



UDC 378+613.8-057.87

DOI 10.35433/pedagogy.4(111).2022.184-194

THE FORMATION OF A HEALTHY LIFESTYLE IN THE STUDENT YOUTH AS A COMPLEX TASK OF UKRAINIAN EDUCATION

S. O. Kubitskiy*, O. V. Voznyuk**

The research deals with the problem of the formation of a healthy lifestyle in the student youth of Ukraine. The aim of the research is to develop appropriate organizational and pedagogical conditions providing the reduction of bad habits in the students, as well as enhancing their somatic health and improving their healthy lifestyle.

The tasks of the research stemming from its aim are as follows: studying the peculiarities of the intensity of students' physical exercise activity, their going in for sports and their motivation for corresponding activities; studying the peculiarities of students' healthy lifestyle and their somatic health; developing and experimentally proving the organizational and pedagogical conditions for improving students' healthy lifestyle. The study of mentioned characteristics of the students has been realized due to their self-assessment. The participants in the pedagogical experiment have been the students at the universities of Kyiv and university teachers as experts.

The methodological foundations of the study relate to scientific concepts, philosophical, psychological and pedagogical ideas concerning the problems of formation a healthy lifestyle in all participants in educational process.

The organizational and pedagogical conditions for improving students' healthy lifestyle were developed with the help of theoretical analysis of mentioned problems as well as with involving teachers-experts from higher education institutions. Three groups of organizational and pedagogical conditions were differentiated: axiological, information-cognitive, implementation ones.

It has been shown that one of the main complex areas of formation of a healthy lifestyle of student youth is connected with the professional activities of the staff of educational institutions directed at promoting a healthy lifestyle, as well as at developing the system of prevention of the impact of harmful factors on the health of the students. Therefore, intensification of physical culture and sports, improving students' health, combating their bad habits can be achieved not only by a certain explanatory work of the teachers, but also by the whole system of organizational and pedagogical conditions.

The pedagogical experiment has proved that due to the implementation of pertinent organizational and pedagogical conditions the students of the experimental group, in contrast to the control group, have a positive trend in both physical health and healthy behaviour.

* Candidate of Pedagogical Sciences (PhD in Pedagogy), Professor
(National University of Life and Environmental Sciences of Ukraine, Kyiv)
kubitskiy@ukr.net

ORCID: 0000-0002-7691-8606

** Doctor of Sciences (Pedagogy), Professor
(Zhytomyr Ivan Franko State University)
alexvoz@ukr.net

ORCID: 0000-0002-4458-2386

Key words: healthy lifestyle; teaching staff; student youth; bad habit; organizational and pedagogical conditions; somatic health.

ФОРМУВАННЯ ЗДОРОВОГО СПОСОБУ ЖИТТЯ У СТУДЕНТСЬКОЇ МОЛОДІ – СКЛАДНЕ ЗАВДАННЯ УКРАЇНСЬКОЇ ОСВІТИ

С. О. Кубицький, О. В. Вознюк

Дослідження присвячено проблемі формування здорового способу життя студентської молоді в Україні. Метою дослідження є розробка відповідних організаційно-педагогічних умов, що забезпечують зменшення шкідливих звичок у студентів, а також зміцнення їх соматичного здоров'я та вдосконалення здорового способу життя.

Завданнями дослідження, що випливають з його мети, є: вивчення особливостей інтенсивності занять фізичними вправами студентів, їх занять спортом та мотивації до спорту; вивчення особливостей здорового способу життя студентів та їх соматичного здоров'я; розробка та експериментальне обґрунтування організаційно-педагогічних умов удосконалення здорового способу життя студентів. Вивчення зазначених характеристик студентів реалізовано за рахунок їх самооцінки. Учасниками педагогічного експерименту були студенти київських університетів та викладачі університету як експерти.

Методологічні основи дослідження пов'язані з науковими концепціями, філософськими, психолого-педагогічними ідеями щодо проблем формування здорового способу життя в усіх учасників освітнього процесу.

