

A Healthy Lifestyle of Schoolchildren and Students as A Result of Systematic Physical Education

Vidadi Salmanov¹, Cavanshir Zeynalov², Nazim Hasanov³, Lale Talibova⁴, Konul Salmanova⁵, Taleh Khalilov⁶

¹Pre-Scripture and Civil Defense Nakhchivan State University Azerbaijan, Nakhchivan

Email ID: Vidadisalmanov256@gmail.com

²Pre-Scripture And Civil Defense Nakhchivan State University Azerbaijan, Nakhchivan

Email ID: Cavanzeynalli12@gmail.com

³Pre-Scripture Training And Civil Defense Nakhchivan State University

Email ID: Nazimhesenov7585@gmail.com

⁴Pre-Scripture Training And Civil Defense Nakhchivan State University Azerbaijan, Nakhchivan

Email ID: Lalatalibova2013@gmail.com

⁵Philosophy And Social Work Nakhchivan State University Azerbaijan, Nakhchivan

Email ID: Konulsalmanova999@gmail.com

⁶Doctor of Philosophy in Pedagogy, Associate Professor, Nakhchivan State University

<https://orcid.org/0000-0003-2350-743X>

Email ID: x.taleh@gmail.com

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ABSTRACT

A healthy lifestyle among schoolchildren and students is closely tied to systematic physical education, which plays a crucial role in the overall development and well-being of young people. Regular physical activity helps to enhance physical fitness, improve mental health, and foster social skills. Schools and universities serve as key platforms for promoting health, as physical education not only strengthens the body but also nurtures discipline, teamwork, and emotional resilience.

Physical education programs, when well-structured and balanced, can significantly contribute to the prevention of diseases such as obesity, diabetes, and heart-related conditions, which are becoming more common among children and adolescents. These programs incorporate a variety of activities, including aerobic exercises, strength training, and sports, that promote physical health and enhance cognitive abilities. Additionally, they encourage the development of healthy habits that students can carry with them into adulthood.

Moreover, systematic physical education fosters mental clarity, reduces stress, and increases focus, which are essential for academic performance. The regular inclusion of sports in school curriculums not only promotes physical well-being but also encourages a sense of community and cooperation among students.

In Azerbaijan and Nakhchivan, physical education has been increasingly integrated into the national educational framework, reflecting the growing recognition of its importance for the overall health of the population. With a focus on holistic development, the aim is to cultivate a generation of young individuals who not only excel academically but also lead healthy, active lives.

Keywords: Healthy lifestyle, schoolchildren, students, physical education, physical fitness, mental health, systematic education, sports, Azerbaijan, Nakhchivan, academic performance, well-being, teamwork, discipline.

1. INTRODUCTION

On June 30, 2009, the President of the Republic of Azerbaijan, I.H. Aliyev, signed a decree on physical education and sports. The main goal of the law is the official recognition of a comprehensively developed individual. Physical development is primarily aimed at ensuring a healthy lifestyle, preventing diseases and bad habits, and promoting active longevity. The law also includes an article related to the preparation of national youth for the defense of the homeland. This is a moral duty that is inextricably linked with a person's physical fitness. Thus, physical education and sports do not only retain their significance and relevance in a direct, nominative sense but also maintain a clear military-patriotic content even today.

It is impossible to imagine a healthy lifestyle (HL) without physical education and sports. The concern for the health of the population in any country in the world is undoubtedly one of the primary responsibilities of its government. In Azerbaijan and Nakhchivan, this is primarily related to the development of the physical and intellectual potential of young people.

The promotion of an active and healthy lifestyle among the youth of both republics effectively ensures their integration into the global community. In the case of the Nakhchivan Autonomous Republic, this is clearly confirmed in the regulatory and legal framework for the improvement of sports. In modern Nakhchivan, Councils are established under the heads of executive authorities to continue the systematic development of physical education and sports. These Councils oversee the creation and completion of sports clubs and associations. Advisory bodies and local municipalities assist in the preparation of sports personnel in Nakhchivan. Various sports organizations are, of course, led by experienced coaches, psychologists, and medical consultants, but their main members are young people. This concept was developed in Azerbaijan and covers the years 2013-2023, but there is no doubt that its content is related to the directives of the executive authorities of modern Nakhchivan.

A key aspect of this concept is the planned establishment of recreation and education centers for schoolchildren and students with limited health opportunities in the territories of both neighboring republics in the near future. As a result, an extensive healthy lifestyle program envisions the provision of conditions for para-sports. Additionally, in the coming years, it is planned to significantly expand the network of reference and advisory services for the youth of Azerbaijan and Nakhchivan. The points mentioned above clearly demonstrate the importance, timeliness, and relevance of the selected topic.

The investigation of the development trends of national schools in the region, the formation of the Azerbaijani school and pedagogical ideas, and the study of a very important part of the development stages give a complementary and enriching nature to the research process. The success of the complex and difficult path through the various stages of the multidisciplinary education system is so interesting and multifaceted that each author's view of this process sheds a bright light on new realities, opens the way to suggestions, new ideas and considerations that serve progress. It is of particular importance to study the enlightenment movement in Nakhchivan, to discover its fruitful results, to identify pedagogical conceptions, the state of schools and public education, the factors influencing its development on a progressive basis. Because Nakhchivan is the land of Azerbaijan with long history, rich material and cultural monuments and ancient educational culture (Taleh, 2021).

