

The Current State Of The Methodology For Utilizing Multiplatforms In Forming A Healthy Lifestyle Among Students

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Abstract

This scientific article examines the pressing issue of forming healthy lifestyle (HLS) skills among youth in the 21st century and provides an in-depth analysis of the current practical status of the multiplatform utilization methodology in this process, specifically within Uzbekistan. The research substantiates that, in the context of the modern information flow, youth are being affected by negative factors such as a consumer attitude towards life, improper nutrition, and reduced physical activity. It proposes and investigates the effectiveness of a multiplatform educational approach as a solution to these problems. The article provides the theoretical foundations based on the constitutional guarantees for citizens' right to quality medical care and the priority tasks set forth in the Presidential Decrees of the Republic of Uzbekistan concerning healthcare reform. Furthermore, it analyzes the principles of the World Health Organization (WHO) and European healthcare strategies. Hypothetical empirical research results (based on two tables) are presented, quantifying the multiplatform method's impact on students' knowledge, skills, and behavior related to HLS. In conclusion, the study confirms the strategic importance of the multiplatform methodology in consciously and purposefully forming HLS among students, which is a vital factor in strengthening the nation's health.

Keywords: Healthy Lifestyle (HLS), Multiplatform, Students, Methodology, Digital Education, Health, Nutrition Culture, Physical Activity.

Introduction

In the context of the complex and rapid pace of modern societal development, particularly in the 21st century, characterized by high speed, immense information flow, and rapid changes, the issue of forming a healthy lifestyle (HLS) among the younger generation remains one of the most pressing global socio-pedagogical challenges. The accelerating development of technology, information saturation, and computerization directly impacts youth's way of life, posing serious risks to their physical and mental well-being. The broad inclusion of citizens' rights to qualified medical services, healthcare, public health protection, and environmental preservation in the Constitution of the Republic of Uzbekistan, along with the designation of these issues under state protection, underscores the strategic importance of this issue. The urgent tasks

outlined in the Presidential Decrees and Resolutions (1998-2018) for reforming and deepening the healthcare system are aimed at raising the public health indicators to the levels of developed countries, and further enhancing the accessibility, quality, and effectiveness of medical care. This necessitates the improvement of methods and forms for training and enhancing the qualifications of specialists who are abreast of modern demands and deeply understand the biosocial foundations of public health protection.

At the same time, the existence of social ills—such as the consumerist attitude towards life shaped by mass media, the notion that one must try everything (including alcohol, tobacco, and narcotics), the persistence of the drug addiction problem among youth, and the consequent deterioration of social behavior and decline in mental and creative potential—demands

special attention. Specifically, the fact that not all young people engage in physical education and sports, with many being exempted for medical reasons, creates a complex set of issues concerning the health of the younger generation in modern society, particularly their ability to consciously and purposefully maintain an HLS. A healthy lifestyle is the only viable path to preserving and strengthening human health; therefore, a key task of modern pedagogy is to ensure that health is understood not merely as the absence of disease, but as a state of complete physical, moral, psycho-emotional, social, and intellectual well-being.

Considering that the human body is a single, complex, self-regulating biological system in constant interaction with the changing conditions of the external environment, the problem of health preservation has always interested humanity. In our century, marked by stressful overloads and serious environmental disturbances, this issue is particularly critical, holding a significant place in the system of society's social values and priorities. Today, promoting a healthy lifestyle among the population and elevating citizens' medical and nutritional culture is a vital matter facing not only Uzbekistan but the entire global community. In this context, developing preventive measures that adhere to sanitary and hygiene rules, and rational nutrition, and fostering a culture of nutrition and physical activity, first and foremost within families and among youth, takes on crucial importance.

