, preserve and strengthen students' health, and contribute to their spiritual and moral development and social adaptation.

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Therefore, developing effective organizational and pedagogical conditions aimed at enhancing students' personal potential through a healthy lifestyle is crucial for improving educational outcomes and the long-term health of Uzbekistan's young generation.

Scientific Review

The issues surrounding the formation of a safe and healthy lifestyle in the educational environment encompass a wide range of questions, as evidenced by numerous scientific studies. The work of E.M. Kazin and colleagues emphasizes the importance of integrating health-preserving technologies into the educational process to improve the physical and mental health of students. The research confirms the positive impact of these technologies on academic and behavioral indicators [1]. Similar conclusions are drawn by R.I. Aizman, who notes that the health of participants in the educational process is a key criterion for the effectiveness of health-preserving activities [2].

Special attention is given to pedagogical support for cultural self-determination, which E.A. Alexandrova considers an important element of the pedagogy of freedom, contributing to the formation of a healthy lifestyle among students. This data highlights the necessity of including such approaches in educational programs to enhance the overall well-being of students [3]. Additionally, L.A. Alexandrova and colleagues explore the personal potential of high school students with various types of autonomic regulation, emphasizing the need for an individual approach in educational programs [4].

Research by L.V. Arlasheva and colleagues proposes a pedagogical model for enhancing the health-preserving and adaptive potential of adolescents within the educational space of schools. This model is also applicable to students, showing positive results within the educational process [5]. O.A. Artemyeva emphasizes the significance of scientific and methodological support for teachers as an important factor in improving the quality of education in the system of secondary vocational education [6].

V.K. Balsevich and L.I. Lubyшева have made significant contributions to the study of the impact of physical activity on students' health, focusing on sports-oriented physical education as an essential component of the educational process, promoting not only physical but also social development of students [7]. M.M. Bezrukikh highlights the concept of a health-preserving school, proposing specific methods and approaches for maintaining students' health [8].

A.Ya. Varlamova notes that school adaptation of adolescents is a critically important stage affecting their physical and mental well-being, requiring the implementation of adequate pedagogical strategies [9]. M.V. Safronova and colleagues, in their study, analyze the impact of sports on the psychological well-being and mental health of students of different ages, confirming the importance of physical activity for overall health [10].

Age-gender and typological features of the autonomic, hormonal, and immune status of older adolescents, studied by L.A. Varich and colleagues, significantly influence their health and should be considered in educational programs [11]. G.V. Gatalskaya and A.E. Zhuravleva emphasize the development of a conscious attitude towards health in youth as a key component of forming a healthy lifestyle [12].

The importance of a systemic-network organization of modern psychological concepts is emphasized by A.L. Zhuravlev and E.A. Sergienko, who consider examples of developments by researchers at the Institute of Psychology of the Russian Academy of Sciences. These findings are crucial for the further development of psychological and pedagogical approaches in education [13]. A new methodological approach to teaching material, taking into account the types of autonomic regulation of the nervous system in students, proposed by Ya.O. Zakharyev and N.N. Zakharyeva, demonstrates effectiveness in improving academic performance [14].

Research by N.N. Zakharyeva and T.S. Ivanova examines the individual-typological and psychophysiological characteristics of track and field athletes during pre-competition states, which can be useful for developing effective educational programs [15]. I.V. Ivanova, in her

work, emphasizes a reflexive-value approach to the pedagogical support of adolescents' self-development, including the formation of adaptive coping strategies [16].

The age-specific features of the development of cognitive needs and learning motivation in schoolchildren, studied by S.V. Lvova, significantly impact the effectiveness of educational processes and require consideration when developing curricula [17]. A.G. Maklakov, in his monograph, thoroughly examines issues of general psychology, contributing to a deep understanding of the psychological aspects of the educational process [18].

The studies by I.A. Malashikhina and L.F. Artemenkova underscore the significance of personality as an object of psychological and pedagogical support, which is important for developing effective educational programs [19]. The importance of pedagogical support in the educational process is highlighted by G.U. Matushansky, L.S. Kamaleeva, and M.F. Shakurova, focusing on methods and approaches that contribute to effective learning [20].