За допомогою теоретичного аналізу зазначених проблем, а також із залученням викладачів-експертів вищих навчальних закладів розроблено організаційно-педагогічні умови вдосконалення здорового способу життя студентів. Виділено три групи організаційно-педагогічних умов; аксіологічну, інформаційно-пізнавальну, реалізаційну.

Показано, що один із основних комплексних напрямів формування здорового способу життя студентської молоді пов'язаний з професійною діяльністю колективу навчальних закладів, спрямованою на пропаганду здорового способу життя, на розвиток системи профілактики впливу шкідливих факторів, що впливають на здоров'я учнів. Тому активізація занять фізичною культурою і спортом, зміцнення здоров'я учнів, боротьба з їхніми шкідливими звичками можуть бути досягнуті не лише певною роз'яснювальною роботою вчителів, а й цілою системою організаційно-педагогічних умов.

Педагогічний експеримент довів, що завдяки реалізації відповідних організаційно-педагогічних умов у студентів експериментальної групи, на відміну від контрольної, спостерігається позитивна динаміка як фізичного здоров'я, так і здорової поведінки.

Ключові слова: здоровий спосіб життя; педагогічний колектив; студентська молоді; погана звичка; організаційно-педагогічні умови; соматичне здоров'я.

Introduction of the issue. The level of somatic health and healthy lifestyle of a human being are important factors in combating the global pandemic. The formation of a healthy lifestyle is most effectively realized in a person at a young age since this process presupposes conscious approach on the part of young people (Rybalka, Samodryn, Voznyuk, 2020).

Current state of the issue. The study of modern life of adolescents and student youth allows differentiating eight risk

factors that can be traced in the youth environment and which characterize the lifestyle and health of adolescents as risky. The results of the national survey enable to consider these risk factors for young people's health not only theoretically, but also to confirm their significance empirically. Let us outline the indicators of these risk factors [3; 4; 6; 7].

Overweight as exceeding the normative indicators of weight according to gender, height and age.

The presence of chronic diseases. This indicator was calculated according to the respondents' self-assessment regarding the problems with their health.

Dangerous sexual behaviour. This indicator was used only for young people over the age of 15, and was defined by the fact of their having sporadic sexual intercourse.

Decreased physical activity (hypodynamia) was calculated as an indicator of the absence of regular physical activity in the presence of mental activity (watching TV or working on a computer, etc.) for more than 12 hours a week.

Psychological discomfort presupposes

constant discomfort of a student while interacting with parents, teachers, friends.

Smoking more than one cigarette daily.

Alcohol consumption of any alcoholic beverage (beer, wine, strong alcoholic drinks) more than 4 times a month, i.e. weekly.

Drug use. This risk group consists of the respondents who have used drugs more than three times in their lives (excluding those who have had only one attempt to use drugs).

Figure 1 shows the indicators of dynamics of various risk factors in age categories of young people in Ukraine.