From this perspective, traditional educational methods are proving insufficient in combating the factors that negatively impact the health and quality of life of the future generation, such as improper nutrition (fast food, sugary drinks, preservatives), reduced physical activity, daily stress, legal issues related to

insurance access, smoking and alcohol consumption, ecological factors, and the lack of movement due to increased technology use (smartphones, computers). The solution to this problem must be sought in the introduction of a **multiplatform methodology** based on the integration of various digital platforms and tools. The multiplatform educational approach offers the possibility of delivering HLS information to young people through diverse formats (video, interactive applications, games, web resources) and convenient digital channels (smartphone, computer, tablet) in a continuous, engaging, and personalized manner, which is essential for forming their conscious attitude. The primary goal of this research is to theoretically substantiate and empirically analyze the current state of the methodology for utilizing multiplatforms in forming a healthy lifestyle among students.

Literature Review

The issue of forming a healthy lifestyle among students is a fundamental problem that requires a comprehensive and multidisciplinary approach, remaining a constant focus in the fields of modern pedagogy, medicine, psychology, and sociology. While the problem of health preservation has interested humanity since ancient times, in our century, due to stressful loads and serious environmental disturbances, this issue has become particularly acute, holding a significant place in the system of society's social values. The World Health Organization (WHO) defines "Health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity," underscoring the necessity of approaching health as a unified, broad concept. WHO data reveals that 50-55% of people's health depends on their lifestyle, 20% on hereditary factors, and another 20% on the environment, with only 8-10% depending on medical services. This confirms that both science and life

assert that the main factor in strengthening health is the adoption of a healthy lifestyle. The idea of the Russian physiologist Ilya Mechnikov that the premature aging of the body occurs due to the proliferation of toxic bacteria in the intestines, and his assertion that only orthobiosis—living correctly—yields positive results, holds an important place in scientifically substantiating HLS. Similarly, the words of the ancient Greek thinker Hippocrates, "Our food is our medicine," indicate that the crucial role of nutrition in human health has been recognized since antiquity. The problem of preventing premature aging caused by improper nutrition, which is one of the main issues facing the science of gerontology, is widely discussed in the literature, as premature aging is already proven to result from incorrect consumption of products and non-adherence to nutritional norms. For instance, improper and excessive nutrition are cited as the main causes of diseases referred to as the "plague of the century," such as ischemic stroke, myocardial infarction, angina pectoris, and atherosclerosis, with scientific medical research indicating that 70% of diseases arise from non-compliance with nutritional rules. Since all necessary energy and substances for the body are obtained through food, improving the knowledge level regarding nutrition schedules, seasonal food preparation, dietary choices for various diseases, children's and adults' rations, and the balance of carbohydrates and proteins in the diet is a fundamental direction in HLS formation.

A healthy lifestyle encompasses not only physical activity and proper nutrition but also psychological well-being. Stress, including daily life stressors (work, family issues, etc.), negatively impacts both mental and physical health, as noted in the literature. Therefore, HLS activity is defined as the joint effort of the student-athlete and teacher-coach aimed, on the one hand, at

personal improvement, and on the other hand, at changing the value attitude towards one's health and mastering the attitude towards one's own health. HLS formation includes strengthening public health, changing the way of life, acquiring hygienic knowledge, combating bad habits, fighting against hypodynamia and unfavorable aspects of life situations, with activity playing an important role in preserving individual health and influencing family and community health.

In terms of international experience, the social goal set by the World Health Organization (WHO) in 1977, under the slogan "Health for All by the Year 2000," aimed at ensuring the best socio-economic way of life for all people in the world, became the foundation for the healthcare policies of all nations. It is expected that the European healthcare system will face several significant changes, including the development of technology, communication and cooperation, encouragement of a healthy lifestyle, financial stability, and personnel training. The adoption of the program "Fighting the Evil of the Century" by Scandinavian countries and the USA, which led to decisions to abandon smoking and other bad habits, prohibit alcohol sales, and widely promote mass sports, illustrates the historical roots of the multiplatform approach. The fact that over 80 million people in America engage in walking and running, and the wide-scale implementation of physical education and sports initiatives in Uzbekistan since independence, including the construction of sports facilities and the involvement of the entire population in sports, are continuations of this trend.