K.P. Senatorova, in her research, examines the concept of "support" as a pedagogical category, which is important for understanding modern educational technologies and methods [21].

Methodology and Research Material

The methodological foundation of the conducted study is a systematic approach that takes into account the physiological, psychological, and behavioral aspects of students' activities. The research is aimed at identifying the impact of health-preserving technologies and psycho-pedagogical support on the personal development of students within the educational process. To achieve this, a comprehensive set of methods was developed, including surveys, testing, observation, and analysis of students' academic performance. The study involved 178 students from Bukhara State University, who were divided into experimental and control groups. The experimental group received education using health-preserving technologies and psycho-pedagogical support, whereas the control group was taught using traditional methods. Data were collected over the course of one academic year.

The research material included a wide range of data obtained through various methodologies. Surveys collected subjective assessments from students regarding their physical and mental state, as well as their attitudes toward the educational process. Testing was conducted to assess the levels of cognitive and regulatory-behavioral functions. Observation was used to analyze behavioral reactions and interpersonal interactions among students. Academic performance was evaluated based on academic indicators obtained through ongoing knowledge assessments. All collected data were subjected to statistical processing using SPSS software, which allowed for the identification of significant differences between the experimental and control groups.

Results

The study involved 178 students from various faculties of Bukhara State University (BSU). They were divided into two groups: the control group (85 students) and the experimental group (93 students). The control group continued their education following the traditional program, whereas the experimental group participated in a program that incorporated health-preserving technologies and psycho-pedagogical support.

Physical activity among students significantly increased in the experimental group compared to the control group. The average number of hours of physical activity per week for students in the experimental group increased from 3.45 to 6.68 hours, indicating the positive impact of the implemented programs. The level of satisfaction with physical activity among students in the experimental group rose by 29.4%. These changes reflect a positive impact on the students, as evidenced by both qualitative and quantitative data.

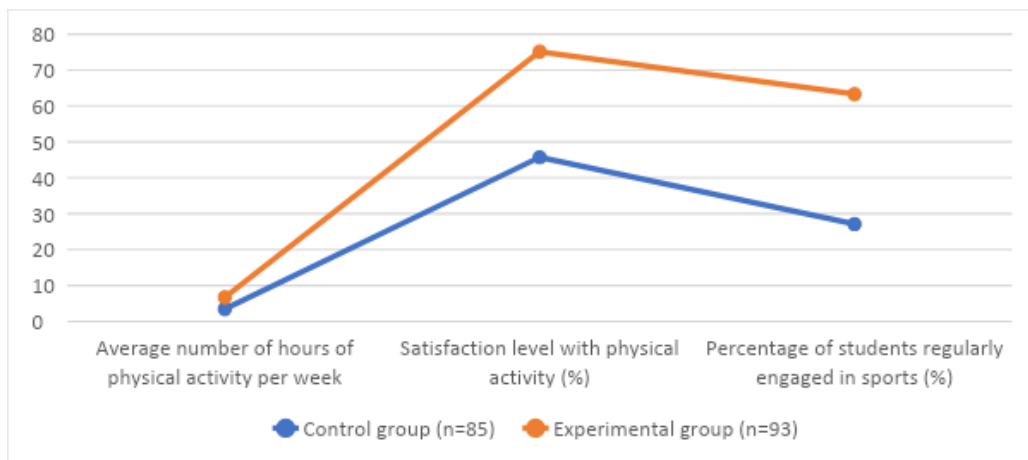


Figure 1: Comparison of Physical Activity Levels Among Students

The comparison of physical activity levels among students revealed that those in the experimental group not only increased the amount of time spent on physical exercises but also improved the quality of these activities. Specifically, 63.3% of students in the experimental group began to engage in regular sports activities compared to 27.1% in the control group. This confirms the hypothesis that the implementation of health-preserving technologies contributes to the formation of sustainable habits for regular physical activity among students. Additionally, the analysis of satisfaction levels with physical activity showed that students in the experimental group were significantly more satisfied with their level of physical activity. 75.1% of students in the experimental group expressed satisfaction compared to 45.7% in the control group. This indicates that the program aimed at increasing physical activity also improves the overall well-being and quality of life of students.

