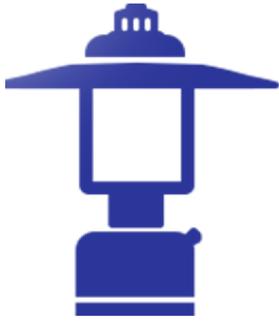# HEALTHCARE TECHNOLOGIES IN THE EDUCATIONAL SPACE OF UNIVERSITIES

## TECNOLOGÍAS SANITARIAS EN EL ESPACIO EDUCATIVO DE LAS UNIVERSIDADES

Oleksandr Alieksieiev[1]
E-mail: alieksieiev@kpnu.edu.ua
ORCID: https://orcid.org/0000-0002-6950-4413
Iryna Skrypka[2]
E-mail: iraskripka1986@gmail.com
ORCID: https://orcid.org/0000-0002-4446-2122
Oleg Chepurka[3]
E-mail: o.chepurka@gmail.com
ORCID: https://orcid.org/0000-0002-3164-4832
Mykola Balukh[4]
E-mail: balukh.mykola@gmail.com
ORCID: https://orcid.org/0000-0001-9628-3671
Victoria Vizaver[5]
E-mail: vizaver.viktoria@gmail.com
ORCID: https://orcid.org/0000-0003-0094-2770
Olha Syroiezhko[6*]
E-mail: divocvit2010@gmail.com
ORCID: https://orcid.org/0000-0001-9101-6590
[1] Kamianets-Podilskyi Ivan Ohiienko National University. Ukraine.
[2] Sumy State Pedagogical University named after A.S. Makarenko. Ukraine.
[3] Rivne State University of the Humanities. Ukraine.
[4] Khmelnytskyi Humanitarian-Pedagogical Academy.  Ukraine.
[5] Egan Ede Training And Consulting Center Of Beregovo. Ukraine.
[6] National University of Life and Environmental Sciences of Ukraine. Ukraine.
*Corresponding author

ABSTRACT:

In the process of our research, we made a classification of health-saving technologies, which is universal for future specialists in various fields; the main components of health-saving technologies are singled out and the main functions of health-saving technologies are shown; the role of the main functions of health-saving technologies is analyzed; the content of the most effective principles of health-saving technologies is singled out and revealed; the components of health care activities of higher education institutions are presented. It has been proven that the health care activity of higher education institutions is possible and effective with certain components of this activity and combines the types and forms of work revealed during our research. Risk factors that hurt the health of students of higher education are singled out. Effective measures provided for by the system of health-saving technologies to increase the level of physical health of higher education applicants and improve the areas of activity of higher education institutions are outlined; the content of the main components included in such a system is singled out and disclosed. An experiment was conducted, the results of which determined the motivation of students, the level of their awareness regarding the formation of a healthy lifestyle, the conditions for harmonious health preservation of each individual, and the need to use health-preserving technologies in the educational space of universities were clarified.

Keywords:

health-preserving technologies, universities, students of higher education, healthy lifestyle, increasing the level of physical health.

RESUMEN:

En el proceso de nuestra investigación, hemos elaborado una clasificación de tecnologías que salvan la salud, que es universal para futuros especialistas en diversos campos; se destacan los componentes principales de las tecnologías que salvan la salud y se muestran las funciones

principales de las tecnologías que salvan la salud; se analiza el papel de las principales funciones de las tecnologías que salvan la salud; se destaca y revela el contenido de los principios más eficaces de las tecnologías que salvan la salud; Se presentan los componentes de las actividades de atención de salud de las instituciones de educación superior. Se ha comprobado que la actividad asistencial en salud de las instituciones de educación superior es posible y efectiva con ciertos componentes de esta actividad y combina los tipos y formas de trabajo revelados durante nuestra investigación. Se destacan los factores de riesgo que inciden negativamente en la salud de los estudiantes de educación superior. Se describen las medidas efectivas previstas por el sistema de tecnologías que salvan la salud con el objetivo de aumentar el nivel de salud física de los solicitantes de educación superior y mejorar las áreas de actividad de las instituciones de educación superior; se destaca y divulga el contenido de los componentes principales incluidos en dicho sistema. Se realizó un experimento, cuyos resultados determinaron la motivación de los estudiantes, su nivel de conciencia sobre la formación de un estilo de vida saludable, las condiciones para la preservación armoniosa de la salud de cada individuo y la necesidad de utilizar tecnologías que preserven la salud en el espacio educativo. de las universidades se aclararon.