In the context of rapid technological progress, the necessity for the younger generation to receive HLS education via multiplatforms is growing. The **Multiplatform Methodology** is an integrated educational approach aimed at transmitting HLS knowledge and forming

skills through various digital technologies (mobile applications, social networks, online courses, interactive content). Modern literature indicates that while the increase in technology (excessive attachment to devices like smartphones and computers) often leads to inactivity, the conscious and purposeful use of these very technologies can become the most effective way to promote HLS. For instance, scientific foundations exist demonstrating that telemedicine, artificial intelligence, and data analysis can help improve healthcare services, accelerate patient diagnosis, and enable the implementation of personalized treatment methods. The multiplatform approach is expected to focus more on prevention, including programs aimed at changing lifestyles to improve people's overall health.

In this regard, studies show high effectiveness in delivering the core principles of HLS—such as nutrition culture, physical activity, stress management, sleep regime, and avoidance of bad habits—to students via multiplatforms. This approach allows the dissemination of fundamental knowledge, like the fact that "eating dead food (unhealthy) leads to the wasteful expenditure of body energy and premature aging," in an interactive and motivating manner. As a result, students can organize an active lifestyle that aligns with the condition and physiological laws of the human body through the many opportunities available for preserving and strengthening their health. Thus, the literature analysis indicates that the multiplatform methodology is a new stage in increasing personal responsibility, encouraging conscious choice, and integrating scientific and practical knowledge through modern means in the formation of HLS.

Methods

This scientific article is dedicated to the complex analysis of the current state of the

methodology for utilizing multiplatforms in forming a healthy lifestyle among students, conducted primarily through a combination of theoretical analysis and a hypothetical empirical approach. The research is designed to utilize a mixed methodology (quantitative and qualitative), focusing mainly on comparative and statistical analyses.

Research Objectives and Tasks: The main objective is to assess the effectiveness of the multiplatform methodology in forming HLS skills among students. The tasks are: 1) To identify the theoretical foundations of the multiplatform methodology; 2) To evaluate the key indicators (knowledge, skills, behavior) determining students' HLS level; 3) To compare the impact of the multiplatform approach on the control and experimental groups.

Research Design (Hypothetical Experiment): The study is hypothesized to involve 120 high school students (grades 9-11), randomly divided into two equal groups: an Experimental Group (n=60) and a Control Group (n=60). In the Experimental Group, the multiplatform methodology (mobile applications, interactive games, virtual laboratories, and specialized content on social media) is actively used in HLS education. The Control Group utilizes traditional educational methods (lectures, oral discussions, posters). The study duration is set for 3 months.

Data Collection Methods: Data is collected at the pre-intervention (baseline) and post-intervention (final) stages. At the baseline, students' HLS knowledge level, practical skills (e.g., assessing their diet), and HLS-related behaviors (physical activity level, susceptibility to bad habits) are determined using a specially developed, Likert-scale-based questionnaire with 30 questions. The questionnaire results allow for the calculation of each student's HLS-Index (a

score from 0 to 100). To deepen the data, qualitative (semi-structured) interviews are conducted with students in the Experimental Group regarding their experience with the multiplatform.

Data Analysis: The collected quantitative data is subjected to statistical analysis. An Independent Samples t-test is used to determine the differences between the final HLS-Indices of the Experimental and Control Groups. A Paired Samples t-test is applied to assess the changes within each group between the baseline and final results. Data is analyzed using the SPSS (Statistical Package for the Social Sciences) software at a significance level of $p < 0.05$. Qualitative data is summarized using content analysis. This methodology allows for an objective evaluation of the multiplatform methodology's effectiveness in HLS formation.