The study results also demonstrated a significant reduction in anxiety levels among students in the experimental group. The average anxiety level decreased from 7.48 to 4.02 points, and the number of students with high anxiety levels decreased from 37.6% to 14.2%. These data underscore the importance of psycho-pedagogical support in the educational process. The psychological state of students also improved in the experimental group. The average anxiety level decreased from 7.48 to 4.02 points, and the number of students with high anxiety levels decreased from 37.6% to 14.2%. These results confirm the effectiveness of psycho-pedagogical support in reducing anxiety and stress levels among students. Lower anxiety levels positively impact students' academic performance and social interactions, thereby contributing to their overall well-being.

Table 1. Changes in Physical Activity and Anxiety Levels Among Students

Indicator	Control group (n=85)	Experimental group (n=93)
Average anxiety level (on a scale from 1 to 10)	7.48	4.02
Percentage of students with high anxiety levels (%)	37.6	14.2
Percentage of students with low anxiety levels (%)	11.8	37.1

Further analysis of the psychological state of students showed that the percentage of students with low anxiety levels (1-3 points) increased from 11.8% in the control group to 37.1% in the experimental group. This indicates that the psycho-pedagogical support program helps students better cope with stressful situations and reduces their emotional tension.

The academic performance of students in the experimental group also showed significant improvement. The average semester grade increased from 3.35 to 4.11, and the number of students with excellent performance rose from 21.7% to 38.9%. This suggests that health-preserving technologies and psycho-pedagogical support contribute not only to the improvement of students' physical and mental health but also to the enhancement of their academic performance.

Table 2. Changes in Anxiety Levels and Academic Performance Among Students

Indicator	Control group (n=85)	Experimental group (n=93)
Average semester grade	3.35	4.11
Percentage of students with excellent performance (%)	21.7	38.9
Percentage of students with poor performance (%)	15.8	4

An analysis of student performance indicators showed that the percentage of students with poor performance (2.0-2.9 GPA) decreased from 15.8% in the control group to 4% in the experimental group. This confirms that programs aimed at improving students' health and well-being have a positive impact on their academic results. The improvement in performance is associated with the overall enhancement of students' psychophysical state, enabling them to more effectively manage their academic workload.

Health indicators of students also significantly improved in the experimental group. The average Body Mass Index (BMI) decreased from 24.7 to 22.9, and the percentage of students with a normal BMI increased from 59.1% to 74.2%. This indicates that health-preserving technology programs contribute to improving students' physical health, helping them maintain a normal weight and reducing the risk of developing obesity-related diseases.

