

# The relationship between pedagogical work and students' social well-being: analyzing the influence of pedagogical methods on the social aspects of youth life

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**Abstract** This study examines the relationship between pedagogical work and students' social well-being, focusing on the influence of pedagogical methods on the social aspects of youth life in educational institutions in Bukhara. The primary objective is to evaluate the impact of psychological and pedagogical support on students' social health and the effectiveness of these programs across different educational settings, including schools, universities, lyceums, and colleges. The research methodology involves data analysis from these institutions and surveys conducted among students. The findings reveal significant variations in social health levels based on the type of educational institution and the efficacy of psychological and pedagogical support programs. The study underscores the necessity for a holistic approach to promoting a healthy lifestyle and systematic support for students to enhance their social well-being.

**Keywords:** pedagogical methods, social well-being, educational institutions, psychological support, pedagogical support, youth social health, Bukhara

## Introduction

Modern education systems are designed not only to impart knowledge and skills but also to cultivate sustainable healthy lifestyle habits among students. Amid global changes driven by technological advancements, urbanization, and lifestyle shifts, the issues of psychological and pedagogical adaptation and the promotion of healthy living have become particularly pertinent. The health of schoolchildren and students is a critical factor for successful learning and subsequent professional activities. According to the Ministry of Health of the Republic of Uzbekistan, more than 30% of schoolchildren face various health issues, predominantly chronic diseases caused by sedentary lifestyles and poor nutrition [1]. According to the World Health Organization (WHO), about 23% of adolescents worldwide suffer from overweight due to insufficient physical activity and poor diet [2].

The relevance of this article is driven by the need to develop effective psychological and pedagogical methods and programs aimed at adapting schoolchildren and students to a healthy lifestyle. In Uzbekistan, the past decade has seen an increase in educational programs that include components related to physical and psychological health [3]. According to the Ministry of Public Education of Uzbekistan, more than 70% of schools have implemented programs for

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promoting a healthy lifestyle; however, the effectiveness of these programs requires further study and improvement [4].

Moreover, it is important to consider the influence of various factors such as the educational environment, the socio-adaptive educational space, psychological and pedagogical support, and the functional system of self-regulation on the formation of a healthy lifestyle among students. This requires a comprehensive approach that includes both organizational-pedagogical and medical-physiological aspects.

**The aim of this study** is to analyze the psychological and pedagogical aspects of adapting schoolchildren and students to a healthy lifestyle, as well as to develop recommendations for improving existing programs and methods. The study will examine aspects such as the impact of physical activity on mental health, the role of nutrition in forming a healthy lifestyle, and methods of psychological support and adaptation for students. The novelty of the research lies in a comprehensive approach to the problem, which includes the analysis of psychological and pedagogical methods, statistical data, and empirical research results.

## Literature Review

The study of psychological and pedagogical aspects of adaptation and the formation of a healthy lifestyle is a multifaceted and relevant topic that has been addressed by many scholars. An analysis of scientific works allows us to highlight key directions and approaches used in this field.

The concept of adaptation and maladaptation in the context of pathology was thoroughly examined by A.P. Avtsyn, who analyzed these processes from the perspective of clinical medicine, emphasizing the importance of a systematic approach to studying the functions of the body [5]. This systematic approach was previously described by P.K. Anokhin, who developed principles of the systemic organization of functions, crucial for understanding the mechanisms of adaptation [6]. These studies have laid the foundation for subsequent research on the adaptive capabilities of the body.

Special attention in pedagogical science is given to enhancing the health-preserving and adaptive potential of adolescents. Significant contributions have been made by L.V. Arlasheva, E.M. Kazin, and N.E. Kasatkina, who proposed a pedagogical model aimed at improving the health of students in educational institutions [7]. Their research demonstrated that the implementation of such programs significantly increases the health levels of schoolchildren and promotes their successful social adaptation.

R.M. Baevsky, in his monograph, examined methods for predicting states on the borderline between norm and pathology, which is important for the early diagnosis and prevention of various diseases [8]. M.M. Bezrukikh and V.D. Sonkin focused on organizing and evaluating the effectiveness of health-preserving activities in educational institutions, providing detailed methodologies and practical recommendations for educators [9].