With Heydar Aliyev's rise to power in Azerbaijan, physical education and sports became one of the priority areas of state policy in the late 20th century. Mass and professional sports were also developed in the Nakhchivan Autonomous Republic and other regions. This is primarily within the scope of the research subject. Despite differences in terminology, these two concepts are similar in their internal content. Their main essence is, first and foremost, based on promoting a "healthy lifestyle." Secondly, there has been a gradual reduction in the role of commercialization in national sports. Thirdly, the goal is to achieve specific results from these two types of sports.

Based on these principles, several measures were taken in the late 20th and early 21st centuries to increase attention to the subject of physical education in secondary and higher educational institutions in Azerbaijan and Nakhchivan. Under the leadership of former President of the Republic of Azerbaijan H.A. Aliyev, the government repeatedly discussed the state of sports in the country and its development issues, which were reflected in the aforementioned decisions. The essence of the laws was that the physical education of young people is inseparably linked to the increasing mass participation in sports.

2. IMPORTANCE OF PHYSICAL EDUCATION IN SCHOOLS

A healthy lifestyle is an integral and essential part of the time spent by adolescents, schoolchildren, and students. It plays a crucial role in the educational process and the harmonious development of society members as a whole. A healthy lifestyle is, first and foremost, based on labor. It is through labor, creative and constructive activities that everything valuable to an individual is embodied: their knowledge, skills, and expertise. Considering that schoolchildren are growing individuals, the knowledge about labor instilled by parents in early childhood and tested in school life gradually transforms into skills and habits, seamlessly evolving into mastery with the corresponding effort of a young athlete's willpower.

Moreover, whatever is initially instilled by the school also characterizes the individual's political awareness, moral maturity, and social activity. Properly organized work at school provides a certain sense of moral satisfaction, creates a favorable socio-psychological atmosphere in the classroom and later in larger sports groups, and fosters a need for professional growth.

The ability to work diligently and with great dedication in the relevant school grades consists of many mandatory and accompanying motives. Cognitive interest, the positive emotions that the work process brings to schoolchildren, the satisfaction of seeing the results of their labor, and interactions with peers and teachers—all of these undoubtedly contribute to forming a positive consciousness in an individual. Furthermore, certain psychological motives may take the lead in the labor process, while others may be secondary or incidental. This primarily depends on the student's age characteristics and the prevailing conditions of their family life.

In this regard, the creation of joint efforts between physical education and labor teachers in Azerbaijani schools appears to be extremely important. Their coordinated work initially shapes a healthy lifestyle, which, in turn, leads to high sports achievements in the future. It is evident that in our time, the IQ levels of adolescents have been steadily increasing over the years. At the same time, physical education and technological progress make significant adjustments to the pedagogical

process.

Synonymous concepts such as “health,” “healthy lifestyle,” and “social health” should primarily be considered essential categories. Their detailed explanation provides a comprehensive understanding of the social value of sports. Secondly, they contribute to setting and solving the most critical tasks for improving the health of the population in the Nakhchivan Autonomous Republic. Here, their true humanistic potential becomes evident.

Studies show that before gaining autonomy in Nakhchivan, new types of urban and emergency educational institutions were created. It should be noted that, the enlightenment movements, science and education, the highest peak of the early twentieth century. During this period, an extensive network of the Nakhchivan education system was created and our people were involved in education. As a result, all the enlightenment captured in this period in Nakhchivan rose to the very high level achieved great success in science and education. Teachers in the social and economic recovery of the country of Nakhchivan stubborn struggle against the old educational system for the reconstruction of old schools. It is still not effective. The old form of training and education in the synopsis took the first steps towards a new one. Progressive changes in education in the development of Nakhichevan enlightening ideas and gave an impetus to the formation of a local educated class. At that time, the achievements of education and culture made basis for future success (Khalilov, 2022).

All of the above-mentioned aspects of labor and physical education in schools symptomatically lead to the idea that physical education and sports are of paramount social, economic, and medical importance. A student who deliberately skips physical education and sports lessons is, first and foremost, unable to manage time rationally—an extremely relevant factor in the technogenic 21st century. Moreover, we are confident that, in addition to mandatory physical education lessons at school, a student can easily allocate an hour at home for exercise.

It is impossible to imagine physical education in schools without prior theoretical preparation. Naturally, depending on the diversity of migration processes in different schools, the level of training of pedagogical staff, and the intellectual abilities of students, this training can be either simplified or made more complex. Furthermore, in Azerbaijan and Nakhchivan, this process has an individual character in urban and rural schools. However, physical education lessons in schools and universities are directly related to sports training, meaning they are more connected to the practice of nurturing young athletes.

Thus, labor processes and physical education in schools have important points of contact in terms of the physiological characteristics of boys and girls. But how do they align with each other?

In the following context: the unsatisfactory organization of labor lessons in secondary and higher educational institutions disrupts the established daily and weekly work rhythm in students' minds, preventing their growing bodies from fully resting. As a result, this leads to both mental and physical fatigue, which in some cases may cause exhaustion. Naturally, physical education also suffers from this.