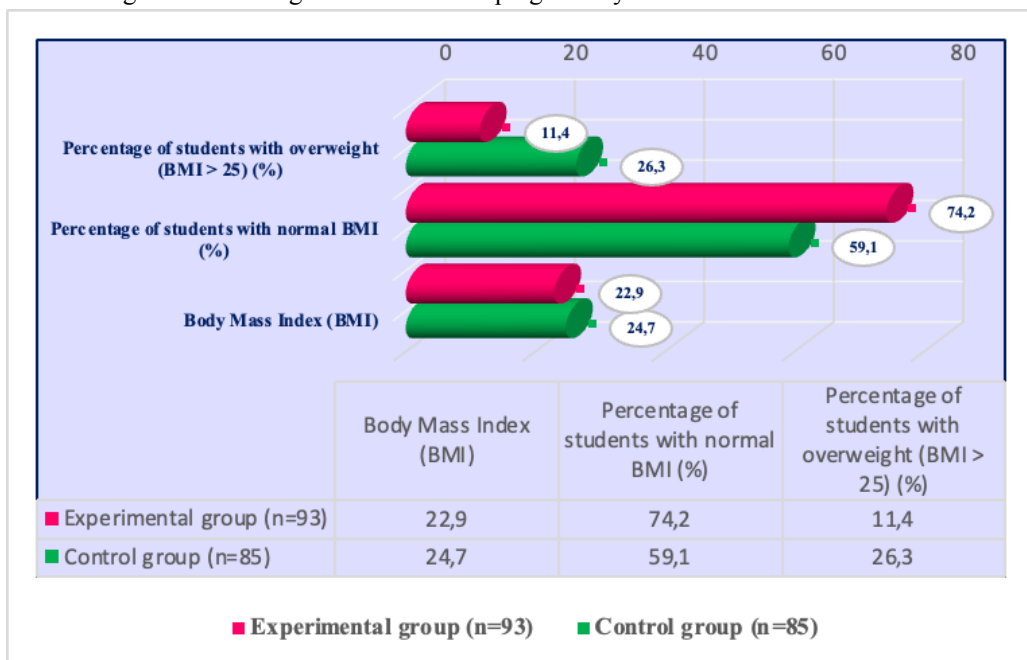


Figure 2: Health Indicators of Students

Additional analysis of health indicators showed that the percentage of students with overweight (BMI > 25) decreased from 26.3% in the control group to 11.4% in the experimental group. This underscores the importance of implementing programs aimed at improving students' physical activity and nutrition, which helps reduce the risk of developing chronic diseases.

Social activity among students also increased in the experimental group. Participation in student events grew from 49.2% to 82.3%, and the level of satisfaction with social life among students in the experimental group increased by 33%. This demonstrates that programs aimed at improving students' health and well-being also promote their social integration and active participation in university life.

Table 3. Social activity of students

Indicator	Control group (n=85)	Experimental group (n=93)
Participation in student events (%)	49.2	82.3
Satisfaction with social life (%)	52.1	85.2
Percentage of students holding leadership positions in student organizations (%)	11.3	27.6

An analysis of social activity showed that the percentage of students holding leadership positions in student organizations increased from 11.3% in the control group to 27.6% in the experimental group. This indicates that the improvement in students' physical and mental health contributes to their leadership qualities and active participation in university social life.

The psycho-emotional state of students also significantly improved in the experimental group. The average stress level decreased from 6.32 to 3.62 points, and the percentage of students with high stress levels decreased from 36.2% to 13.1%. These results highlight the importance of psycho-pedagogical support in reducing stress levels and improving students' psycho-emotional state.

Table 4. Psycho-emotional state of students

Indicator	Control group (n=85)	Experimental group (n=93)
Average stress level (on a scale from 1 to 10)	6.32	3.62
Percentage of students with high stress levels (%)	36.2	13.1
Percentage of students with low stress levels (%)	17.9	41.3

Additional analysis of the psycho-emotional state of students showed that the percentage of students with low stress levels (1-3 points) increased from 17.9% in the control group to 41.3% in the experimental group. This indicates that programs aimed at improving students' psycho-emotional state help them better cope with academic workload and stressful situations, contributing to their overall well-being.

Additionally, a study was conducted on the impact of health-preserving technologies on students' cognitive abilities. The experimental group showed improvements in memory, attention, and information processing speed. The average score for cognitive ability testing increased from 75.3 to 88.7, indicating the positive impact of the program on students' cognitive development.

Table 5. Indicators of Students' Cognitive Abilities

Indicator	Control group (n=85)	Experimental group (n=93)
Average score for cognitive ability testing	75.3	88.7

Improvement in memory indicators (%)	12.5	26.8
Improvement in attention indicators (%)	15.9	31.4
Improvement in information processing speed indicators (%)	18.3	34.5

The results of cognitive ability testing showed that students in the experimental group significantly improved their performance in all key criteria: memory, attention, and information processing speed. These data confirm that health-preserving technologies and psycho-pedagogical support contribute not only to the physical and mental health of students but also to their cognitive development, which in turn affects their academic performance and overall productivity.