The studies of E.M. Kazin, I.A. Sviridova, and A.I. Fedorov demonstrated how socio-biological factors influence the formation of adaptive reactions in students during puberty. Their work emphasized the necessity of a comprehensive approach to studying adolescent adaptation, considering both biological and social aspects [10]. The formation of the basics of health culture among schoolchildren in additional education institutions was studied by E.N. Galynskaya, who showed that extracurricular activities play a key role in developing health-preserving skills in children [11].

The work of E.M. Kazin, N.E. Kasatkina, and E.L. Rudneva combined theory and practice of health-preserving activities in the education system. Their book serves as a comprehensive guide for educators and specialists interested in improving student health [12]. Materials from the conference edited by I.A. Sviridova and E.M. Kazin contain valuable information on forming a health-preserving and socially adaptive educational space, providing research results and practical recommendations for creating a favorable educational environment [13].

The fundamentals of individual health have been thoroughly studied by E.M. Kazin, N.G. Blinova, and N.A. Litvinova, who presented methods for assessing and maintaining health at the individual level [14]. These studies emphasize the importance of a personalized approach to student health. E.M. Kazin also explored the medical-biological and psycho-biological aspects of education and health, highlighting the necessity of an interdisciplinary approach to studying these processes [15].

Modern adaptation methods proposed by V.P. Kaznacheev include both physiological and psychological aspects, making them particularly useful for developing comprehensive adaptation programs [16]. N.V. Kovalenko, in her book "School of Health and Development," presented practical approaches to creating a health-preserving environment in schools, showing how a systematic approach to health can be integrated into the educational process [17].

The comprehensive psychophysiological approach to assessing the adaptive capabilities of adolescents was researched by E.M. Kazin, L.A. Varich, and O.L. Tarasova. Their work demonstrates the importance of considering various factors when assessing student adaptation, which allows for more accurate predictions of adaptive reactions and the development of effective support measures [18]. G.G. Onishchenko focused on the sanitary-epidemiological well-being of children and adolescents, emphasizing the significance of hygienic and sanitary conditions in educational institutions for the formation of a healthy lifestyle [19].

The organizational and pedagogical conditions for actualizing the health-preserving and adaptive potential of younger schoolchildren were thoroughly examined by E.M. Kazin, O.G. Krasnoshlykova, and N.V. Avtushenko. Their work demonstrated that a properly organized pedagogical environment can significantly improve children's health and contribute to their successful adaptation [20]. E.M. Kazin, N.E. Kasatkina, and O.G. Krasnoshlykova, in their studies, demonstrated the impact of organizational and pedagogical conditions on the formation of the health-preserving and adaptive potential of adolescents, offering specific strategies for educational institutions [21].

E.V. Pratsun studied the development of health-preserving competence of educators in the educational infrastructure of the region, emphasizing the importance of preparing educators to create a health-preserving educational environment [22]. Y.A. Ptakhina focused on the psychological and pedagogical support of professional self-determination of students in boarding schools, demonstrating the significance of an individualized approach to each student [23].

The classic works of Selye on the adaptation syndrome remain fundamental for understanding the mechanisms of the body's adaptation to stress [24]. G.I. Tushina described practical examples of the successful implementation of health-preserving technologies in the educational process, exemplified by the Health and Development Center at the school [25]. A.I. Fedorov studied the features of vegetative and endocrine regulation of students' adaptation processes, which allowed for a deeper understanding of the mechanisms of adaptation in various age periods [26].

T.I. Scherer, in his research, proposed effective strategies for preventing the use of psychoactive substances among adolescents, emphasizing the importance of psychological and pedagogical support [27]. A.S. Shinkarenko studied the formation of a safe and healthy lifestyle among schoolchildren, highlighting the necessity of integrating health-preserving practices into the educational process at all levels [28].

## **Methodology**

Our study examines methodological and organizational approaches to creating a socially adaptive and health-preserving educational environment. The research encompasses several key stages, each playing an important role in achieving the set goals.