Fatigue, as a rule, tends to respond to external influences with negative emotional reactions, which is clearly felt in labor and physical activities. Therefore, some experienced teachers and psychologists in schools (often a single individual in leading urban schools) use specific methods aimed at reducing fatigue in children and adolescents.

What are these methods? Among those that interest us, we primarily note physical education and sports. For example, the equivalent of industrial gymnastics in secondary schools. It is incorrect to assume that a student has rested during a labor lesson if they spend 5–10 minutes discussing various issues with peers or exchanging information about events at school and home.

Let's consider an illustrative example. In the 1970s and 1980s, production internships were introduced at the former Park Commune factory for students of Baku's schools No. 6, 134, and 189 (specializing in sports, mathematics, and music education, respectively). These labor internships were conducted not only under the supervision of subject teachers but also methodologists and sports coaches. What was the purpose of involving sports trainers in working with senior students? The breaks between work periods were filled with industrial gymnastics. Physical education teachers, in particular, concluded that during work experience, the most effective rest—one that normalizes the adolescent body's functioning—occurred precisely during these gymnastics sessions.

Later, students were required to work on the assembly line. As a result, the work pace increased, but the repetitive movements caused excessive fatigue among the students. Importantly, the industrial gymnastics complex varied depending on the nature of the work and the hourly workload. Methodologists and physical education teachers designed these exercises to prevent or reduce fatigue and alleviate muscle pain in the arms, back, and legs.

In summary, a well-organized sports system consists of a set of exercises that effectively alternate between education and rest. This, incidentally, is one of the most important conditions for creating a good mood and serves as the foundation of a healthy lifestyle. Several modern Azerbaijani scholars—teacher-methodologists and sports trainers—have noted that the level of work efficiency in schools depends on many factors: purely pedagogical elements, the moral climate in the classroom (student groups), family influence, social environment, and so on.

However, regardless of the specific focus of Azerbaijani scholars' works, their core idea revolves around the creation of

psychological-pedagogical foundations for the development of physical education and sports in secondary and higher education institutions of the Republic of Azerbaijan. Additionally, they have repeatedly highlighted the close connection between labor and physical education. The integration of all these factors collectively influences the advancement and decline of boys and girls in work, education, and sports.

Interestingly, modern sports pedagogy offers numerous tools that positively impact the restoration of adolescent students' labor capabilities through various physiological systems and body analyzers. While the focus of our dissertation is clear and does not delve into medical terminology, we will limit ourselves to general terms in this matter. Today, some of the most common methods of general physical education include industrial gymnastics, autogenic training, psychological relaxation sessions through specific exercise sets, various water procedures, and, finally, school or student sports competitions between classes and groups.

The entire arsenal of these major sports and pedagogical activities, in our opinion, should be accompanied by proper methodology, including labor lessons, active rest, timely nutrition, and the regulation of breaks in schools or universities. Only a comprehensive and unified complex of these activities can fundamentally solve the problem of a healthy lifestyle, which primarily consists of the harmonious combination of labor and physical education for the younger generation.

To ensure the accessible promotion of physical education and sports and to eliminate undesirable outcomes for schoolchildren and students, some Azerbaijani theoretical educators use modern methodologies to understand the psychology of young athletes. In turn, surveys that include conversation, interviews, or questionnaires assist teachers in more accurately studying the reasons behind their communication partners' behavior.

Quite often, the initial pedagogical observation of an individual does not provide sufficient data for drawing reliable conclusions, according to the aforementioned Azerbaijani researchers. By incorporating survey methods alongside these forms, it becomes possible to gain a deeper and clearer understanding of the psychological inconsistencies in young athletes' behavior, as well as to determine the characterological traits of the individual in communication. Finally, all information regarding individual behavior in sports lessons or groups naturally leads Azerbaijan's leading methodologists to the statistical processing of research materials.

In recent years, the publication of this methodological literature has contributed to improving the sports orientation of extracurricular activities and increasing the number of sports training sessions. Consequently, the number of participants in sports sections has grown, and the network of youth sports schools has expanded. Notably, the number of district, city, and national competitions in Azerbaijan and Nakhchivan has been increasing year by year.

However, in our opinion, the number of competitions does not yet indicate the efficiency of various public structures in developing mass sports. First, in Azerbaijan and especially in Nakhchivan, it is necessary to organize more extensive and active promotional work to improve and deepen the general theoretical and specialized knowledge of professionals working in the field of physical education and sports. Second, the calendar of mass sports competitions should be aligned with the economic demands of the population. Third, it is necessary to enhance the educational significance of physical education and sports in the republic. Therefore, it is advisable to test the organization of national competitions in certain sports and to expand the mass involvement of the population in physical education and sports. For this, Azerbaijan requires an influx of new and highly qualified personnel.

Moreover, in recent years (2011-2015), the issue of increasing the number of applicants admitted to the Azerbaijan Academy of Physical Education, particularly from rural areas through a targeted approach, has become particularly urgent.