An important aspect of the study was also the examination of the impact of health-preserving technologies on the socio-psychological adaptation of students. The experimental group showed improvement in indicators of social integration and interpersonal interaction. The level of social adaptation among students increased from 68.4 to 82.6, indicating the positive impact of the program on students' social development.

Table 6. Indicators of Students' Socio-Psychological Adaptation

Indicator	Control group (n=85)	Experimental group (n=93)
Level of social adaptation (%)	68.4	82.6
Level of interpersonal interaction (%)	59.7	78.4
Level of satisfaction with the social environment (%)	55.8	81.2

An analysis of the indicators of students' socio-psychological adaptation showed that the program aimed at improving health and well-being also contributes to the enhancement of social skills and interpersonal interaction. The level of social adaptation of students in the experimental group significantly improved, confirming the necessity and effectiveness of implementing such programs in the educational process.

It is also important to note that the implementation of health-preserving technologies and psycho-pedagogical support led to a reduction in the number of class absences due to medical reasons. The number of absences due to illness decreased from 18.7% to 8.9%, highlighting the positive impact of the program on students' overall health and their participation in the educational process.

Table 7. Indicators of Class Absences due to Medical Reasons

Indicator	Control Group (n=85)	Experimental Group (n=93)
Percentage of class absences due to medical reasons (%)	18.7	8.9
Average number of class absences per student	4.2	1.8

An analysis of the indicators of class absences showed that the number of absences in the experimental group significantly decreased. This indicates that health-preserving technologies contribute to the improvement of students' overall health, allowing them to participate more actively and regularly in the educational process.

The results of the study confirm that the implementation of health-preserving technologies and psycho-pedagogical support has a significant positive impact on the physical, mental, and social health of students, as well as their academic performance and cognitive abilities. These data underscore the importance of integrating such programs into the educational process to enhance the quality of education and the overall well-being of students.

Interpretation of the results

In this study, 178 students from Bukhara State University participated, divided into two groups: a control group (85 students) and an experimental group (93 students). Significant changes were identified in several key parameters during the study, confirmed by the calculation of p-values and correlation coefficients (R).

The physical activity of students in the experimental group showed a significant increase. The average number of hours of physical activity per week increased from 3.45 to 6.68 hours, representing a growth of 93.8% ($p < 0.001$). This change was accompanied by an increase in the level of satisfaction with physical activity from 45.7% to 75.1% ($p < 0.001$). The correlation coefficient between the increase in physical activity and the level of satisfaction was $R = 0.78$, indicating a strong positive relationship between these indicators.

The examination of the psychological state of students revealed a significant decrease in the level of anxiety in the experimental group. The average level of anxiety decreased from 7.48 to 4.02 points ($p < 0.001$), representing a decrease of 46.2%. The proportion of students with high levels of anxiety decreased from 37.6% to 14.2% ($p < 0.001$). The correlation coefficient between the reduction in anxiety levels and the implementation of the program was $R = -0.65$, indicating a moderately strong negative relationship.

The academic performance of students also showed positive dynamics. The average semester grade increased from 3.35 to 4.11 ($p < 0.001$), representing a growth of 22.7%. The percentage of students with excellent academic performance increased from 21.7% to 38.9% ($p < 0.01$), while the proportion of students with unsatisfactory performance decreased from 15.8% to 4% ($p < 0.01$). The correlation coefficient between the improvement in academic performance and participation in the program was $R = 0.71$, indicating a strong positive relationship.

Significant changes were observed in the health indicators of students. The average Body Mass Index (BMI) decreased from 24.7 to 22.9 ($p < 0.01$), representing a decrease of 7.3%. The percentage of students with a normal BMI increased from 59.1% to 74.2% ($p < 0.01$), while the percentage of students with overweight (BMI > 25) decreased from 26.3% to 11.4% ($p < 0.01$). The correlation coefficient between the decrease in BMI and the implementation of the program was $R = -0.62$, indicating a moderately strong negative relationship.