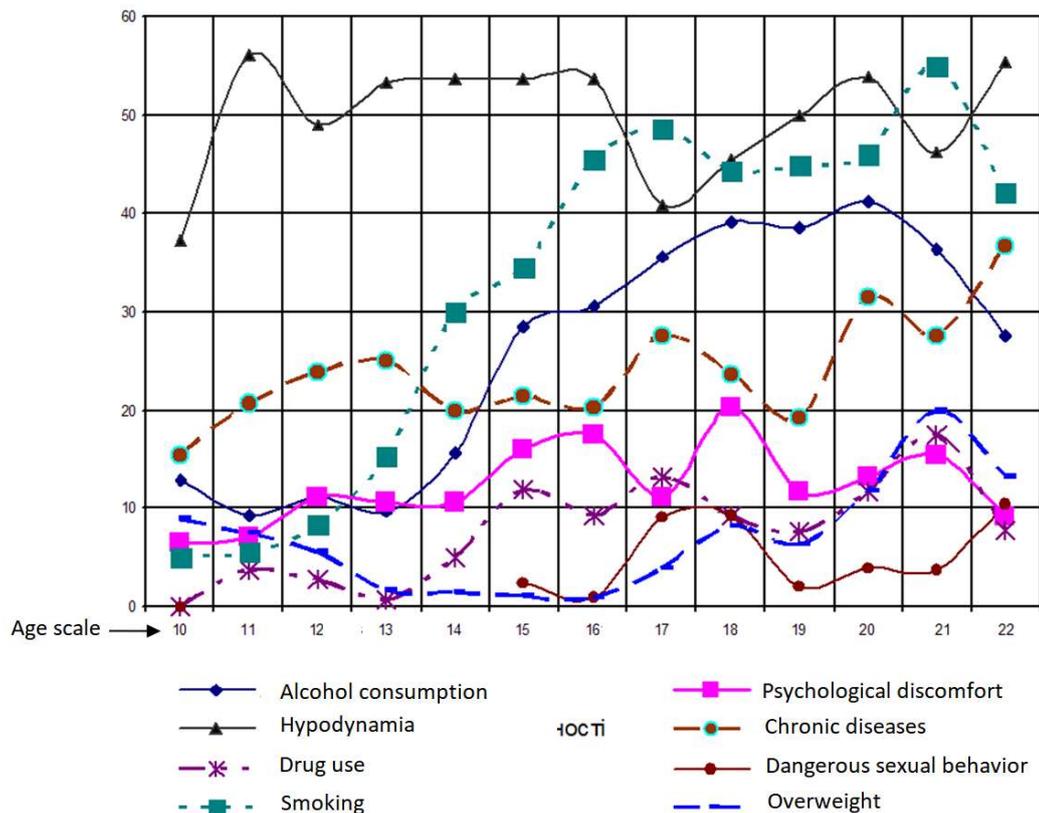


Fig. 1. Risk factors according to age groups of youth

As you can see, the active growth of most bad habits takes place in adolescence. Therefore, one of the main problems of adolescence can be considered the escalation of bad habits at this age. It is this process that characterizes the main features of adolescence, since bad habits affect both the physical and spiritual health of a young person – a student of higher

education, his/her "self-concept", adequate self-esteem, personality development in general, the main direction of which is the formation of self-regulatory and volitional, human qualities, the ability to free and conscious actions, independent decision-making.

Forming bad habits, as evidenced by the analysis of current socio-cultural

situation and the scientific literature, is one of the main factors of health deterioration in modern youth being critical to his/her axiological sphere.

One of the main complex areas of formation of a healthy lifestyle by student youth relates to the professional activities of the staff of educational institutions directed at promoting a healthy lifestyle, at developing the system of prevention of the impact of harmful factors on the health of the students.

Aim of research. The aim of the research is to develop appropriate organizational and pedagogical conditions providing the reduction of bad habits in the students, as well as enhancing their somatic health and improving their healthy lifestyle.

The tasks of the research stemming from its aim are as follows:

Studying the peculiarities of the intensity of students' physical exercise activity, their going in for sports and their motivation for sports.

Studying the peculiarities of students' healthy lifestyle and their somatic health.

Developing and experimentally proving the organizational and pedagogical conditions for improving students' healthy lifestyle.

Research methods. The study of somatic health of the students, the

peculiarities if their healthy lifestyle is realized due to their self-assessment. The organizational and pedagogical conditions for improving students' healthy lifestyle were developed with the help of theoretical analysis of mentioned problems as well as with involving teachers-experts from higher education institutions, who had to approve or deny the conditions we differentiated.

The methodological foundations of the study are connected with scientific concepts, philosophical, psychological and pedagogical ideas concerning the problems of formation a healthy lifestyle in the participants of educational process of higher educational institutions.

Results and discussion. During 2021-2022, we studied the peculiarities of the actualization of students' healthy lifestyle with the aimed to develop the appropriate organizational and pedagogical conditions for improving the latter. The experimental work was carried out based on higher educational institutions of Kyiv and presupposed the participation of 490 students and 145 teachers (experts).

We analysed the prevalence of bad habits among students as well as the peculiarities of students' healthy lifestyle and the level of their somatic health.