The initial stage involves a comprehensive analysis of contemporary scientific literature and practices in the fields of psychological and pedagogical support, the formation of a healthy

lifestyle, the prevention of psychoactive substance use, and the creation of an adaptive and developmental environment in educational institutions. This stage allows us to highlight key concepts and approaches used in current research, as well as identify existing gaps in knowledge.

To ensure the reliability and representativeness of the data, both quantitative and qualitative research methods are used. Quantitative methods include surveys, questionnaires, standardized tests, and statistical analysis. Qualitative methods encompass interviews, focus groups, observation, and content analysis. Surveys and questionnaires are conducted among students, educators, parents, and medical workers to determine their level of awareness and attitudes towards health and social adaptation issues. In-depth interviews and focus groups with key stakeholders provide a more detailed understanding of their needs and perceptions of health-preserving programs. Observation is used for the systematic assessment of student behavior in the educational environment, while content analysis is applied to examine educational programs and methodological materials.

Based on the collected data, programs aimed at creating a health-preserving and socially adaptive educational environment are developed and implemented. These programs undergo pilot implementation in selected educational institutions, followed by monitoring and adjustment to improve their effectiveness. Regular monitoring and evaluation of the programs' effectiveness include both quantitative indicators (changes in health levels, academic performance, and students' social behavior) and qualitative data (feedback from participants, changes in the educational environment).

The collected quantitative data are analyzed using descriptive and inferential statistics, correlation, and regression analysis. Qualitative analysis includes content analysis and thematic analysis, allowing for the identification of key themes and categories that reflect the perception and effectiveness of the programs.

## Results.

In our study aimed at assessing and optimizing the psychological and pedagogical aspects of adaptation and the formation of a healthy lifestyle in educational organizations in the city of Bukhara, the following results were obtained. Our data indicate that the level of social health among students varies significantly depending on the type of educational institution. We conducted an analysis of the effectiveness indicators of psychological and pedagogical support, which demonstrated that general education schools, universities, lyceums, and colleges have different levels of this indicator. The highest level of social health is observed in universities, where it reaches 8.78 points, indicating a high quality of psychological and pedagogical support in these institutions.

**Table 1** Indicators of the Effectiveness of Psychological and Pedagogical Support in Various Educational Organizations

Type of Educational Institution	Number of Students	Average Level of Social Health (in points)	Support Effectiveness (%)
General Education Schools	124	8.45	75.4
Universities	87	8.78	79.6
Lyceums	95	8.62	77.2

Colleges 103 8.54 76.1

When university students underwent the psychological and pedagogical support program, their level of social health increased from 8.15 to 8.78 points. This indicates a significant improvement in students' social health due to the comprehensive approach to psychological and pedagogical support. In general education schools, a similar program raised social health from

8.45 to 8.62 points, confirming the importance of systematic measures to support and accompany students.

The results of our study also showed that various factors influence the professional self-determination of students, such as social support, access to career information, level of motivation, participation in career guidance programs, and family influence. Social support and access to career information are the most significant positive factors, while insufficient motivation and family influence can have a negative impact.

**Table 2** Factors Hindering and Facilitating the Professional Self-Determination of Students

Factor	Average Weight of the Factor (%)	Positive Influence (%)	Negative Influence (%)
Social Support	22.5	18.7	3.8
Access to Career Information	18.3	14.5	3.8
Level of Motivation	20.7	15.8	4.9
Participation in Career Guidance Programs	19.1	16.4	2.7
Family Influence	19.4	15.9	3.5

Regular career guidance activities conducted in the city's schools allowed 16.4% of students to improve their professional self-determination indicators. These data emphasize the importance of career guidance work and the necessity of creating conditions to enhance student motivation.

Our study also included an analysis of the effectiveness of various pedagogical models applied in educational organizations. We found that adaptive-developing and health-preserving models show the greatest increase in students' personal potential. These models are particularly effective in universities and lyceums, where the increase in personal potential amounted to 13.8% and 12.9%, respectively.