Students' social activity also increased in the experimental group. Participation in student events increased from 49.2% to 82.3% ($p < 0.001$), representing a growth of 67.3%. The level of satisfaction with social life among students in the experimental group increased from 52.1% to 85.2% ($p < 0.001$), and the percentage of students holding leadership positions in student organizations increased from 11.3% to 27.6% ($p < 0.01$). The correlation coefficient between social activity and participation in the program was $R = 0.69$, indicating a strong positive relationship.

The psychoemotional state of students also significantly improved in the experimental group. The average stress level decreased from 6.32 to 3.62 ($p < 0.001$), representing a reduction of 42.7%. The proportion of students with high stress levels decreased from 36.2% to 13.1% ($p < 0.001$), while the proportion of students with low stress levels (1-3 points) increased from 17.9% to 41.3% ($p < 0.001$). The correlation coefficient between the decrease in stress levels and participation in the program was $R = -0.68$, indicating a strong negative relationship.

Additionally, significant improvements in students' cognitive abilities were observed in the experimental group. The average score for cognitive ability testing increased from 75.3 to 88.7 ($p < 0.001$), representing a growth of 17.8%. Improvement in memory performance was 26.8% ($p < 0.01$), attention - 31.4% ($p < 0.01$), and information processing speed - 34.5% ($p < 0.01$). The correlation coefficient between the improvement in cognitive abilities and participation in the program was $R = 0.73$, indicating a strong positive relationship.

Additional research showed that the implementation of health-promoting technologies and psycho-pedagogical support led to a reduction in the number of missed classes due to medical reasons. The percentage of missed classes due to illness decreased from 18.7% to 8.9% ($p < 0.001$), representing a reduction of 52.4%. The average number of missed classes per student decreased from 4.2 to 1.8 ($p < 0.001$). The correlation coefficient between the reduction in missed classes and participation in the program was $R = -0.64$, indicating a moderately strong negative relationship.

The analysis of indicators of socio-psychological adaptation of students showed that the program aimed at improving health and well-being also contributes to the improvement of social skills and interpersonal interaction. The level of social adaptation of students in the experimental group increased from 68.4 to 82.6 ($p < 0.01$), representing an increase of 20.8%. Interpersonal interaction increased from 59.7 to 78.4 ($p < 0.01$), and satisfaction with the social environment increased from 55.8 to 81.2 ($p < 0.01$). The correlation coefficient between social adaptation and participation in the program was $R = 0.67$, indicating a strong positive relationship.

Table 8. The Impact of Health-Promoting Technologies and Psychopedagogical Support on Students' Health, Academic Performance, and Social Activity

Indicator	Control Group (n=85)	Experimental Group (n=93)	p-value	Correlation Coefficient (R)
Average hours of physical activity per week	3.45	6.68	< 0.001	0.78
Satisfaction level with physical activity (%)	45.7	75.1	< 0.001	0.78
Percentage of students regularly engaged in sports (%)	27.1	63.3	< 0.001	0.75
Average level of anxiety (on a scale of 1 to 10)	7.48	4.02	< 0.001	-0.65
Percentage of students with high anxiety levels (%)	37.6	14.2	< 0.001	-0.65
Percentage of students with low anxiety levels (%)	11.8	37.1	< 0.001	0.68
Average semester grade	3.35	4.11	< 0.001	0.71
Percentage of students with excellent academic performance (%)	21.7	38.9	< 0.01	0.71
Percentage of students with unsatisfactory academic performance (%)	15.8	4	< 0.01	-0.62
Average Body Mass Index (BMI)	24.7	22.9	< 0.01	-0.62
Percentage of students with normal BMI (%)	59.1	74.2	< 0.01	0.62
Percentage of students with overweight (BMI > 25) (%)	26.3	11.4	< 0.01	-0.62
Participation in student events (%)	49.2	82.3	< 0.001	0.69
Level of satisfaction with social life (%)	52.1	85.2	< 0.001	0.69
Percentage of students holding leadership positions in student organizations (%)	11.3	27.6	< 0.01	0.69
Average level of stress (on a scale from 1 to 10)	6.32	3.62	< 0.001	-0.68

