In conclusion, it is worth noting that health is an important component of a full life in modern society, so promoting a healthy lifestyle is very important. In this regard, the main task of the state and society should be active work to popularize a healthy lifestyle, including among young people.

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THE BODY'S REACTIONS TO STRESS, ITS CHARACTERISTICS AND MANIFESTATIONS

A modern young person reacts to stress in the same way as people in ancient times: with mental and physical tension, mobilization of energy. This is a manifestation of stress, preparing the body for fight or flight, which is a physiological unconditioned reflex. However, in this case, it does not come down to fight or flight - the relaxation phase begins. Much has changed since those distant times. There are many more reasons that cause a stressful situation - as well as information about stress. Today we already know that stress exists, we know how to identify a stressful state and how to deal with stress. Today, stress affects a person throughout the day (if not to say - around the clock), from the morning rush to the evening and even during sleep. Stress has become a natural and integral part of our daily life. Sometimes we do not even pay attention to it, and the long-term impact of negative emotions threatens with the risk of developing such psychosomatic diseases as myocardial infarction, peptic ulcer, hypertension, bronchial asthma, mental disorders, etc. Prolonged stress can lead to accidents and even suicide. Stress is our daily "companion", so (whether we like it or not) we must reckon with it and be able to coexist with it and fight it. Even if we do not feel its influence at all, this does not give us the right to forget about it and the danger it poses. In the first stage, the body's defenses are mobilized, which ultimately contributes to the recovery and development of the second stage. In this case, the body's resistance may be increased in relation to other stimuli (the so-called cross-resistance). However, depending on the circumstances, increased sensitivity may develop (cross-sensitization). In the second stage, recovery occurs. But if the action of the pathogenic stimulus continues and the body's defenses are depleted, the third stage begins – the exhaustion stage.

The starting link (trigger mechanism) of the body's adaptation to unusual conditions is fast and short-term reflex processes (protective reflexes, various vasomotor, secretory, trophic reflexes).

Key words: *student, stress, reaction, phase, problem.*

Назимок Віктор, Мартинов Юрій. Реакції організму на стрес, його особливості та прояви. *Сучасна молода людина реагує на стрес так само, як і люди давніх часів: розумовою і фізичною напругою, мобілізацією енергії. Це прояв стресу, підготовка організму до боротьби або втечі, що є фізіологічним безумовним рефлексом. Однак у цьому випадку справа не доходить до боротьби чи втечі – починається фаза розслаблення. Багато що змінилося з тих далеких часів. Існує ще багато причин, що викликають стресову ситуацію - як і інформації про стрес. Сьогодні ми вже знаємо, що стрес існує, знаємо, як визначити стресовий стан і як зі стресом боротися. Сьогодні стрес впливає на людину протягом усього дня (якщо не сказати – цілодобового), починаючи від ранкової метушні до вечора і навіть під час сну. Стрес став природною та невід'ємною частиною нашого повсякденного життя. Іноді ми навіть не звертаємо на це уваги, а тривалий вплив негативних емоцій загрожує ризиком розвитку таких психосоматичних захворювань, як інфаркт міокарда, виразкова хвороба, гіпертонія, бронхіальна астма, психічні розлади тощо. Тривалий стрес може призвести до нещасних випадків і навіть самогубства. Стрес – наш щоденний «попутник», тому (хочемо ми того чи ні) ми повинні з ним рахуватися і вміти з ним співіснувати та боротися. Навіть якщо ми зовсім не відчуваємо його впливу, це не дає нам права забувати про нього та ту небезпеку, яку він становить. На першій стадії мобілізуються захисні сили організму, що в кінцевому підсумку сприяє відновленню і розвитку другої стадії. У цьому випадку резистентність організму може бути підвищена по відношенню до інших подразників (так звана перехресна*

резистентність). Однак, залежно від обставин, може розвинутися підвищена чутливість (перехресна сенсибілізація). На другому етапі настає одужання. Але якщо дія патогенного подразника продовжується і захисні сили організму виснажені, починається третя стадія – стадія виснаження.

Вихідною ланкою (пусковим механізмом) адаптації організму до незвичайних умов є швидко і короткочасно діючі рефлекторні процеси (захисні рефлекси, різноманітні вазомоторні, секреторні, трофічні рефлекси).

Ключові слова: *студент, стрес, реакція, фаза, проблема.*

Formulation of the problem. So, what is stress? What causes it? If we really cannot protect ourselves from it, how can we reduce its impact? We will try to answer these questions in this article. The word "stress", which has become so fashionable recently, came to us from the English language and means "pressure, pressure, tension". The encyclopedic dictionary gives the following definition of stress: "A set of protective physiological reactions that occur in the body of animals and humans in response to the impact of various unfavorable factors (stressors)". The first to define stress was the Canadian physiologist Hans Selye in 1936. The seed thrown by G. Selye fell on fertile soil, because the problem was topical, and concerned literally every person. Stress became the focus of attention of numerous researchers. An incredible noise arose in the pseudo-scientific press, the word "stress" became one of the most popular. In the heat of passion, any stress began to be declared undesirable, contrary to the point of view of the founder of the theory himself, convinced that it is the conflicts of the body with the environment that maintain the biological mechanisms of protection from harmful effects in working order, train them. "Complete freedom from stress," wrote Selye, "means death." In one of his speeches in Prague, Selye said: stress is everything that leads to rapid aging of the body or causes illness.