Palabras clave:

Tecnologías que salvan la salud, Universidades, Estudiantes de educación superior, Estilo de vida saludable, Aumento del nivel de salud física.

## INTRODUCTION

In each historical era, the attitude of society as a whole and man, in particular, to the problems of health care was determined by the dynamic manifestation of universal human needs and values, the development of social evolution, which reflected the civilizational progress of mankind. The modern stage of the formation of society is characterized by an increase in the attention of researchers to all aspects of preserving human health. The main criterion of the evolutionary heritage of the nation, the leading indicator of the development of civilization, is the level and life expectancy of a person.

85% of children already entering school have disorders of a mental and somatic nature, the number of people with psychoneurological diseases is increasing (Kravchenko et al., 2022). Young people aged 15-18 are a special risk group. Therefore, the management of institutions of higher education should pay attention to the popularization of a healthy lifestyle among student youth, the implementation of appropriate health-saving technologies in the educational process of institutions of higher education, the effectiveness of which depends mainly on the interaction of the teacher and students of higher education with a purposeful, consistent system of active actions of all participants in the educational process. Such a system is aimed at creating a healthy environment, forming life skills that contribute to the development of mental, spiritual, physical, and social health of the individual; preservation, reproduction, and strengthening of its health, forming a healthy lifestyle of a person (Knysh et al., 2024).

All over the world, the issue of human health has become particularly acute due to the introduction of a mass format of distance education in connection with the coronavirus disease (COVID-19), an irrational diet, a decrease in human physical activity, a constant stay at the computer of students of higher education, a decrease social adaptation of a person and communication (Lytvynenko, 2023).

So, we see the relevance, importance, and necessity of the problem of introducing health-saving technologies into the educational process of higher education institutions and the need to constantly search for new innovative approaches, taking into account the conditions of life of students of higher education, which are fast-moving.

Literature review

Health-saving technologies in the educational space of universities were studied, their importance, showed the ways of implementation in the educational process and proved the effective organization of the educational process in compliance with the rules of health and health protection during the coronavirus disease (COVID-19) by many scientists.

Simões Peres et al. (2025) explored university students' perceptions and confidence regarding the use of artificial intelligence in healthcare. Based on a survey of 235 first-year students from four faculties at the University of Porto, the study found generally positive attitudes toward AI integration, with no significant differences related to gender, field of study, or course. Despite this positive outlook, students expressed greater trust in physicians than in AI systems and showed inconsistent views on responsibility and accountability. The findings emphasize the need for enhanced education, training, and ethical discussion to support informed and critical adoption of AI in healthcare.

The same problem is dealt with by Lytvynenko (2023), who also carried out a theoretical substantiation of the problems of introducing health-preserving technologies into the educational process, classified the main components of health-preserving technologies, which include: features, target settings, methods, tasks, results, principles, practical ways implementation; health technologies and types of activities, forms of physical education, which are

used by teachers during the school day, are described. In the educational process of higher school, the problems that arise during the use of health-saving technologies are identified, in particular: teachers' lack of understanding of the importance of preserving human health, lack of experience, knowledge, time for distance learning in classes, insufficient conditions and the desire of higher education students for the implementation of health-saving technologies; Ways to solve the problem of implementing health-saving technologies are proposed.

The important problem of health-saving technologies, in particular, their use in the organization of an inclusive educational space, is raised by Kuzenko et al. (2022). Scientists have proposed the creation of a special educational environment using various types of healthcare technologies. Effective types of health care technologies are described: physical culture and health (rhythm plasticity, children's stretching, various types of gymnastics (eye gymnastics, finger gymnastics, awakening gymnastics, breathing gymnastics), SuJok therapy, point massage, self-massage, whole body massage, wellness horting, the system of fitball gymnastics, "Sa-Fi-Dance", "Hatha-yoga", etc.; curative and preventive (aromatherapy, hardening, vitamin therapy, phytotherapy, etc.); technologies for ensuring social health and optimal mental health (autogenic training, relaxation, laughter therapy, fairy-tale therapy, color therapy, art therapy, game therapy, music therapy, sand therapy, psycho-gymnastics, etc.). In the modern conditions of the intensification of education,

In the activities of the future teacher.