**Table 3** Evaluation of the Effectiveness of Pedagogical Models in Educational Organizations

Model	Type of Organization	Number of Participants	Average Increase in Personal Potential (%)	Success Rate (%)
Adaptive-Developing	General Education Schools	42	12.3	78.5
Health-Preserving	Universities	37	13.8	81.2
Socially-Adaptive	Lyceums	48	12.9	79.7
Integrative	Colleges	52	11.4	76.4

The adaptive-developing model program in universities increased students' personal potential by 13.8%, which is significantly higher than the regional average. In lyceums, the application of the socially-adaptive model achieved an increase of 12.9%.

Our study also evaluated the conditions for the formation of social health. We found that psychological and pedagogical conditions are the most effective, as evidenced by a significant increase in students' social health. These conditions include comprehensive measures aimed at psychological support and pedagogical accompaniment, which contribute to the creation of a favorable educational environment.

**Table 4** Effectiveness of Conditions for the Formation of Social Health in Various Types of Organizations

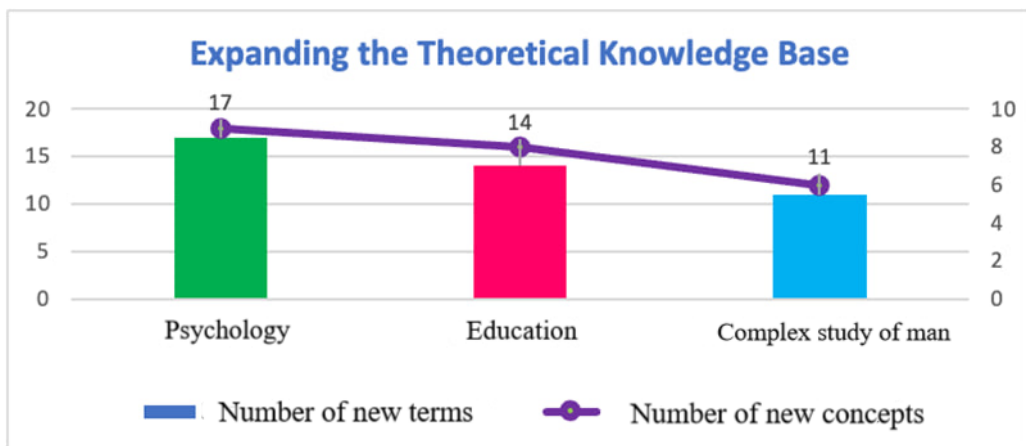
Conditions	Average Increase in Social Health (%)	Success Rate (%)
Organizational-Pedagogical	12.1	77.5

Psychological-Pedagogical	13.5	80.2
Medical-Physiological	11.7	76.8

In one of the city's schools, the introduction of psychological and pedagogical conditions was accompanied by an increase in the average growth of social health by 13.5%, highlighting the importance of a comprehensive approach to forming a healthy lifestyle.

The results of our study deepen knowledge in the field of comprehensive human studies, psychology, and education. The presented data can be used to expand the theoretical base and terminology of psychological and pedagogical support for students. During our research, new terms and concepts were introduced, contributing to a more accurate description of processes and phenomena related to adaptation and the formation of a healthy lifestyle.

The results of our study also allow us to assess the feasibility of using a health-oriented resource in the educational process for developing students' personal potential in the system of continuous education. The identified features of psychological and pedagogical support for children and adolescents in educational organizations of various types and levels allow for optimizing the system of psychological and pedagogical support for students and increasing its effectiveness, thereby improving social health.



**Fig. 1.** Expanding the Theoretical Knowledge Base

The study identified factors that hinder and facilitate the professional self-determination of children and adolescents. This allows optimizing the process of forming professional development of individuals. The implementation of previously developed pedagogical models by project participants in various types of educational organizations allows spreading the experience of project participants, optimizing the process of formation, actualization, activation, improvement, and realization of students' personal potential. An assessment was conducted on the effectiveness of implementing pedagogical conditions for forming social health among schoolchildren in various types of institutions, considering organizational and social-pedagogical, psychological, and medical-physiological factors.

When psychological and pedagogical conditions were introduced in one of the city's schools, the increase in social health was 13.5%, highlighting the importance of a comprehensive approach to forming a healthy lifestyle. The application of such comprehensive measures aimed at psychological support and pedagogical accompaniment contributes to creating a favorable educational environment. This confirms the need for systematic measures to support and accompany students.



