

PHILOSOPHICAL FOUNDATIONS OF VALUE-SEMANTIC ORIENTATION OF STUDENT YOUTH TOWARDS A HEALTHY LIFESTYLE

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Abstract: the article examines the key philosophical aspects of shaping the value-semantic orientation of youth towards a healthy lifestyle, including ontological, axiological, epistemological, and praxeological aspects. It analyzes the impact of the educational environment, social motivation, and cultural factors on the development of sustainable healthy habits. The necessity of integrating philosophical approaches into the design of educational programs aimed at enhancing students' awareness and responsibility for their own health is emphasized.

Keywords: healthy lifestyle, student youth, philosophy of health, value-semantic orientation, axiology, socialization, education, self-fulfillment, motivation, physical culture.

In modern society, the issue of fostering a healthy lifestyle among young people, particularly students, is of great significance. This process requires a deep philosophical analysis of value systems and life goals, as well as consideration of socio-psychological and pedagogical factors.

Historically, the roots of this issue trace back to antiquity, when health was considered an integral part of harmonious personal development. In ancient philosophy, health was regarded as a crucial component of eudaimonia—the concept of a happy and fulfilling life. For instance, ancient Greek thinkers such as Plato and Aristotle emphasized the inseparable connection between physical and mental health, which is reflected in the famous aphorism "a sound mind in a sound body"[1]. This principle has been echoed in medical and pedagogical traditions across different eras.

As Hippocrates stated, "Health is the greatest wealth"[2], and this assertion remains relevant today, especially in the context of modern civilization, characterized by an accelerated pace of life, high cognitive loads, and increasing levels of stress. Under such conditions, the issues of maintaining and strengthening health become paramount. Special attention is given to students, who stand at the threshold of adulthood and the formation of their life values. This stage is associated with processes of socialization, professional development, and personal self-determination, making it critically important for establishing sustainable habits that promote a healthy lifestyle.

The philosophical aspects of value-semantic orientation of students towards a healthy lifestyle represent an essential area of research in pedagogy, sociology, and psychology. Value-semantic orientation refers to a system of beliefs and life priorities that shape human behavior and actions. For students undergoing self-determination and self-development, values play a key role in forming a healthy lifestyle. A healthy

lifestyle includes physical activity, proper nutrition, rejection of bad habits, adherence to sleep and rest schedules, as well as psychological well-being.

Considering the interpretation of a healthy lifestyle as a crucial component of overall quality of life and recognizing the central role of young people in this process, health protection and enhancement require priority attention not only within specialized preventive programs but also in the development and implementation of any social and humanitarian initiatives. In fact, any social technology will be ineffective if it does not involve addressing issues related to the health protection and improvement of young people.

As the French philosopher Jean-Jacques Rousseau noted, "Man is born free, and everywhere he is in chains"[3]. In the context of a healthy lifestyle, this thought can be interpreted as the necessity of liberation from harmful habits and false beliefs to achieve harmony and self-realization. In this sense, the freedom to choose a lifestyle implies a conscious commitment to health principles rather than submission to social stereotypes and fleeting pleasures.

Modern philosophical paradigms view a healthy lifestyle as a multidimensional phenomenon that includes not only physical well-being but also spiritual, moral, social, and psychological aspects. In this sense, Friedrich Nietzsche's words, "That which does not kill us makes us stronger"[4], take on new meaning: overcoming challenges and hardships related to establishing a healthy lifestyle contributes to character strengthening, the development of willpower, and self-discipline, which, in turn, fosters harmonious personal development and improves quality of life.

The philosophical analysis of issues related to the value-semantic orientation towards a healthy lifestyle involves several fundamental aspects. First and foremost, there is the ontological aspect, associated with understanding health as a condition and characteristic of human existence. Health is not merely the absence of disease but a holistic state of physical, mental, and social well-being, corresponding to the standards of the World Health Organization. In philosophical discourse, it is considered one of the fundamental characteristics of human essence, ensuring active existence and development.

The axiological aspect of the issue is revealed through the understanding of health as a fundamental value that determines the quality of human life and opportunities for self-realization. In the system of value orientations of students, health should occupy a priority position since it is a necessary condition for achieving other significant goals, such as professional success, family creation, and creative self-fulfillment. Practical examples include the implementation of health programs in educational institutions and active participation of young people in sports and volunteer movements aimed at promoting a healthy lifestyle.

The epistemological aspect is related to students' awareness of the cause-and-effect relationships between lifestyle and health status. This requires the development of critical thinking among young people, the ability to analyze health-related information, and the creation of personal strategies for maintaining well-being. For example, modern educational programs introduce courses in valeology and health

psychology, enabling students to develop scientifically grounded approaches to their well-being.

The praxeological aspect of the philosophical comprehension of a healthy lifestyle concerns the practical implementation of health-preserving technologies in students' daily lives. This involves developing skills in organizing work and rest schedules, balanced nutrition, physical activity, and the rejection of harmful habits. In this context, significant examples include successful initiatives such as university corporate programs supporting students' physical activity, free sports clubs, and psychological training for stress management.