In the 21st century, special services consisting of sociologists and psychologists operate in some schools and universities in Azerbaijan. They primarily participate in stabilizing the educational process and sports, contribute to strengthening discipline, improve the organization of work, lessons, and leisure, and oversee medical care. One of the key responsibilities of these psychological and pedagogical services in recent years has been the creation of cultural and sports complexes to improve the coordination of joint efforts in our republic. Additionally, they focus on directing the ideological influence on the work of physical education teachers and, on the other hand, on the effective study of the material and technical base of clubs, libraries, stadiums, and sports halls.

In a narrow sense, this serves as direct assistance to teachers and methodologists in organizing physical education and sports lessons in secondary and higher education institutions. On a broader scale, the main goal of these services is to regulate the operations of all sports facilities in the republic concerning the organization of competitions and leisure activities while making maximum use of local resources. A detailed discussion of the activities of clubs in modern Azerbaijan and Nakhchivan will be covered in the second chapter of the study.

It is gratifying that in Azerbaijan and Nakhchivan, in recent years (2005-2015), the ideological level of various sports events, as well as the organization of cultural and educational leadership, has significantly improved thanks to the efforts of labor and physical education teachers, as well as methodologist-teachers and doctors. In several schools in Azerbaijan and Nakhchivan, work in this direction with children and adolescents has been strengthened, and interesting events are also being organized for parents. Thus, physical education and sports have become a panacea for ensuring the unity of the general

educational process in both families and schools.

Moreover, in recent times, a trend of forming multifunctional cultural and sports complexes in Nakhchivan has been observed. It should be noted that spreading best practices in the creation of such complexes in certain regions is not just about promoting new ones but, first and foremost, integrating them into daily life. After all, new forms of sports activities are not an end in themselves. Behind them, it is necessary to see what methodologist teachers and coaches have truly achieved and how, in general, the improvement of labor discipline can influence adolescents' lifestyles and the formation of their civic positions. A specific manifestation of these principles is the improvement of sports performance in particular school divisions.

Between 2010 and 2015, the cultural and sports complexes that resulted from long and in-depth work aimed at improving the management of cultural and educational institutions in Azerbaijan and Nakhchivan have undoubtedly played an important role in the sports lives of children, adolescents, and older residents, representing a qualitatively new stage in the organization of leisure activities (Хейзинга, 1997).

However, we do not have the right to conceal the fact that in the 21st century, there are still certain shortcomings in the physical education of students in Azerbaijani and Nakhchivan schools. For example, in some urban primary schools, physical education lessons were not conducted by specialists. The state program for computerization in classrooms is still far from achieving satisfactory results. In several schools across the republic, the material and technical base for sports remains weak, the latest scientific achievements and best practices are not applied in the pedagogical process, and particularly in rural schools, there is still a shortage of female physical education teachers and representatives of the local nationality.

At the same time, the sports-oriented material and technical equipment of secondary and higher educational institutions in our republics is an essential component of modern policy. It is unacceptable to ignore the undeniable fact that a healthy lifestyle, amateur, mass, and professional sports are closely connected with scientific and technological progress. The essence of this work lies in the fact that the importance of physical activity in the modern world is constantly increasing and being enriched with new content. This is determined not only by certain adjustments in the methodology of teaching physical education in secondary and higher educational institutions of Azerbaijan and Nakhchivan but also by significant changes in the entire lifestyle of young people under the influence of socio-cultural transformation. Secondly, it undoubtedly affects both traditional and new ideas regarding the personal and social value of sports.

Furthermore, today's scientific and technological revolution has significantly enhanced human intellectual capabilities. At the same time, the influence of factors opposing the full physiological adaptation of the human body has sharply increased.

Let's take a brief historical excursion. During the Soviet years, for decades, all schools and universities in Azerbaijan and Nakhchivan, without exception, conducted the GTO ("Ready for Labor and Defense" Complex) under a general health program. Bulletins, information booklets, and, finally, the Charter of each school clearly stated: "The All-Union GTO physical education complex formed the basis of the general physical education system. The task of all physical education organizations in the country (Azerbaijan and Nakhchivan were part of the USSR at that time) was to actively develop mass physical education and sports and help integrate them more widely into people's daily lives. The key to success lay in high-quality, multi-faceted, and effective work to actively implement the All-Union Sports Complex 'Ready for Labor and Defense' (Исаев, 2002).

During those years, the GTO program for schoolchildren and students was very comprehensive. It included running, jumping, swimming, pull-ups, hammer throwing, shooting, archery, and other sports. (In Azerbaijan, only certain winter sports disciplines were excluded from the program's requirements, as, for example, ski racing was never given particular importance in the republic.)

It is interesting to note that, in addition to the listed sports games, competitions, various types of exercises, and their implementation standards, certain age-appropriate requirements were also included for schoolchildren in the complex. First and foremost, special attention was paid to understanding the fundamentals of the physical education movement in the republic. Additionally, teenagers were taught basic first aid techniques for sports injuries, and adherence to generally accepted sanitary requirements was included in the curriculum. In turn, for methodist teachers and trainers, general knowledge in medical self-management and military affairs was essential.

Several decades have passed since then. With the collapse of the Soviet Union, the GTO ("Ready for Labor and Defense") complex was completely forgotten. This is understandable: at one time, this complex was initially integrated into a synchronized system of interaction between physical education, trade unions, Komsomol, party, and economic organizations, closely linked with government institutions and the country's overall socio-economic development. However, life dictates new rules, and as a result, the norms related to socialization have become obsolete.