Table 1

Frequency of smoking by the students (n = 490)

Number of cigarettes							
Practically do not smoke		1-3 cigarettes		5-15 cigarettes		A pack of cigarettes and more	
47,0 %	230	19,1%	93	22,1%	108	12,1%	59

Table 2

Frequency of alcohol consumption by the students (n = 490)

Periodicity							
Do not use		Occasionally		1-2 times a week		Once in 1-2 days	
2,1%	10	68,2%	333	22,2%	108	8,1%	39

If about 47% of students do not smoke, then almost all students drink

alcohol. This is a concern because, according to the results of the study,

regular alcohol consumption is one of the indicators of students' poor health as well as their maladaptation to the educational process in higher educational institutions [4].

Another important indicator of the actualization of students' healthy lifestyle is connected with frequency of

students' physical exercise activity and their going in for sports. Here we investigated such indicators as the regularity of morning exercise, the intensity of students' physical exercise activity and their going in for sports, as well as students' motivation for participating in sporting events.

Table 3.

The intensity of students' physical exercise activity and their going in for sports (n = 490)

Number of hours					
0 hours	1-2 hours	3-4 hours	5-6 hours	> 7 hours	M
2,1%	20,2%	50,1%	17,1%	10,4%	4,18
10	98	246	83	50	

Table 4

The intensity of students' physical exercise activity and their going in for sports in a week (n = 490)

Periodicity						
Are not engaged	1 time	2-3 times	4-5 times	6-7 times	M	Σ
0%	20,1%	57,4%	12,3%	10,3%	2,10	0,99
	98	279	59	50		

Table 5

Regularity of morning exercise by the students (n = 490)

Periodicity				
Missing	Occasionally	From time to time	Often	Constantly
20,3%	23,3%	30,1%	22,1%	4,1%
100	110	147	108	20

Table 6

The desire of the students to participate in sports events

Motivation for sports					
Try not to take part		With indifference		With pleasure	
30,1%	147	31,2%	148	38,4%	186

According to the results of the study, more than half of the students are engaged in physical culture and sports 2-3 times a week (which coincides with the number of hours of physical education in higher educational institutes of Ukraine). For about a quarter of the students, the amount of physical culture classes is insufficient, which indicates that students have certain health problems.

Only 39% of the students enjoy

participating in sports activities, and about two-thirds of the students are indifferent to these activities, trying to avoid them, which indicates to their health problems.

These data can be considered in the connection with the somatic health and healthy behaviour of the students.

Thus, in this context, it was important for us to study the somatic health of students according to certain criteria and to evaluate the healthy behaviour of

the students. The level of students' somatic health has been self-assessed by the students according to a gradation: 1) low, 2) below average, 3) average, 4) above average, 5) high.

The test of self-assessment of

students' healthy behaviour has revealed their attitude to their own health, which varies within such limits as: 1) perfect, 2) good, 3) average, 4) below average, 5) critical.

Table 7

Students' somatic health indicators (n = 490)

Levels of somatic health	A3	%
High	14	6,2
Above average	14	6,2
Average	62	25,0
Below average	61	25,4
Low	89	37,0

Table 8

Indicators of students' healthy lifestyle (n = 490)

Levels of healthy behaviour	A3	%
Perfect	13	5,8
Good	17	7,5
Average	61	24,5
Below average	62	25,8
Critical	87	36,2

As we can see, more than half of the students have shown below average and low levels of both physical health and healthy behaviour, which is a significant problem for the functioning of educational institutions.

To solve this problem, we have developed appropriate organizational and pedagogical conditions on the basis of theoretical analysis of the problem field with taking into consideration the experts' opinions on the relevance and effectiveness of three groups of such conditions. Here they are.

Axiological conditions

1. Development of axiological sphere in the students, with focusing on universal values of a healthy lifestyle, the formation of their positive "self-concept" and subjectivity.

2. Intensification of students' self-educational activity.

3. Formation of students' volitional qualities and skills for self-regulation.

4. Development of social role repertoire in the students, their integration into different socio-educational environments.

5. Involvement of the students in the

process of psychological correction of their behaviour concerning their negative habits.