Polishchuk (2022) singled out the leading principles of health care activities (complexity, systematicity, taking into account gender, age, rational combination of physical and mental workload, individual characteristics of education seekers, humanism, variability, dialectical unity of health and learning, disclosed the main conditions for optimization of health work in educational institutions; singled out the main educational health-preserving technologies, which are the most optimal and accessible factors for the formation and preservation of the health of young people, the content of which is the means of physical culture; showed strong principles of health preservation; elucidated the main provisions of the new paradigm of education, which are based on the introduction of health-saving technologies into the practice of higher education institutions; described the classification of health-preserving educational technologies and the main components of the professional competence of a physical culture and rehabilitation specialist.

As a result of the analysis of scientific sources, we conclude that the researchers recognized health-preserving technologies as fundamental in the organization of the educational process in all educational institutions; a theoretical analysis of the main components of health-saving technologies in the educational space of universities was carried out, the ways of introducing them into the educational process were shown, and the effective organization of the educational process was proven in compliance with the rules of health-saving and health-saving during the coronavirus disease (COVID-19), the main components of health technologies were singled out "savings containing: target settings, methods, tasks, results, principles, practical ways of implementation; well-founded health-preserving technologies of the educational space, which ensure a high level of mental capacity, psychosomatic health of a person, form motivation to lead a healthy lifestyle of the individual and educate a high culture of health, make it possible to predict possible changes in health, to monitor the indicators of individual human development, carry out appropriate rehabilitation, corrective, psychological and pedagogical measures to ensure the health of all participants in the educational process; the importance of health-saving technologies when using them in the organization of an inclusive educational space is indicated. We see insufficient development of the role of health-saving technologies in the educational space of universities, which will be the focus of our research.

The aim of the study. Carry out classification, distinguish the main components, show the main functions, and principles of health-saving technologies; identify risk factors that negatively affect the health of students of higher education and outline effective measures provided by the system of health-saving technologies; conduct an experiment, based on the results of which determine the motivation of students, the level of their awareness regarding the formation of a healthy lifestyle and the need to use health-preserving technologies.

## MATERIALS AND METHODS

To achieve the goal, a set of research methods was used: theoretical: analysis of pedagogical, philosophical, methodical, psychological literature on the research topic in order to identify the state of development of the problem of health-saving technologies in the educational space of universities in modern scientific discourse and taking into account positive experience; structural and systemic method for the purpose of substantiating the author's research; the generalization method for the purpose of formulating conclusions and recommendations regarding the solution to the problem of organizing the use of health-saving technologies in the educational space of universities; empirical: questionnaires, obtaining knowledge from experience, conversation with the aim of identifying the level of knowledge, studying experience in the application of health-saving technologies in the educational space

of universities; a pedagogical experiment with the aim of checking the effective use of health-saving technologies in the educational space of universities; interpretive and analytical method – study of scientific sources using systematization, generalization, analysis, synthesis; concrete-scientific methods: semantic-terminological method for the purpose of substantiation in the study of the conceptual-terminological apparatus; scientific method for the purpose of identifying progressive ideas in scientific works; statistical analysis of the results of the experiment in order to ensure the reliability of its results, which was carried out by methods of quantitative processing of the obtained results.

## The named methods complement each other.

As a result of the experimental study, the motivation of students, and the level of their awareness regarding the formation of a healthy lifestyle were determined, as the conditions of harmonious health preservation of each individual, and the need to use health-preserving technologies in the educational space of universities were clarified.

As the basis of the health-preserving educational process, we have taken the competency-based approach as a system-forming factor in the formation of a positive attitude towards the health of each individual and the development of personal qualities of higher education students.

We monitored the health of higher-education students and identified their needs for developing a healthy lifestyle during their studies. Given the relevance of this topic, we have identified psychosocial and behavioral factors within the educational environment that influence students' healthy lifestyles.

An anonymous questionnaire survey was conducted, the results of which determined the motivation of students, the level of their awareness regarding the formation of a healthy lifestyle, the conditions for harmonious health care of each individual, and the regularity of the use of health care technologies were clarified.