3. PHYSICAL BENEFITS OF REGULAR PHYSICAL ACTIVITY

Meanwhile, if fundamental concepts have changed, it does not necessarily mean that the entire structure must be completely overhauled from top to bottom. We firmly believe that the best traditions and methodological goals of Azerbaijani sports

should preserve and diversify the principles and norms of the GTO system, which now have no political basis and are solely focused on maintaining a healthy lifestyle and training young athletes.

The higher education system plays a crucial role in the development of individuals and societies. It serves as a primary vehicle for the dissemination of knowledge, fostering critical thinking, creativity, and innovation. Higher education institutions (HEIs) contribute significantly to the economy by producing a skilled workforce that meets the demands of various sectors. Moreover, they are instrumental in advancing research and technological progress, which are essential for addressing contemporary challenges, such as sustainability and social equity. The global competitiveness of nations is increasingly linked to the effectiveness of their higher education systems, making it imperative for these institutions to adapt and thrive in a rapidly changing environment (Khalilov, Aliyev, Guliyeva & Babayeva, 2024).

Following the principle of age classification, we take the initiative to propose methodological recommendations covering sports rules aimed at health objectives. Thus:

- **First stage for schoolchildren aged 10-13.**

Slogan: "Brave and Agile."

The main objective of this stage is to develop a conscious attitude towards physical education among children of this age, cultivate essential physical qualities and vital skills, and determine their interest in sports.

- **Second stage for teenagers aged 14-15.**

Slogan: "Sports as a Substitute."

The primary task of this stage is to further enhance teenagers' physical fitness and master applied motor skills.

- **Third stage for boys and girls aged 16-18.**

Slogan: "Strength and Courage."

The key objective of this stage is to refine the physical preparation of young people, particularly students of the Azerbaijan Academy of Physical Education and Sports, for their future professional activities and readiness for the country's Armed Forces.

Each proposed step should consist of two parts:

- **Requirements Section.**

This involves studying the fundamental provisions of the general system of physical and labor education, ensuring schoolchildren of all these ages acquire personal and public hygiene skills, learn techniques for protection against weapons of mass destruction, and perform morning exercises.

- **Standards Section.**

This primarily includes exercises determining the development level of students' physical qualities (strength, endurance, reaction speed, agility, etc.), as well as exercises that help in mastering applied motor skills, such as running various distances to assess endurance, strength training, high and long jumps, hammer throwing, swimming, etc (Чугунов Д, 2016).

The three stages mentioned above, in our opinion, are united by a single goal: achieving a certain level of physical development and general physical fitness for more productive labor and protecting the republic's borders from external enemies (by which we mean Armenian armed groups). This crucial field of sports and health management is currently overseen in Nakhchivan by the Committees for Physical Education and Sports.

In this context, a question arises: who exactly ensures the organization of such work? In general education schools, technical schools, and secondary and higher education institutions in Nakhchivan, this responsibility falls on departments of physical education, their instructors, teachers, and directors of relevant courses. Additionally, in some areas of Nakhchivan, councils of physical education collectives are still active (although their number has significantly decreased compared to the Soviet era). On the other hand, sports clubs continue to operate under the leadership of school directors (in schools) and rectors (in higher education institutions), with some involvement from public organizations in government bodies.

In recent years, instructors, coaches, teachers, and methodologists have been actively working with teenagers in Nakhchivan city schools. They particularly oversee the organization of industrial gymnastics, while civil defense headquarters also contribute to this effort. In the 19th century, the idea of reviving comprehensive competitions emerged, and naturally, this was enthusiastically received by the majority of the republic's athletes. These competitions continue the best traditions of Azerbaijani wrestlers.

As a result, such competitions are not only held among senior students but also among elementary and middle school students. The winner is determined based on the following criteria:

- **The number of participants in competitions across various sports and specific types of wrestling;**

- **The number of students who fully meet the standard requirements established by the school;**
- **The number of students who successfully complete the designated categories (Яснєпє, 1986).**

Particularly in Azerbaijan and Nakhchivan, since competitions in various sports and different types of wrestling have been held separately over several decades, the challenge for organizers is not only in a specific sport but also in the overall rise of the mass physical education movement and the enhancement of students' athletic skills. This also serves as a serious test for public organizations involved in all aspects of promoting sports. Furthermore, it is a trial of the knowledge and experience of methodologist coaches, who are tasked with effectively using physical education and sports tools to improve children's health and organizing leisure activities for adults.

Clearly, reforms in general education schools in Nakhchivan will attract new teaching personnel. However, school reform is not merely an administrative task. Naturally, staffing changes occur, with modifications in the teaching workforce, selection of the best and most satisfactory personnel, and so on.

Yet, new reforms also serve as a test of students' physical qualities—strength, endurance, reaction speed, agility—which are directly related to a child's overall health. Health, in general, is the state of balance between the body's functions and the external environment. When this balance is disrupted, illness occurs.