6. Creating a situation of success in students' educational activities.

7. Creating an adaptively favourable educational environment, including the optimal microclimate in student groups.

8. Considering the social requirements for a healthy lifestyle and national healthy traditions.

Information and cognitive conditions

9. Information and content support of the process of development of students' professional qualities necessary for the formation of students' healthy lifestyle.

10. Updating the content of students' professional training (fundamentalization and actualization of the resource potential of the students on the basis of introduction of interdisciplinary links between different academic disciplines).

11. Acquaintance of the students with the competences of their programmed learning outcome in a higher educational institution.

Implementation conditions

12. The use of modern integrative innovative training methods during

students' professional training, in particular the organization of creative dialogue training, which is aimed at forming a healthy lifestyle in all participants in the educational process.

13. The application of certain psychological, psychophysiological and medico-somatic means of actualization and maintenance of a healthy lifestyle in the students.

14. Participation of the students in educational and extracurricular activities related to a healthy lifestyle.

15. Providing professional orientation of the process of students' professional training in the sphere of healthy lifestyle, in particular, acquaintance of university teachers with the methodological arsenal of forming a healthy lifestyle in student youth.

16. Introduction of the above-mentioned organizational and pedagogical conditions into the educational process of higher education institutions.

To confirm the level of validity of the developed organizational and pedagogical conditions, we, using the methods of mathematical statistics, involved teachers-experts from higher education institutions, who had to approve or deny the conditions we differentiated. Here are the corresponding mathematical notation and calculations.

The group of experts j is [1... 145].

Indicators j are [1... 16],

The value of K is [1... 5]

On the set J

$$(1) \quad F = \sum_{i=1}^n K_i$$

$$(2) \quad J = J * \sum_{j=1}^{n=145} K_j = F$$

$$(3) \quad F_{\max} = 145 * 5 = n_{\max} * K_{\max} = 240$$

We calculate the relative frequency φ by the formula:

$$(4) \quad \varphi = \frac{F_i}{F_{\max}} = \frac{\sum_{i=1}^n K_i}{n_{\max} * K_{\max}} = \frac{\sum_{i=1}^{145} K_i}{145 * 5}$$

Regarding the creation of a situation of success in educational activities, we are to emphasize that this very important

condition presupposes student's personal experience of joy, satisfaction with the fact that the realization of the purpose of educational activities have coincided with expectations or exceeded them. It is important that success in academic activities is focused on the practice of students' partnership (so called 'team spirit'), which promoted their integration into social groups, through which the students are shaped as personalities and could develop skills for planning, self-management and influencing on others working in a team.

It is believed that success in any field of activity determines the further life trajectory of a young person and overall success in his/her future adult life, when success is associated with self-realization of the personality, which, according to A. Maslow, is a spiritual guideline for human development, because success denies egocentrism (and selfishness); so more, the failure in this sphere tends to provoke the development of a protective reaction of a person – increased self-esteem, that is a function of person's egocentric position [1; 2; 5; 8-10].

Thus, students' academic performance is related to the level of their educational self-efficacy, which, in turn, is a component of such quality of a personality as general self-efficacy. It determines a person's success and self-expression in various spheres of his/her activity being a powerful factor in personality development [1].

The student's academic performance is directly related to such indicators as stable life activity, health status, physical education. An important aspect in the development of the principles of a healthy lifestyle in the students is connected with facilitation of the conditions of their perception, processing and acquisition of educational information. It should be emphasized that an important didactic condition for this process stems from the elements of information novelty, since with monotonous and reiterating activity the functional activity of the barrier of mental adaptation of the student falls

below the level that provides pertinent tension when involuntary mental activity is activated.

That is why in order to maintain a high level of activation of perception and processing of information in educational activities, there must be novelty and unpredictability of the incoming information. Accordingly, university teaching staff need to plan and build their classes in order to activate a variety of emotional states in the students, to develop in them certain professional intelligence and professional qualities.

This is included in the context of optimizing the learning process of the students in terms of updating the factors of a healthy lifestyle [4].