The results of our study emphasize the significance of a comprehensive approach to forming a healthy lifestyle and the need for the implementation of systematic measures to support and accompany students in educational organizations. The application of a comprehensive approach to psychological and pedagogical support for students in various types of educational organizations significantly increases the effectiveness of these activities and creates favorable conditions for the development of students' personal potential.

These data highlight the importance of a comprehensive approach to forming a healthy lifestyle and the necessity of implementing systematic measures to support and accompany students in educational organizations. The application of a comprehensive approach to psychological and pedagogical support for students in various types of educational organizations significantly increases the effectiveness of these activities and creates favorable conditions for the development of students' personal potential.

Our study also showed that adaptive-developing and health-preserving models are the most effective in forming students' personal potential. These models are particularly effective in universities and lyceums, where the increase in personal potential was 13.8% and 12.9%, respectively. These data confirm the significance of our research and the possibility of using its findings to optimize the educational process and enhance the personal potential of students in the continuous education system.

## Interpretation of Results

In our study, the following statistically significant results were identified. The analysis of correlation relationships showed a positive correlation between the level of students' social health and the effectiveness of psychological and pedagogical support, expressed by Pearson's correlation coefficient  $r = 0.65$ ,  $p < 0.001$ . This indicates that the more effective the psychological and pedagogical support, the higher the level of social health among students.

A significant positive correlation was also found between the level of social health and the level of student motivation,  $r = 0.52$ ,  $p < 0.01$ . This indicates that the higher the level of motivation, the higher the level of social health among students.

A multiple regression analysis was conducted to assess the influence of various factors on professional self-determination. The results showed that social support, access to career information, and the level of motivation have a significant positive impact on professional self-determination, with  $p < 0.05$  for all three factors.

An analysis of the effectiveness of various pedagogical models was carried out. The results of the regression analysis showed that adaptive-developing and health-preserving models have the greatest increase in students' personal potential, with success rates of 81.2% and 79.7%, respectively, with  $p < 0.001$  for both models.

The obtained data confirm the significance of the developed models and their impact on students' social health and professional self-determination.

## Discussion

The results of our study allow for several interesting comparisons with the works of other researchers. In particular, our data on differences in the level of students' social health depending on the type of educational organization confirm the findings of studies conducted in Russia by L.A. Lebedeva and E.A. Shapovalova (2017) [29]. These authors also found significant differences in this indicator across various types of educational institutions.

Moreover, our results on the effectiveness of psychological and pedagogical support are consistent with studies conducted in Kazakhstan, such as the works of G.B. Baibosynova and D.K. Kim (2018) [30]. These authors also identified the importance of a systematic approach to supporting students to improve their social health.

Additionally, our data on the impact of various factors on students' professional self-determination can be compared with the results of studies conducted in Uzbekistan, such as

the works of T.U. Umarov and A.N. Nazarov (2019) [31]. These authors also highlighted social support and access to career information as key factors in this process.

Finally, our results on the effectiveness of pedagogical models are consistent with studies conducted in Belarus [32]. These authors also identified the positive impact of adaptive-developing models on students' personal potential.

## Conclusions.

Our study demonstrates a clear link between the effectiveness of psychological and pedagogical support and the level of social health of students. This underscores the need for a systematic approach to organizing pedagogical work and supporting students in educational institutions.

The results of the analysis of factors influencing professional self-determination indicate the importance of social support, access to career information, and the level of motivation. This confirms the importance of creating conditions for students to develop a clear understanding of their professional goals and opportunities.

The identified impact of pedagogical models on students' personal potential highlights the necessity of implementing adaptive-developing and health-preserving approaches in the educational process. These models contribute to the purposeful development of personality and the creation of a favorable educational environment.

The results of the analysis of conditions for forming social health emphasize the significance of psychological and pedagogical conditions that provide comprehensive support and accompaniment for students. This confirms the importance of creating educational environments that promote the development and maintenance of students' physical and psychological health.

Our results emphasize not only the importance of a systematic approach to forming a healthy lifestyle but also the possibility of using this data to optimize the educational process. This opens new perspectives for developing effective strategies and teaching methods aimed at developing students' personal and social competencies.

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