Analysis of literary sources. In their articles, the topic of stress is widely covered by such authors as: Gavrylova, N., Mohunko, O. [1], Sabirov O., Abramov S. [2], Novytsky Yu., Gavrylova N. [3], Prus N. [4].

What is the cause of stress? Each person has their own or even several. Let's imagine a student who lives in a dormitory early in the morning. The student is still sleeping soundly, his sleep is deep and healthy. Suddenly - a sharp alarm clock! It literally tears the student out of the sweet embrace of sleep, an instant understanding comes that he needs to get up - stress. The student prepares breakfast and gets ready for school - usually in a hurry, constantly glancing at the clock. He tries to swallow food quickly, in large pieces, almost without chewing - stress for the stomach. In a bad mood, late, the student flies into the institution and, without even catching his breath, grabs hold of things - stress again. As a result of seemingly ordinary daily actions, tension grows, while hidden, and a certain moment when there are too many negative emotions - stress. The list of daily stressful situations could be continued. The internal state is immediately reflected in the external appearance: the face becomes gloomy, the lips are pressed together, the head is pulled into the shoulders, the muscles are tense (to the point of pain) [1]. Even from a distance it is clear that the student is wound up, nervous, that he is - there is no escape from this - in a state of stress. Our distant ancestor, calm and contented after a victorious fight with a bear, would never cease to be amazed at us. But that is the difference, that our enemy is hidden and cannot be defeated with a stick or a stone. After all, even the thought of what awaits the student at the end of the school day (in this case there are initial actions): pushing in queues for transport, heavy bags with literature or food, upcoming household chores - exhausts the nervous system and plunges into a state of stress.

The mechanism of human reaction to a stress impulse is very complex. But we will still try to unravel this tangle. This is necessary to understand why we react to a stress impulse in this way and not otherwise: to know how to resist stress, how to act in order to soften its effect as much as possible.

How does a young organism react to stress? What are the possible reactions of the organism to stress?

1. Unfavorable factors (stressors) cause a stress reaction (abbreviated as stress), i.e. the student consciously or subconsciously tries to adapt to a completely new situation. Then comes the balancing or adaptation (in science, the English term GAS - General Adaptation Syndrome is used). The student either finds equilibrium in the current situation and stress does not give any consequences or does not adapt to it - this is the so-called MAL-ADAPTATION (poor adaptation). As a consequence, various mental or physical deviations may occur. In other words, stress either continues for a long time or occurs quite often. Moreover, frequent stress can lead to the depletion of the adaptive defense system of the organism, which, in turn, can cause psychosomatic diseases.

2. Passivity. It manifests itself in a student whose adaptation reserve is insufficient and the organism is not able to effectively resist stress. A state of helplessness, hopelessness, depression arises. But such a stress reaction can be temporary. The other two reactions are active and subject to the student's will.

3. Active protection from stress. The student changes the field of activity and finds something more useful and suitable for achieving mental balance, contributing to the improvement of health (sports, music, work in nature, collecting, etc.)

4. Active relaxation (relaxation), which increases the natural adaptation of the student's body - both mental and physical. This reaction is the most effective [3].

What happens to the body of a student who experiences stress.

Under normal conditions, in response to stress, a person experiences a state of anxiety, confusion, which is an automatic preparation for active action: attacking or defensive. Such preparation is always carried out in the body, regardless of what the reaction to stress will be - even when no physical action occurs. The impulse of an automatic reaction can be potentially dangerous and brings the body to a state of high readiness. The heart begins to beat faster, blood pressure increases, muscles tense - the body is ready to defend itself. Regardless of whether the danger is serious (life-threatening, physical violence) or not (verbal abuse), anxiety arises in the body and in response to it - a readiness to resist. In most cases, you do not attack or run away, like a primitive man, but your nervous system functions exactly like that of a distant ancestor.

Times change and new stressful situations arise - almost each of us had to experience this. Let's take the simplest example: a student had a conflict with a teacher. The situation is standard - a student would be glad to do what is required of him,

but he does not succeed. The student tenses up, mobilizes all his internal reserves, a large amount of energy. In this situation, energy is spent both on trying to fulfill the order and on overcoming the automatic natural reaction to the "pressure" from above. Internal tension and anger increase, fear appears, the heartbeat and pulse quicken. In other words, stress sets in. The same thing happens during domestic troubles. If at these moments the student manages to see himself in the mirror, he will be able to see what an evil grimace has distorted his face: lips are compressed, the corners of the mouth are lowered, all the muscles are in convulsive tension - not a face, but a frozen mask. The student needs more and more energy to master the current situation and begin the action that the domestic conflict forces him to. And as a result - a state of stress [2].