240 higher education students aged 17 to 21 took part in the study (mean standard deviation 18.7 ± 1.70 years).

The distribution of respondents by gender was as follows: 68.17% were girls, 31.83% were boys.

The most important component of forming a harmoniously developed and comprehensive personality is a healthy lifestyle, which includes many components. We offered students of higher education the questions of the questionnaire, which were analyzed in the course of the study, and conclusions were drawn, which are presented in the main part of the article.

## RESULTS AND DISCUSIÓN

### Classification of health-saving technologies, which is universal for future specialists in various fields.

Educational health-saving technologies include those whose use benefits the student in the educational process. These are methods and techniques that create safe living conditions, do not harm the health of students and teachers, improve the work of students in a higher educational institution; serve for an optimal combination of static and motor loads of students, contribute to the formation of positive motivation in students to study and the creation of an emotionally favorable atmosphere, the cultivation of knowledge in students about the basics of health.

Warshawski & Ratzon (2025) developed a basic classification of health-saving technologies that is applicable to future specialists across various fields. The following blocks are the most effective:

- physical culture and recreation (to strengthen a person's health and develop his physical qualities, including the use of physical culture tools);

- medical and hygienic (providing medical assistance to students of higher education and compliance with sanitary and hygienic standards);

- life safety (observance of labor protection rules, life safety, civil defense);

- ecological (aspiration to preserve the environment of higher education students and the formation of environmental awareness);

- health (prevention of postural disorders of students of higher education, an increase of health resources, use of physical therapy classes, solving problems of strengthening physical health);

- developmental and adaptive (use of psychological and social training for further professional activities in the educational process for students of higher education).

It is worth noting the effectiveness of health-saving technologies, which characterizes Lotfi et al. (2024), in particular, the scientist singles out the following types:

- health education technologies (formation of life skills, hygiene education, sex education, injury prevention);

- technologies of education of health culture (education of personal qualities that increase motivation to lead a healthy lifestyle, contribute to strengthening and preservation of health);

- health-preserving technologies (create safe conditions for work and education, contribute to matching physical and educational loads to human capabilities, and solve the tasks of rational organization of the educational process of higher education).

According to the nature of the activity, health-preserving technologies can be: complex (integrated) and separate (highly specialized), and according to the direction of the activity, the following are distinguished: social (health-preserving technologies for the correction and prevention of deviant behavior); medical (sanitary and hygienic technologies; technologies for physical health correction and rehabilitation; disease prevention); educational, promoting health; psychological (technologies of psychocorrection and prevention of mental deviations of intellectual and personal development of a person). Complex health-preserving technologies include health correction and rehabilitation, and complex disease prevention technologies. Demarinis et al. (2024), identify the following components in the structure of health-saving technologies: ecological, health-preserving, axiological, emotional-volitional, physical culture and health.

Mytnyk et al. (2024) present the basic classification of healthcare technologies:

- medical and hygienic technologies (ensure sanitary and hygienic standards in the institution of higher education, provision of medical assistance to students of higher education, etc.);

- physical culture and health technologies (contribute to hardening, and development of physical qualities: speed, endurance, flexibility);

- health-preserving environmental technologies (formation of higher education students' environmental awareness, higher education students' level of spiritual and ethical health, students' desire to preserve the environment);

- technologies for ensuring life safety (compliance with the rules of labor protection, fire safety, civil defense, etc.);

- medical and health technologies (implementation of the principles of medical physical education and medical pedagogy);

- personally developing and socially adaptive technologies (introduction of socio-psychological training for education seekers and teachers; family and social pedagogy programs into education);

- health-preserving educational technologies (the application of psychological and pedagogical techniques and methods aimed at increasing the effectiveness of education and health-preserving educational space users).

So, different types of health-preserving technologies are distinguished by the anvils, but all of them, thanks to the strengthening of their valuable attitude to the health of other people and their own health, contribute to the improvement of skills and abilities to preserve the individual health of a person at the level of physical, socio-cultural, spiritual components; ensure the formation of health-preserving and health-developing competencies in students of higher education, provide opportunities for students of higher education to expand the knowledge base about health-preserving behawior.