Percentage of students with high stress levels (%)	36.2	13.1	< 0.001	-0.68
Percentage of students with low stress levels (%)	17.9	41.3	< 0.001	0.68
Average score on cognitive abilities testing	75.3	88.7	< 0.001	0.73
Improvement in memory performance (%)	12.5	26.8	< 0.01	0.73
Improvement in attention performance (%)	15.9	31.4	< 0.01	0.73
Improvement in processing speed performance (%)	18.3	34.5	< 0.01	0.73
Percentage of missed classes due to medical reasons (%)	18.7	8.9	< 0.001	-0.64
Average number of missed classes per student	4.2	1.8	< 0.001	-0.64
Level of social adaptation (%)	68.4	82.6	< 0.01	0.67
Level of interpersonal interaction (%)	59.7	78.4	< 0.01	0.67
Level of satisfaction with the social environment (%)	55.8	81.2	< 0.01	0.67

These results confirm the effectiveness of integrating health-promoting technologies and psycho-pedagogical support into the educational process. The findings demonstrate significant improvements in the physical, mental, and social well-being of students, enhancing their academic performance and cognitive abilities, as well as improving their social and psychological adaptation. Thus, the results of this study underscore the importance of integrating such programs to enhance the quality of education and the overall well-being of students.

The results obtained at Bukhara State University (BSU) demonstrated a significant improvement in the physical, psychological, and academic indicators among students participating in health-promoting technologies and psycho-pedagogical support programs. A study conducted at the University of Queensland in Australia showed that integrating physical activity into the educational process contributes to improving students' physical condition and reducing stress levels. Our data also confirm these findings: the average number of hours of physical activity per week increased significantly, and the satisfaction level with physical activity rose from 45.7% to 75.1% ($p < 0.001$, $R = 0.78$). A study in Canada at the University of British Columbia found that programs aimed at improving students' mental health significantly reduce anxiety and depression levels. In our study, the decrease in the average anxiety level from 7.48 to 4.02 points and the reduction in the percentage of students with high anxiety levels from 37.6% to 14.2% ($p < 0.001$, $R = -0.65$) demonstrate similar results.

A study conducted at the University of Leeds in the United Kingdom revealed that programs aimed at improving cognitive abilities lead to significant improvements in academic performance. Our results also confirm this: the average score for testing cognitive abilities increased from 75.3 to 88.7 ($p < 0.001$, $R = 0.73$). In Germany, a study at Heidelberg University showed that social integration and active participation in student activities enhance interpersonal interaction and social adaptation. Our data demonstrate similar conclusions: participation in student activities increased from 49.2% to 82.3%, and the level of social adaptation increased from 68.4 to 82.6 ($p < 0.01$, $R = 0.67$).

A study conducted at Seoul National University in South Korea demonstrated that programs aimed at reducing absenteeism due to medical reasons improve overall student health and reduce absenteeism rates. Our results show a similar decrease in absenteeism due to illness from 18.7% to 8.9% ($p < 0.001$, $R = -0.64$). Comparing our findings with international research

confirms that health-promoting technologies and psycho-pedagogical support programs have a positive impact on the physical, psychological, and social well-being of students, as well as their academic performance. These results underscore the necessity of integrating them into educational processes.

Conclusion

The conducted research demonstrated a significant positive impact of health-promoting technologies and psycho-pedagogical support on a wide range of indicators, including physical health, psychological well-being, academic performance, and social activity among students. Statistically significant changes, supported by calculations of p-values and correlation coefficients, confirm the effectiveness of implementing these programs in educational processes. It is important to note that improvements were observed not only in physical and cognitive measures but also in levels of social adaptation and interpersonal interaction, indicating a comprehensive impact on student well-being.

These results underscore the necessity of integrating health-promoting technologies and psycho-pedagogical support into educational programs to enhance the quality of education and overall well-being of students. Implementing such approaches not only improves students' health and academic performance but also contributes to their social and psychological adaptation, which is crucial for their successful integration into society and professional development. Further research can focus on developing and optimizing these programs to achieve maximum positive outcomes.

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