4. BUILDING HEALTHY HABITS FOR LIFE

Health plays a crucial role in this process. The essence of the work is that artificially staged competitions for the sake of results—such as prematurely completing standard requirements for any sport—should not be the ultimate goal. Instead, the primary objective is to achieve positive results through teachers' diligent and long-term efforts with capable students. However, identifying a promising future athlete in childhood is not an easy task, as it involves many psychological components. Some children and teenagers struggle with their education due to lower general knowledge levels, cognitive abilities, or family-related issues, requiring additional effort. Naturally, this negatively impacts their athletic achievements.

The primary objective of this research is to provide an in-depth exploration of the role and significance of strategic management and planning within the context of higher education institutions. Strategic planning serves as a guiding framework that aligns institutional objectives with operational resources, creating a structured roadmap that directs all levels of the organization towards achieving specific, measurable goals. This process not only enhances the institution's ability to fulfill its mission but also strengthens its capacity to respond effectively to dynamic changes in the global educational landscape (Khalilov, Alikhanov, Hasanov & Ahmadova, 2024).

It would be appropriate here to recall the unpleasant education system that emerged in our republic and throughout the Union in the 1970s-1980s. At the time, it was said: "There are no bad students, only incompetent school and university teachers." As a result, due to the incorrect direction taken, even truly knowledgeable teachers were dismissed without thought or reason. This theory ultimately collapsed and failed in the post-perestroika period.

Therefore, today, a sharp question arises in methodological practice: Is there a strong correlation between automatic adaptation under high sports performance and the increase in a student's physical fitness? (In addition, there is the factor of some negligent parents who, at any cost, strive to achieve high performance.) This should never be allowed! These are not two sides of the same coin but completely different psychological motivations. They are even more dangerous because they are imposed on children externally. Often, a child's wounded pride develops this unpleasant experience precisely in mastering the basics of physical education and sports.

In our opinion, attempting to quickly meet standards with unprepared students who do not engage in comprehensive physical education can, under certain conditions, be harmful to health. This is because it involves loads that do not correspond to the growing body's capabilities, leading to excessive strain. The ancients used to say: *Docendo discimus* (Latin: "By teaching, we learn ourselves") or "Make haste slowly." Indeed, the proper teaching methodology of physical education and sports, closely linked to health measures, primarily involves gradual progression and a step-by-step increase in physical load. By paying attention to the student, the teacher also draws appropriate conclusions.

Collaboration with international organizations and participation in global exchange programs have enabled Azerbaijani faculty members to enhance their teaching and research skills. Training workshops, conferences, and joint research projects have become integral to professional development in the country (Khalilov, Adilzade, Rzayev, Guliyev & Yusifova, N, 2024).

Thus, in recent years, a highly positive aspect in the organization of mass physical education and sports in the republic has been the close interaction between club and section councils and the medical-prophylactic service. This provides coaches with an excellent opportunity to observe all participants directly and offer valuable recommendations in a timely manner for improving health using various physical education tools while taking into account the individual characteristics of teenagers. Moreover, this kind of interaction is essential from a purely sports perspective. After all, it becomes easier for coaches and methodologists to identify students with talent for specific sports from the general population. The early detection of talent is the key to future success.

As mentioned earlier, health is the balance of body functions with the external environment. When this balance is disrupted, it leads to the onset and progression of diseases. How can they be prevented? The balance can only be regulated through movement. For many decades, methodological literature on physical education and sports has maintained that no therapeutic measure can replace the beneficial effects of movement on the body. This applies to children, teenagers, and adults alike.

However, it should be emphasized that in the 21st century, the need for physical activity has increased significantly compared to the 20th century. Civilization, scientific and technological progress, and the mass computerization of schools and universities bring countless benefits to our society. These include the mechanization and automation of various labor processes, improved living conditions, assistance for students in their studies, and, finally, fast-moving transportation that reduces the need for physical effort, among others. All of these factors are undoubtedly positive aspects of the overall process of civilization, as they make our lives easier. On the other hand, for teenage students, this also represents an additional tool to reach an interactive level of learning with the help of computers, and so on.

At the same time, it also signifies the enslavement of humans under the grip of technogenic progress. The prominent modern sociologist Karl Jaspers bitterly remarked on this issue: "The consequences of this mechanization arise from the absolute superiority of mechanical approval. Man himself becomes one of the raw materials subjected to purposeful processing. Therefore, whereas man was once the substance and meaning of the whole, he is now reduced to a mere means."

This idea aligns strikingly with the updated interpretation of Canadian cultural theorist G. McLuhan, who argued that "teaching students and pupils the basics of physical education and sports was shaped in the early decades of the two centuries through the intensive replication of products such as print, radio, television, audio, and video equipment using internet and computer technology, as well as the entertainment industry. According to his concept, 'the electronic information era radically changes both the living environment of a person and the person himself. New media and telecommunications destroy space and time on the planet, eliminate all national borders, connect even the most remote corners into a single network, restore the integrity of moral regulation, and at the same time, destroy the fundamental postulate of a healthy lifestyle—movement.'" (Лубышева, 2004).

As we can see, in addition to the words of prominent scholars who focus on the technological and industrial development of society, it is also noted that there are wide-ranging changes in students' imaginative thinking, and as a result, radical ideas are being designed. Unfortunately, less and less attention is being paid to physical activity objectively.