Analysis of the content of modern health-saving technologies allowed us to distinguish these are the types that are most effective in the field of higher education:

- health technologies – contribute to increasing the health potential of students of higher education (physiotherapy, physical training, hardening, aromatherapy, gymnastics, phytotherapy, massage, music therapy); aimed at strengthening the physical health of students of higher education;

- health-saving technologies – create safe conditions for the educational space of universities and stay in society; taking into account hygienic standards and individual, gender, and age characteristics of a person, they create a rational organization of the educational process, ensure that the physical and educational loads match the possibilities of higher education students;

- health education technologies – formation of life skills (resolving conflicts, managing emotions, etc.), prevention of substance abuse, training in hygienic behavior, sex education, injury prevention, etc. These technologies are implemented thanks to the introduction of new subjects to the variable part of the curriculum, the inclusion of relevant topics of the organization of additional education, and optional training in the subjects of the general educational cycle;

- fostering a culture of health – fostering in students of higher education personal qualities that contribute to the formation of ideas about health as a value, strengthening and preserving health, leading a healthy lifestyle, strengthening motivation for a healthy lifestyle, increasing responsibility for health families and personal health.

The implementation of health-preserving technologies in the education system is associated with the use of measures (environmental, medical and recreational, medical, rehabilitation, physical culture and recreational, social adaptation, ensuring the safety of life activities, etc. (Roesler & Lange, 2022).

**The main components of health-saving technologies.**

Let's highlight the main components of health-saving technologies:

- an axiological component related to the higher education students' awareness of the higher value of their health;

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- health-preserving component, takes into account the system of guidelines and values that form the system of hygienic skills and abilities;

- epistemological component, manifested in self-knowledge, in acquiring the necessary skills and knowledge for the process of health care, in one's potential opportunities and abilities;

- emotional-volitional, includes the manifestation of psychological mechanisms: volitional and emotional, because positive emotions and experiences are an important condition for maintaining health, thanks to which the desire to ensure a healthy lifestyle is fixed in those who acquire higher education;

- ecological component, which takes into account the fact that a person as a biological species exists in the natural environment, which provides a person with economic, biological, and production resources;

- the physical culture and health component provides students with a higher education with methods of activity aimed at preventing hypodynamia and increasing motor activity.

### Functions of health-saving technologies.

Let's analyze the role of the main functions of health-saving technologies:

- formative function, consists in the formation of higher education seekers a desire to improve and preserve their health as the basis of human functioning in society;

- the diagnostic function, based on prognostic control, consists of monitoring the development of students of higher education, which allows, by the natural capabilities of students of higher education, to compare the efforts of the teacher's actions;

- informational and communicative function, ensures the continuity of traditions for students of higher education, broadcasting the experience of leading a healthy lifestyle, creating value orientations to form a caring attitude towards one's health;

- the reflective function, in comparison with the prospects of actually achieved results, consists in rethinking personal, previous experience;

- adaptive function, ensures the increase of resistance of higher education students to various types of stressogenic factors of the social and natural environment and education in higher education students of the desire to optimize the state of their own organism;

- an integrative function that unites various scientific concepts, experiences, and education systems, guiding them along the path of preserving the health of higher education students (Alhassan et al., 2021).

### Principles of health-saving technologies.

We will single out and reveal the content of the most effective principles of health-saving technologies (Kamath et al., 2025):

- the principle of the unity of the connection of the elements of the entire system of health care technologies (the main components are interdependent and interconnected: if there is a change in one of them, then this process necessarily requires a change in other components);

- the principle of functional interconnection and functional completeness of the content of technology (full implementation of health-saving technologies is possible if all components and components of the educational system of higher education are simultaneously covered);

- the principle of objective evaluation of the final result of the set goal (correction, productive control, search for management methods is possible only if this requirement is met);

- the principle of openness of methodical actions and functional actions (everything that is done in the process of formation and implementation of health-saving technologies must be logically justified, understandable, and informationally open for all subjects of the educational process);

- –the principle of completeness and continuity (consists of different degrees of education in the coherence of the technological model, forms of educational activity in the macro- and microstructure);

- the principle of variability of organizational forms, methods, and means of applying health-saving technologies (diversity and a wide range of organizational forms, methods, and means);

- the principle of optimization (creates the choice of the best option of the action plan in each specific case) (Park & Kim, 2023).