A particularly important issue in philosophical analysis is the motivation of students to lead a healthy lifestyle. It is crucial to understand that external incentives and prohibitions are less effective than internal motivation based on conscious choice and the values of health. The philosophical approach helps to create a holistic worldview in which a healthy lifestyle is not an externally imposed norm but a manifestation of self-care and concern for the future.

Under modern conditions, the existential aspect of the issue becomes especially relevant, as it relates to understanding a healthy lifestyle as a path to self-realization and achieving an authentic existence. Student years are a period of active determination of life meaning, formation of life patterns, and setting of goals. The philosophical understanding of a healthy lifestyle helps integrate health care into the overall worldview and system of life values, making it an integral part of harmonious existence.

A socio-philosophical analysis shows that the value-semantic orientation towards a healthy lifestyle is formed within complex sociocultural processes. Modern society faces contradictions in this regard: on one hand, there is a growing understanding of the value of health and the promotion of a healthy lifestyle; on the other hand, there are increasing negative factors such as physical inactivity, stress, and overload. In response to these challenges, educational programs and social projects are being developed to cultivate a culture of health among young people.

Philosophical anthropology views a healthy lifestyle as a crucial aspect of human existence, associated with self-knowledge and self-development. In this context, a holistic approach is particularly important, considering humans as an integral system where health is inextricably linked to spiritual development and adaptation to environmental conditions. Examples of successful practices include meditative and psychological programs aimed at harmonizing an individual's inner state.


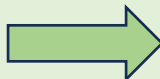

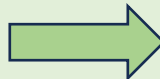
An essential aspect of philosophical analysis is the formation of an educational environment that promotes value-semantic orientation towards a healthy lifestyle. Universities should not only provide knowledge about health but also create conditions for the practical implementation of health-preserving technologies, embedding a health culture as part of the professional culture of future specialists.

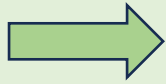
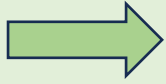
In modern philosophy of education, the principle of health preservation is given special significance as a fundamental principle of organizing the educational process. This involves creating an educational environment that fosters students'

conscious attitude towards their health and the development of self-control and self-regulation skills.

The philosophical analysis of value-semantic orientation towards a healthy lifestyle reveals several contradictions in the modern education system. On one hand, there is a declared necessity to preserve students' health; on the other, the actual organization of the educational process often does not account for these principles. Overcoming this contradiction requires a systematic approach and philosophical reflection on the issue at all levels of the educational process.

Strategies for Promoting a Healthy Lifestyle in the Student Environment

No.	Strategy	Description
1	<p><i>Implementation of Educational Programs</i></p> 	<ul style="list-style-type: none"> ✓ Development and inclusion of courses on valeology, health psychology, and health-preserving technologies in curricula. ✓ Conducting lectures, seminars, and training sessions on health preservation and disease prevention. ✓ Information campaigns to spread knowledge about a healthy lifestyle.
2	<p><i>Creating Conditions for Regular Physical Activity</i></p> 	<ul style="list-style-type: none"> ✓ Opening and modernization of sports facilities and playgrounds in universities. ✓ Organization of free sports sections and events for students. ✓ Development of adaptive physical culture programs for students with disabilities.
3	<p><i>Development of Psychological Support and Stress Management Programs</i></p> 	<ul style="list-style-type: none"> ✓ Establishment of psychological support centers at universities. ✓ Organization of training sessions on stress management, emotional regulation, and burnout prevention. ✓ Promotion of meditation and relaxation practices in the student environment.
4	<p><i>Promotion of Healthy Nutrition</i></p> 	<ul style="list-style-type: none"> ✓ Organization of affordable and balanced meals in university canteens. ✓ Introduction of programs to popularize a healthy diet and develop proper eating habits. ✓ Creation of consultation points on nutrition and dietetics.
5	<p><i>Cultivating a Health Culture through Participation in Social Initiatives</i></p>	<ul style="list-style-type: none"> ✓ Support for student volunteer movements related to promoting a healthy lifestyle. ✓ Organization of campaigns and marathons

		<p>aimed at popularizing healthy habits.</p> <ul style="list-style-type: none"> ✓ Collaboration with public organizations and medical institutions to implement joint projects.
6	<p><i>Supporting Students' Internal Motivation</i></p> 	<ul style="list-style-type: none"> ✓ Development of programs to enhance personal motivation for a healthy lifestyle. ✓ Organization of competitions, challenges, and incentive programs aimed at developing healthy habits. ✓ Introduction of mentorship and coaching programs to support students in their pursuit of a healthy lifestyle.

A crucial role in shaping the value-semantic orientation towards a healthy lifestyle is played by the philosophical category of freedom. A healthy lifestyle should not be perceived by students as a system of restrictions but rather as a free choice in favor of a higher quality and more fulfilling life. This implies the development of critical thinking, the ability for reflection, and conscious decision-making.

In conclusion, it should be noted that the philosophical foundations of the value-semantic orientation of student youth towards a healthy lifestyle represent a complex, multi-level system. The formation of such an orientation requires a comprehensive approach that takes into account individual personality traits as well as the sociocultural context.

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