There are positive examples of the use of modern methods of optimizing the students' mental state (which is part of the formation of their healthy lifestyle); in particular, these are the methods of self-psychocorrection, mental self-regulation, autogenic training, programmed psychophysiological self-regulation, physical education classes, methods of reducing distress by compiling written reports on students' experiencing stressful situations in educational activities and life in general, and others.

Thus formation of healthy lifestyle in the students is connected, first of all, with their individualized behavioural orientation since for successful activity in emotionally saturated, stressful situations of contemporary life the formation of adequate strategy of student's individual behaviour is of a great importance. This presupposes the education of skills of volitional control and self-control, creation of individual anti-stress resistance in the students, etc. [3].

In this regard, we can note certain psychological, psychophysiological and medico-somatic areas of actualization and maintenance of a healthy lifestyle in the students, which we partially used:

1) Individual optimization of activity, the essence of which is to implement an individual approach to each student in order to organize his/her educational

activities in accordance with his/her psycho-physiological characteristics, which involves planning the optimal studying load, optimizing work, rest, nutrition.

2) Physiological and hygienic and physiotherapeutic means are massage, self-massage, sauna, tempering, air, sun and water baths, physical exercises, which are a kind of universal regulators that improve the neurohumoral system and ensure the normal course of life of a person.

3) Psychoregulatory methods: hypnosuggestive, suggestion and self-regulation – non-verbal (breathing, relaxation, meditation) and verbal (self-suggestion, self-orders of self-persuasion) include the removal of nervous tension and stress, formation of skills for self-control of anxiety, for recovery and improvement of health, for motivation management and mobilization for certain activities.

4) Some pharmacological and phytotherapeutic means which are used to eliminate anxiety, fear, depression, fatigue, etc. or to maintain a high level of vital activity, efficiency.

5) Instrumental methods involve the use of various tools (contact and non-contact) in order to improve the psychophysiological state of a man.

6) Measures of administrative and managerial orientations, which are aimed at improving the conditions of training, production, service and other activities, the organization of moral and material incentives for employees.

7) Training activities concerning motivational, social role, etc. training exercises.

In this process, it is also important to monitor the activities of high educational institution by the teachers to analyse the actualization of students' healthy lifestyle [3]. Thus, if it turns out that there is an increased student's self-assessment of his/her overall workload, it is necessary to determine the objective and subjective reasons that caused it (poor health, insufficient ability to work; insufficient motivation to study; inappropriate creative abilities,

unpleasant relationships with students, teachers, relatives; extra work, etc.) and outline the ways to correct this state of things (for example, to structure student's study time, to streamline educational and extracurricular activities in the direction of priority tasks, to increase the academic efficiency through health promotion due to physical culture, to develop motivation for learning and to enrich a system of students' value orientations for prospective professional activities, etc.).

Decreased students' interest in educational activities (due to frustration with their future profession; negative relationships with groupmates and teachers; the presence of negative habits, hobbies, aspirations that significantly distract from educational activities) requires on the part of the teaching staff to take corrective and educational measures (targeted interviews, trainings, advice on correction of lifestyle).

So, the increased level of social frustration and personality anxiety, the tension of the mechanisms of psychic adaptation of the students require the establishment of the causes of these problems and the development of specific recommendations on how to optimize students' adaptive resources.

Insufficient students' physical exercise

activity requires finding out the reasons for this situation (lack of time, considering the physical exercise activity to be insignificant for improving student's health, negative attitude towards this activity on the part of student's reference group, low organization, poor structuring of students' time, poor health, etc.) and outlining the ways to solve this problem.

If a student possesses bad habits, so the corrective activities should be directed towards overcoming them through certain trainings, explanatory and educational work in the student environment.

Therefore, intensification of physical culture and sports, improving students' health, combating their bad habits can be achieved not only by a certain explanatory work of the teachers, but also by the whole system of our organizational and pedagogical conditions.

Conclusions and research perspectives. According to the results of the formative stage of the pedagogical experiment, the dynamics of changes in the general level of actualization of a healthy lifestyle in the students and other parameters of their readiness to follow a healthy lifestyle are shown in tables below.