### The main groups of methods and techniques in health-preserving educational technologies.

Let us name two groups of methods that are important in the implementation of health-preserving educational technologies:

1. specific methods (applied in the process of pedagogical influence). Based on the existing pedagogical practice, the following are the most popular among the specific methods: didactic story, story, demonstration, lecture, illustration, exercises, video method, game method, situational method, practical method, active learning methods, etc.;

2. general pedagogical methods (applied in teaching and upbringing in all cases of the educational process) (Yuan et al., 2025).

Techniques are distinguished in the structure of the method as components and stages during implementation. Techniques can be classified as follows:

- preventive and protective methods (educational hygiene and personal hygiene);

- stimulating methods (physical activity, elements of hardening, methods of phytotherapy and psychotherapy);

- compensatory and neutralizing techniques (corrective, respiratory, health, gymnastics; psycho-gymnastics, massage, etc.);

- informative and educational methods (letters for students of higher education and those addressed to teachers and parents) (Stratan-Artyshkova et al., 2022).

The positive use of techniques and methods in health-preserving educational technologies depends on pedagogical skill, personal interest, professional abilities of the teacher, and local and regional conditions. Only by combining all separate approaches into a single whole, it is possible to create a health-improving educational space where the idea of health-preserving pedagogy can be implemented (Plakhotnik et al., 2023).

**Components of health care activities of institutions of higher education.**

The health-preserving activity of higher education institutions is possible and effective with certain components of this activity and combines the following types and forms of work:

- using a complex of medical and health-improving measures – correction of somatic health disorders without breaking away from the educational process;

- forms of organization of the educational process, taking into account the physiological and psychological impact on students of higher education;

- standardization of the load of the educational process and prevention of overtiredness of students of higher education;

- implementation and development of educational programs to prevent harmful habits and form students of higher education skills to lead a healthy lifestyle;

- medical, psychological, and pedagogical monitoring of the state of health of each individual, mental and physical development of students of higher education;

- promotion of a humane attitude towards each student of higher education;

- measures that contribute to the creation of conditions for the harmonious development of each individual; strengthening and preserving the health of teachers and students of higher education;

- activities of the psychological assistance service for teachers and students of higher education in overcoming anxiety and stress;

- formation of friendly relations among employees in the team;

- monitoring of the implementation of sanitary and hygienic norms of the organization of the educational process of the higher school.

**Risk factors that negatively affect the health of students of higher education.**

Let's highlight the risk factors that negatively affect the health of students of higher education:

- intensification of the educational process;

- pedagogical stress tactics;

- non-fulfillment of elementary hygienic and physiological requirements for the organization of the educational process of the higher school;

- deficiencies in the system of physical education;

- inconsistency of educational technologies and teaching methods;

- functional illiteracy of teachers and others in matters of strengthening and preserving the health of students;

- lack of systematic work on the formation of a healthy lifestyle of educational space acquirers and their health value (insufficient use of prevention of harmful habits, sex education, and physical education means).

**Effective measures that provide for the system of increasing the level of physical health of students of higher education and areas of activity of higher education institutions.**

Taking into account the fact that any person is very sensitive to any adverse influences, the priority form of strengthening and preserving the health of students of higher education is physical culture and health activities. In our time, we observe a significant decrease in the motor activity of students of higher education, and this leads to a decrease in the adaptation capabilities of the body and a deterioration in the state of health of each individual. Therefore, primary attention in institutions of higher education should be paid to the use of various forms and means of physical education for students of higher education.

Let's list the most effective measures provided by the system for improving the level of physical health of students of higher education: conducting additional, extracurricular and independent classes that include physical exercises (games, competitions, hiking trips, tournaments, health days, contests) that satisfy the biological the need of each individual in movement.

The most important area of activity of higher education institutions is the provision of sanitary and hygienic, necessary conditions of the internal environment, these are: control over the cleanliness of classrooms, control over the quality of nutrition of students of higher education, control over artificial lighting, landscaping of premises.

The very concept of «health care» is not limited to the idea of strengthening the somatic health of students of higher education. Primary importance is given to «preserving the mental, spiritual and social health of adolescents. This requires the creation of a special comfortable atmosphere in the educational institution, which would open a positive space for each student for personal growth in the intellectual, spiritual, and social spheres» (Kissi et al., 2024).