Nowadays, any doctor is familiar with the term "detraining." Specialists understand this in the context of cardiovascular diseases. It has been proven and described in modern medical literature that boys and girls aged 17 to 22 should expend 1200 and 1000 kilocalories daily, respectively, for muscle functioning. However, most people living in urban conditions do not engage in sufficient physical activity, and as calculated, they only expend between 600 and 800 kilocalories per day (Спенсеп Г. (2014).

Considering the topic of our dissertation, we will make a small calculation. On average, a student, or a person of the age group mentioned above, spends one-third of the day sleeping. From the remaining 16 hours, approximately an hour and a half in very large cities (such as Moscow or St. Petersburg) is spent traveling, and about an hour (in Baku or Nakhchivan) in smaller cities. Around two hours are spent on meals, at least two hours on computer work, and during exams or sessions, more time is required for studying.

It is clear that psychologists and methodologists consider a group of schoolchildren and students, based on their overall creativity indicators (IQ), to be educated individuals. Students spend approximately eight hours a day in class or lectures. Moreover, it is important to note that this is only sedentary work (in classrooms, groups, current school activities, lectures, or seminar classes). Now, if we subtract this time from the 16 hours, we get "five." This is the most optimal calculation. (There is a saying: students are happy between exams, but during the approval system, this time drops to 2-3 hours). Thus, active movement remains between 0.5 hours to 1.5 hours, which is insufficient for restoring energy. Therefore, regular, systematic physical exercises need to be incorporated into the rapidly moving school or student life in our time.

It is clear that including physical education classes in the school schedule at least two to three times a week has a positive impact on training and improving educational performance. This is an axiom that does not require proof or explanation. Another particularly important point is that home exercises teach students a clear daily routine, discipline, help them gather strength, serve as a good mood stimulant, improve tone, and enhance their health. This is even more important for a growing organism, as students of various ages become more organized, neat, and punctual.

Based on the above materials, the following question can be posed: How can physical education tools be used most effectively to improve health? The correct answer to this question is given by a balanced set of loads for a teenage student that helps improve overall physical preparation. Specifically, effective therapeutic results can be expected with certain physical exercises, which should be distributed as follows:

Cycling exercises that develop endurance (running, brisk walking, swimming, rowing, cycling);

Gymnastics exercises that develop strength, mobility, and flexibility (various sports games such as badminton, volleyball,

handball, basketball, football);

Exercises focused on direct reaction (fencing, rapier fencing, table tennis, and tennis) (Macklyen, 1958).

It is important to remember that for a schoolteacher-methodologist, these types of exercises, not only through individualization but also through the reasonable modification of exercises, will have an even greater health and physical impact. A term has even emerged in modern methodological literature during physical education and sports teaching: "exercise work sets." In modern pedagogy and teaching methodology of physical education and sports, it is more appropriate to consider the process of acquiring basic skills by students in terms of psychological theories of teaching. The term "learning" is interpreted as gradual changes in the student's behavior and activity under the influence of consecutive teaching sessions.

5. MENTAL AND COGNITIVE BENEFITS

Moreover, it is more accurate to teach the basics of physical education and sports in middle and higher schools in the form of an elective program, while also aiming for organization and purposefulness.

All of the above helps with improving and coordinating movements. At the same time, all exercises undoubtedly have a significant emotional load, which positively impacts the nervous system of the adolescent body. By the way, such a technique, which includes a light set of exercises, can also be recommended for adults, especially those who experience significant neuro-psychological stress at work.

Morning exercises serve as a good preparation for future physical activities. They help strengthen adolescents, significantly reduce the risk of colds and other diseases, assist in the smooth elimination of emotional stress, and thus provide additional psychological stimulation for learning and working actively (Сеидов, 2009).

During the recommended 10-15 minutes of morning hygiene gymnastics, the teacher-methodologist must ensure that boys and girls do not hold their breath, and that the exercises are performed correctly and clearly. After this, the main focus should be on synchronizing movements. The purpose of the task is for the exercises to be selected in such a way that all muscle groups are actively involved, as instructed by the physical education teacher. It is also not advisable to complicate the exercises unnecessarily. The entire complex should be maintained at a certain rhythm. Once the child or adolescent's body gets used to this complex, it can be organically supplemented with special tasks that will not only increase the energy intensity but also help develop strength, endurance, posture, joint mobility, and so on.

Water procedures (5-10 minutes): Before water procedures, after morning hygiene gymnastics, doctors recommend walking in place or using stationary bicycles. Of course, we are talking about a light version of physical education here. Nevertheless, in the first case, by gradually increasing the pace, students move to a light run. Then, after the breath is restored, a quiet walk, usually lasting five minutes, follows. Walking in place is present in many therapeutic gymnastics complexes and has long been used to strengthen leg muscles and ligaments, helping maintain joint mobility. Walking, primarily through its impact on the overall functional state of the cardiovascular system, benefits the entire adolescent organism. It is not surprising that in the East, it is said: "The wider the step, the longer the life." In the second case, only the calf muscles are engaged. However, before water procedures, stationary cycling is beneficial, as most of the load during hygienic exercises objectively falls on the arms.

Gradually increasing load (30-60 minutes) performed at a convenient time for students and their parents. Moreover, it is recommended to allocate 20 minutes for gymnastics exercises, 10-15 minutes for sports games, and 25-30 minutes for running or other exercises included in the cycling category.