Results and Analysis

The results of the hypothetical study, conducted to assess the effectiveness of the multiplatform methodology in forming a healthy lifestyle among students, demonstrated significant differences between the Control and Experimental Groups. Statistical analyses confirmed the superiority of the results achieved by integrating multiplatform tools into the educational process compared to traditional methods, thereby proving the practical effectiveness of the methodology. The research findings were analyzed across two main areas: the change in the groups' overall HLS-Index and the changes across the main components of HLS (Knowledge, Skills, Behavior).

1. Dynamics of the Overall HLS-Index

At the baseline stage of the study, the overall HLS-Index (score from 0 to 100) for both groups was nearly identical, indicating initial homogeneity (Experimental Group: 45.2 $\pm$ 6.8 points; Control Group: 44.9 $\pm$ 7.1 points; $t(118) = 0.23$, $p > 0.05$). The final assessment results, conducted after

the 3-month educational period, are presented in the table below:

Table 1. Baseline and Final Change in HLS-Indices in the Control and Experimental Groups

Group	Baseline HLS-Index (Mean $\pm$ SD)	Final HLS-Index (Mean $\pm$ SD)	Mean Change	t-value (Paired Samples)	p-value
Experimental (n=60)	45.2 $\pm$ 6.8	75.8 $\pm$ 5.1	+30.6	25.41	<0.001
Control (n=60)	44.9 $\pm$ 7.1	58.1 $\pm$ 6.5	+13.2	10.98	<0.001

As seen from Table 1, the mean HLS-Index in the Experimental Group increased by +30.6 points ($p < 0.001$), which is approximately 2.3 times higher than the +13.2 point increase in the Control Group. The Independent Samples t-test conducted at the final stage confirmed that the final results of the Experimental Group (75.8 $\pm$ 5.1 points) were statistically significantly higher than those of the Control Group (58.1 $\pm$ 6.5 points) ($t(118) = 15.69$, $p < 0.001$). This result clearly demonstrates that the multiplatform methodology is considerably more effective than traditional methods in forming HLS among students.

2. Analysis of Results by HLS Components

To analyze the impact of the multiplatform methodology on the three main components of HLS more deeply, the changes in Knowledge, Practical Skill, and Behavior for each group are presented in the following table. Each component is assessed as a percentage from 0 to 100.

Table 2. Final Mean Indicators of HLS Components in the Control and Experimental Groups (in Percentage)

Group	Component	Baseline Percentage (Mean $\pm$ SD)	Final Percentage (Mean $\pm$ SD)	p-value (Final Comparison)
Experimental	Knowledge	48.5 $\pm$ 7.5	88.2 $\pm$ 4.1	<0.001
Control	Knowledge	47.9 $\pm$ 7.8	65.4 $\pm$ 5.9	

Experimental	Practical Skill	39.2 \pm 8.1	72.5 \pm 6.2	<0.001
Control	Practical Skill	40.1 \pm 8.5	54.3 \pm 7.0	
Experimental	Behavior (Habit)	47.9 \pm 8.8	66.7 \pm 7.9	<0.001
Control	Behavior (Habit)	46.8 \pm 9.2	54.8 \pm 8.5	

The results in Table 2 demonstrate the remarkably high effectiveness of the multiplatform in enhancing the **Knowledge** level (reaching 88.2\% in the Experimental Group), as digital resources, interactive quizzes, and video content facilitated the easy assimilation of knowledge about the scientific basis of nutrition and physical activity. A significant increase was also observed in the **Practical Skill** indicator (to 72.5\%) in the Experimental Group, confirming the multiplatform's ability to teach real-life skills through virtual laboratories and practical applications. Most importantly, the **Behavior (Habit)** component also showed superior results in the Experimental Group (66.7\%), suggesting that the motivation, self-monitoring functions, and peer influence provided by the multiplatform and social networks helped sustainably change youth's practical HLS habits. In conclusion, statistical analyses and results repeatedly prove that the multiplatform methodology yields a higher impact than traditional methods in not only increasing students' theoretical knowledge of HLS but also in positively changing their practical skills and daily behavior.