Table 9

Dynamics of somatic health in the students of control and experimental groups

Levels of somatic health	Before the formative stage of the experiment				After the formative stage of the experiment			
	Control group n = 238		Experimental group n = 252		Control group n = 238		Experimental group n = 252	
	Number of students	%	Number of students	%	Number of students	%	Number of students	%
High	15	6,2	10	4,0	14	6,8	48	20
Above average	15	6,2	11	4,4	12	6,0	69	27,6
Average	59	25,1	59	23,6	60	21,8	62	24,8
Below average	60	25,4	51	20,4	61	26,8	49	19,6
Low	89	37,0	119	47,6	91	37,9	20	8,0

Table 10

Dynamics of healthy lifestyle in the students of control and experimental groups

Levels of healthy behavior	Before the formative stage of the experiment				After the formative stage of the experiment			
	Control group n = 238		Experimental group n = 252		Control group n = 238		Experimental group n = 252	
	Number of students	%	Number of students	%	Number of students	%	Number of students	%
Perfect	13	5,8	11	4,4	15	6,2	52	20,8
Good	17	7,5	13	4,8	13	5,8	72	28,4
Average	59	24,9	58	22,8	60	25,4	65	25,6
Below average	62	25,8	50	20,0	63	26,4	46	18,4
Critical	87	36,2	120	48,0	87	36,2	17	6,8

According to the data obtained, the students of the experimental group, in contrast to the control group, have a positive trend in both physical health and healthy behaviour. At the same time, this dynamics is more convincing in the students of the experimental group regarding their healthy behaviour than somatic health, because, as our study has shown students' positive attitude to their health at the level of conviction and appropriate behaviour is somewhat easier to achieve than positive shifts in students' somatic health since the latter requires a considerable amount of time, due to the fact that the functional foundations of somatic health are laid in a person in preschool and school age.

Our article relates to environmental problems that cover not only drastic climatic changes, the energy transition

and renewables, hydric stress and water scarcity, protecting biodiversity. Among the environmental problems are there also a sustainable food model, extreme meteorological phenomena, overpopulation and waste management, sustainable urban development. It is these problems that are directly related to human health. The latter is connected with the environment in a reciprocal way. So, truly healthy lifestyle is one of the major factors of sustainable environmental development of humankind. That is why the development of appropriate organizational and pedagogical conditions providing the improving students' healthy lifestyle, being the key objective of our paper, can be considered one of the perspective directions to solving environmental problems.

REFERENCES`

1. Bandura, A. (1997). Self-efficacy. *Harvard Health Letter*, 13, 3-39 [in English].
2. Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88 (1), 87-99 [in English].
3. Kokun, O.M. (2014). Features and factors of professional self-fulfilment of skilled people. *Social Welfare. Interdisciplinary Approach*, 4 (1), 18-30 [in English].
4. Lumley, M.A., & Provenzano, K.M. (2003). Stress management through written emotional disclosure improves academic performance among college students with physical symptoms. *Journal of Educational Psychology*, 95 (3), 641-649 [in English].
5. Maslow, A.H. (1976). *The Farther Reaches of Human Nature*. Penguin Books, New York, 407 [in English].
6. O'Connell, M.E., Boat, T., & Warner, K.E. (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. Washington, DC:

The National Academies Press; and U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, 592. DOI: 10.17226/12480 [in English].

7. Rybalka, V.V., Samodryn, A.P., & Voznyuk, O.V. (ed.) (2020). *Philosophy, psychology and pedagogics against COVID-19*. Private enterprise Euro-Volyn, Zhytomyr, 392 [in English].

8. Voznyuk, A.V. (2017). New paradigm of psychotherapy correction (rehabilitation) of the children with special needs. *American Journal of Fundamental. Applied & Experimental Research*, 3, 6 [in English].

9. Voznyuk, A.V. (2018). Aggression and health: an attempt at conceptual integrating these phenomena. *Technologies of intellect development*. DOI: 10.31108/3.2019.2.8.2 [in English].

10. Weinzweig, P. (1988). *The ten commandments of personal power. Creative strategies for shared happiness and success*. Meridian Press, New York, 175 [in English].

Received: November 10, 2022

Accepted: December 16, 2022