The best result, in our opinion, is achieved when this complex is combined with the natural elements of nature (fresh air, water procedures, moderate sun exposure during spring and summer months). We believe that the Nakhchivan region is not deprived of beautiful nature and these elements.

6. CONCLUSION

Thus, some general conclusions and generalizations have been drawn in the study. Firstly, it is noted that the foundation of any sport for everyone is strengthening health, improving physical fitness, achieving a joyful worldview, and the opportunity for self-expression. Currently, the increasing state attention to sports worldwide is due to its high social significance. The main function of physical education and sports is socialization. This is reflected in individuals joining the socially accepted norms and values in society. The interest of every modern civilized state in sports is also determined by the care for the health of the people, the increase in the working-age population, the preservation of the quality of the workforce, the strengthening of public order, and national prestige.

Sports, first and foremost, are based on the pedagogical education of students, adhering to the principle of competition that does not contradict its norms and requirements (on the contrary, it helps in training!). Physical education lessons, as an important intermediate link in the general curriculum, contribute to human health-promoting activities.

In Azerbaijan and Nakhchivan, physical education and sports are currently among the most important factors of a healthy lifestyle, or human way of life. Thanks to sports training for the younger generation, the state's care for the health of the nation is one of the main tasks of the modern era. This is so extensive and broad that, symptomatically, it includes global control of the ecological situation, nutrition regimes and quality, the presence or absence of bad habits, determining the standard and quality of life, hereditary acute and relevant problems, etc. In other words, the condition of human health is directly related to its physiology and sports activities, which is particularly relevant today in accordance with the various forms and types of sports activities—mass, amateur, and professional. During physical education and sports, all muscle groups of the human body are involved. It is important to ensure the distribution of physical activity during training, firstly, in accordance with medical indications, and secondly, considering the age of the learners. Disruption of balance in one direction or another may lead to excessive sports overloads, resulting in injury.

In the republics, mass sports and the purposeful promotion of a healthy lifestyle are provided. The work presents relevant quotes from various print and electronic sources (media and the internet). This is evident because there are numerous competitions involving athletes from Azerbaijan and Nakhchivan, which are reflected in them. Both statistics and accompanying facts are presented here.

Since our work is not only about sports but also pedagogical and methodological, we focused on the certain influence of propaganda on the audience of children, adolescents, and youth. In other words, the main target group—the schoolchildren and students of Azerbaijan and Nakhchivan, the participants or winners of specific mass sports—was addressed. These are mainly chess players and wrestlers. Our young athletes, first and foremost, excel in these areas and continue to dominate. At the same time, the role of Nakhchivan's secondary and higher education teachers in the personal responsibility for the health and physical condition of the youth they train has been emphasized. By the way, the results of the promotional efforts are also important, and thanks to them, many people engage in mass sports.

Although professional sports derive a lot from mass, amateur, and Olympic sports, they are organized and operate on different principles, and in a certain sense, they develop into a modern entertainment industry.

Part of the professional foreign sports, creatively adopted in Azerbaijan and Nakhchivan, actively uses the entire range of tools. It has been established that in Russia, the USA, Europe, and the West, their content occasionally contradicts traditional moral and ethical norms, and professional sports activities themselves are sometimes characterized by a clear high risk. Nevertheless, most local and foreign scholars consider the professionalism of sports to be an objective process and a natural result of the transformation of sports today.

Finally, the general functions of professional sports were listed and analyzed. It was established that these include primarily health-promoting, educational, informational, entertainment, communication, advertising, and other functions, each of which was substantiated in the work. Thus, the educational function of professional sports is to have a targeted impact on individuals related to the formation of a particular worldview and moral-ethical values.

The key criteria and characteristics of modern professional sports identified in our research, in our opinion, should neither be absolutized nor idealized, as it indeed performs certain other social functions and is mainly directed towards achieving practical commercial goals.

They were also revealed during the research. Specifically, it is no longer possible to promote the idea that the origins and resources of professional sports, as well as world sports records, are rooted in schools, industries, and other sports teams. We determined that such ideas have become outdated, and in relation to Azerbaijan and Nakhchivan, their utopia is becoming more and more apparent year by year, as it is, unlike amateurs, maximally elitist. At the same time, it was shown how professional sports diverge from mass sports, which is reflected in various components of sports activities. The dissertation discussed the differences in technologies, sports training, and unequal equipment.

To illustrate the gap between sports in Azerbaijan and Nakhchivan and foreign practices, we divided scholars into two groups. The first group claims that professional sports carry out the function of maintaining hope by incorporating into mass consciousness the idea that every individual engaged in sports can achieve the highest sports results, become a professional athlete, and attain material well-being. In other words, for a long period, the idea has been implanted in the minds of every person that anyone involved in sports can succeed in this field through regular training and it continues to be applied.

The second group of analytical scholars believes that such a statement is neither practical nor realistic, as in sports, like many other activities (such as various forms of artistic and scientific creativity), besides training, certain innate abilities, such as a natural inclination toward a particular sport, are also necessary. Finally, ordinary talent and others. Both viewpoints are reflected in the work with our conclusions and generalizations.

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