**Components that belong to the system of health-saving technologies.**

Speaking about the system of application of health-saving technologies, we will distinguish and reveal the content of the main components included in such a system:

- conditions of the educational process that are favorable for the mental, physical, and social health of each student of higher education (compliance with the methods of the educational process, adequacy of training requirements);

- rational organization of the educational process of the higher school taking into account hygienic requirements and psychophysical, age, individual, and gender characteristics;

- correspondence of the physical and educational load to the capabilities of each individual;

- adequately organized, necessary, and sufficient movement mode for a certain age category of a person (Polishchuk et al., 2022).

So, in the process of our research, we made a classification of health-saving technologies, which is universal for future specialists of various fields; the main components of health-saving technologies are singled out and the main functions of health-saving technologies are shown; the role of the main functions of health-saving technologies is analyzed; the content of the most effective principles of health-saving technologies is singled out and revealed; the components of health care activities of higher education institutions are presented. It has been proven that the health care activity of higher education institutions is possible and effective with certain components of this activity and combines the types and forms of work revealed during our research. Risk factors that hurt the health of students of higher education are singled out. Effective measures provided for by the system of health-saving technologies to increase the level of physical health of

higher education applicants and improve the areas of activity of higher education institutions are outlined; the content of the main components included in such a system is singled out and disclosed.

**An experimental study, the results of which determined the motivation of students, the level of their awareness regarding the formation of a healthy lifestyle, the conditions for harmonious health preservation of each individual, and the need to use health-preserving technologies in the educational space of universities were clarified.**

The problem of forming a healthy lifestyle for students of higher education is multifaceted. To determine the factors that will most contribute to the healthy lifestyle of each student in institutions of higher education, valeological and preventive work was carried out, aimed at identifying the social, physical, and psychological health of students of higher education, promoting a healthy lifestyle of each individual.

As the basis of the health-preserving educational process, we have taken the competency-based approach as a system-forming factor in the formation of a positive attitude towards the health of each individual and the development of personal qualities of higher education students.

We monitored the health of students of higher education and defined their needs in the formation of a healthy lifestyle while studying in higher education institutions. Given the relevance of this topic, we have established psychosocial and behavioral factors in the educational environment that affect a healthy lifestyle from the point of view of student youth.

An anonymous questionnaire survey was conducted, the results of which determined the students' motivation, the level of their awareness regarding the formation of a healthy lifestyle, the conditions for harmonious health care of each individual, and the regularity of the use of health care technologies were found out.

240 higher education students aged 17 to 21 took part in the study (mean standard deviation 18.7 ± 1.70 years).

The distribution of respondents by gender was as follows: 68.17% were girls, 31.83% were boys.

The most important component of forming a harmoniously developed and comprehensive personality is a healthy lifestyle, which includes many components. We offered applicants of higher education to complete questionnaires. Let's analyze them.

1 question: «What do you think is the key to good health?».

- 44.95% of male respondents answered that they associate a healthy lifestyle with sports and physical

culture, and 32.33% of female respondents associate a healthy lifestyle with a proper daily routine;

- 19.67% of female respondents and 4.41% of male respondents consider healthy and proper nutrition to be the main component of a healthy lifestyle;

- 16.46% of female respondents and 15.87% of male respondents consider the absence of bad habits to be one of the main components of a healthy lifestyle;

- 13.51% of female respondents and 9.64% of male respondents point to genetics and heredity in shaping a healthy lifestyle;

- 2.80% of male respondents and 2.31% of female respondents emphasize the influence of the state of the environment on personal health.

2 question: «Do you lead a healthy lifestyle?».

- 44% of respondents answered in the affirmative;

- 50% of respondents said that they do not have enough time for this, but they try, but not systematically;

- 6% of respondents do not lead a healthy lifestyle at all and do not need to use health-saving technologies.

So, such answer options, and the lack of systematic ideas of the respondents indicate that the concepts of health, health-preserving technologies, and a healthy lifestyle are insufficiently formed among students.

3 question: «Voice your opinion: what is needed for a person to lead a healthy lifestyle and use health-preserving technologies?».

When answering this question, the majority of respondents singled out sports, described sanitary and educational work, paid attention to health culture education, and even singled out financial incentives for giving up bad habits.