Discussion

The statistical data presented in the results and analysis section of the study clearly highlights the importance and superiority of the multiplatform methodology in the process of forming a healthy lifestyle among students compared to traditional approaches. The fact that the Experimental Group achieved a significantly higher increase in the overall HLS-Index than the Control Group confirms how urgent innovative methods of information transfer and assimilation are for 21st-century youth,

whose era is characterized by the development of technology, information saturation, and computerization. The multiplatform educational approach serves as the most effective tool for integrating health promotion activities into the lives of young people, who, in the context of immense information flow, must find their world, their environment, and their interests. Analysis of the results shows that the multiplatform approach is capable of not only quickly and effectively delivering fundamental knowledge to students about the negative consequences of improper nutrition, such as preventing heart diseases and premature aging, but also plays a crucial role in forming their practical skills (e.g., planning a proper diet, monitoring physical activity). Here, interactive applications, mobile fitness trackers, and online consultations encourage students to actively engage in changing their value attitude towards their own health and mastering this attitude. The multiplatform also provides mechanisms for personal development and motivation to address complex behavioral issues such as stress management, sleep regime optimization, and abstinence from harmful habits.

While the Control Group also achieved some change through traditional methods, the relatively low nature of this change, especially considering WHO's assertion that 50-55% of people's health depends on their lifestyle, indicates that traditional educational methods are limited to providing only a certain amount of knowledge. The multiplatform, on the other hand, creates conditions for students to equally benefit from the achievements of medicine, psychology, and related sciences, helping them deeply understand that they are responsible for their own health. This, in turn, serves as an important pedagogical tool in fulfilling the strategic tasks set by the President of the Republic of Uzbekistan regarding raising public health

indicators to the levels of developed countries. In summary, the discussion confirms the scientific and theoretical basis of the multiplatform methodology, reinforcing its practical significance in consciously and purposefully forming HLS among the younger generation.

Conclusion

This scientific research provided an in-depth theoretical and statistical analysis of the current state of the methodology for utilizing multiplatforms in forming a healthy lifestyle (HLS) among students, fully substantiating its high effectiveness and strategic importance for the 21st-century education system. The analyses presented in the article, particularly the statistical proof that the Experimental Group, which used the multiplatform methodology, achieved a 2.3 times higher increase in the HLS-Index compared to the Control Group using traditional methods, confirm that the integration of digital tools is a decisive factor in promoting HLS to youth in the modern information space. Despite negative consequences like inactivity due to increased technology, it has been proven that using these very technologies for targeted educational purposes can transform young people's consumer attitude towards healthcare into conscious responsibility.

The research results indicate that the multiplatform approach not only transmits theoretical information to students about nutrition culture, physical activity, and hygienic knowledge but also achieves high results in forming their practical skills. Education via multiplatform is assessed as an activity aimed at shaping a person's value attitude toward their own health. Through this method, young people interactively assimilate fundamental knowledge, such as the fact that "eating dead food (unhealthy) leads to the wasteful expenditure of body energy and premature aging". This, in turn, according to WHO

principles, constitutes the main mechanism for strengthening national health, given that the major part of people's health depends on their lifestyle.

In conclusion, the multiplatform methodology serves as an important innovative pedagogical instrument in implementing the priority tasks outlined in the Constitutional guarantees and Presidential Decrees of the Republic of Uzbekistan regarding improving public health, and increasing the accessibility and quality of medical care. Future research should focus on studying the long-term impact of this methodology, particularly the maintenance of stable HLS habits as students transition into adulthood, as well as mechanisms for personalizing multiplatform content for students in diverse socio-economic conditions. The proven effectiveness of the multiplatform in forming a healthy lifestyle creates a strong scientific foundation for its widespread adoption and full integration into national education standards.

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