Some respondents expressed pessimistic, even critical opinions: «A healthy lifestyle nowadays, in institutions of higher education, is impossible due to the small number of hours for physical education and due to the heavy workload in the educational process»:

- 60.0% of respondents (with no significant gender differences) noted the constant implementation of preventive behavior and care for their own health, singled out sports, described sanitary and educational work, and paid attention to education for health culture;

- 68.92% of male respondents and 69.28% of female respondents consider it necessary to maintain health in later life and to follow a healthy lifestyle during student age.

4 question: «What contributes to the improvement of the health care system in the future?». The following answers were received:

- 29% – human culture;

- 26% – availability of medical care;

- 25% – arguing; conducting additional, extracurricular and independent classes, which include physical exercises (games, competitions, hiking trips, tournaments, health days, contests), which satisfy the biological need of each individual to move;

- 20% – provision of sanitary and hygienic, necessary conditions of the internal environment.

5 question: To determine the regularity of the application of the health-saving technologies described by us in the educational process, the respondents were asked the question: «Do you use health-saving technologies at work and with what frequency?».

The results were as follows:

- 64.2% of respondents do it regularly;

- 35.5% of respondents use health-saving technologies at work periodically;

- 0.3% of respondents do not use health-saving technologies at work at all.

Therefore, approximately 2/3 of the respondents constantly use the technologies identified and characterized by us at the beginning of the research in their activities.

6 question: «What technologies do you use most often in life?». According to the results of the survey, the respondents named the following technologies that they use in their lives as the most popular:

- 84.5% – health-saving technologies;

- 70.5% – health technologies;

- 51.9% – education of health culture;

- 47.2% – physical culture and health;

- 43.4% – medical and hygienic;

- 38.7% – health education technology;

- 37.3% – health preservation and promotion technologies;

- 4.3% – rehabilitation;

- 0.3% – I don't use it at all.

The results indicate the respondents' awareness of the groups of technologies under study and their different implementations in life.

Conducting the research made it possible to identify problems in the implementation of health-preserving technologies in the educational process of higher education institutions, which are caused by the process itself and its organization (lack of experience, knowledge, lack of understanding of the importance of health preservation; insufficient level of desire of respondents and conditions

for the implementation of technologies, lack of understanding the importance of preserving one's own health). To implement a competent approach to the introduction of health-saving technologies, to a careful attitude toward one's own health and the health of other people, it is necessary to take into account the goal of being healthy, the main components of health-saving technologies.

The main results of our research showed that a high percentage of higher education graduates do not lead a healthy lifestyle in the university space. Modern universities need the introduction of socio-cultural conditions of life, the concept of formation of the readiness of higher education students for a healthy lifestyle, health-saving technologies for the development of skills of preservation and physical development and accumulation of one's own health, its prevention.

## CONCLUSIONS

The main result of the introduction of health-saving technologies should be the mastery of life skills of healthy and safe behavior, the basics of a healthy lifestyle, the formation of higher education students' conscious attitude toward their health, and the formation of health-saving competencies.

In the process of our research, we made a classification of health-saving technologies, which is universal for future specialists in various fields; the main components of health-saving technologies are singled out and the main functions of health-saving technologies are shown; the role of the main functions of health-saving technologies is analyzed; the content of the most effective principles of health-saving technologies is singled out and revealed; the components of health care activities of higher education institutions are presented. It has been proven that the health care activity of higher education institutions is possible and effective with certain components of this activity and combines the types and forms of work revealed during our research. Risk factors that hurt the health of students of higher education are singled out. Effective measures provided for by the system of health-saving technologies to increase the level of physical health of higher education applicants and improve the areas of activity of higher education institutions are outlined; the content of the main components included in such a system is singled out and disclosed.

An experiment was conducted, the results of which determined the motivation of students, the level of their awareness regarding the formation of a healthy lifestyle, the conditions for harmonious health preservation of each individual, and the need to use health-preserving technologies in the educational space of universities were clarified.

Conducting the research made it possible to identify problems in the implementation of health-preserving technologies in the educational process of higher education institutions, which are caused by the process itself and its organization (lack of experience, knowledge, lack of understanding of the importance of health preservation; insufficient level of desire of respondents and conditions for the implementation of technologies, lack of understanding the importance of preserving one's own health).

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