What happens to a young organism under stress? What is the mechanism of the anxiety reaction?

In 1935, the American physiologist Walter Cannon first defined it as a fight or flight reaction. Or, in mathematical terms, reaction A or B.

Information about the anxiety reaction goes through the sense organs to the brain, where there is an important "relay station" - the hypothalamus. Within a fraction of a second, information is transmitted through the nerve endings of the sympathetic nervous system to the adrenal glands. Having received the "SOS" signal, this organ instantly releases a huge amount of "fighting hormones" into the blood - adrenaline and noradrenaline, which are carried by the vessels throughout the body. Redistribution (pumping) of blood occurs it moves to where it is more needed for response actions A or B - mainly to the muscles. Signals from the brain immediately go further - mental tension increases, attention increases, preparation for action is carried out. All this happens lightning fast - tension, and hence stress, increase with monstrous speed. The hypothalamus mobilizes the neurohumoral apparatus: impulses are transmitted through nerve endings to smooth muscles and endocrine glands, which begin to intensively produce hormones. It has recently been proven that during physical stress, the adrenal glands secrete mainly norepinephrine, and during mental stress (anxiety, fear, rage) - primarily adrenaline. Adrenaline and norepinephrine increase the pulse and breathing rate and raise blood pressure. They also contribute to an increase in the number of certain substances in the blood (in particular, triacyclglycerols), which, by chain reaction, leads to the occurrence of cardiovascular diseases: atherosclerosis, myocardial infarction, stroke. It is the increase in the amount of acylglycerols that is one of the possible causes of the occurrence (under the influence of stress) of mental illnesses.

As has already been said, a stress reaction causes a natural response in the body in the usual reflex way - reaction A or B. Our current "natural" way of life with its "habitual" lack of movement does not provide an incentive for an active response. For us, reaction B - flight - is becoming more and more habitual in such situations. And this combination of an inadequate lifestyle and biochemical and hormonal reactions to stress can lead to serious deviations in health [4].

What way out of this situation can and should we find? There is only one way out - first of all, change your lifestyle, move from passivity to activity. After all, sufficient activity does not allow harmful substances to accumulate in the body. But what to do in those situations when you are not able to eliminate a stressful situation from your life? You should learn to actively influence it, thereby "cushioning" the stress blow. This means learning to manage stress despite the natural automatic reaction and respond to it autoregulatory, or, as doctors say, relaxational. For a long time, it was believed that the anxiety response (A or B) is unpredictable and unsafe, and that a person cannot react to stress in any other way. However, many years of experience show that it is much more useful to master the method of conscious and active self-regulation using the body's reserve capabilities. This will allow you to react to stress more calmly. The secrets of the response to anxiety (A or B) were revealed by the American physiologist Walter Cannon. The secret of the origin of stress was penetrated by the Canadian physiologist Hans Selye. It was physiologists who suggested the possibility of conscious autoregulatory intervention, a person's penetration inside himself, into his own "I", and gave it a scientific basis. It was the great American researcher Wallace and Benson.

He believed that a person is also capable of regulating some natural physiological processes, i.e. has the ability to purposefully use his capabilities. Thus, his reaction to stress stimuli can contribute to strengthening health - both mental and physical. This in itself is logical: after all, if you are "able" to harm your own health, then why not use the same abilities for good. And then the efforts will be directed not only at dysregulation, but, on the contrary, will be used positively for autoregulation. Many of us probably do not even suspect this very important ability, and for most it remains unused. For example, a student suddenly learns that he does not necessarily have to become a victim of stress, that he can fully rely on himself and has the ability to defend himself, this, naturally, gives him confidence in his abilities and makes him want to do something. But for this it is necessary to know the means and methods with which you can control your physiological reactions to stress impulses. The automatic anxiety reaction consists of three successive phases (according to Selye's theory): 1) impulse, 2) stress and 3) adaptation. In other words, if adaptation occurs, the stressful state soon subsides - the person calms down one way or another. If adaptation is disrupted (or absent altogether), some psychosomatic diseases or disorders may occur [1].

Therefore, if a student wants to focus his efforts on maintaining his health, he should consciously respond to the stress impulse with relaxation. With the help of this type of active protection, he is able to intervene in any of the three phases of stress. In this way, he can prevent the impact of the stress impulse, delay it or (if the stressful situation has not yet occurred) reduce the stress, thereby preventing psychosomatic disorders in the body. By activating the nervous system, relaxation regulates mood and the degree of mental arousal and allows you to reduce or relieve mental and muscular tension caused by stress.

As we remember, Selye identified three phases of stress: anxiety (mobilization of protective forces), resistance (adaptation to a difficult situation), exhaustion (with prolonged stress). This last phase is also called the stage of distress, when the body's adaptive systems fail as a result of too strong or excessively long exposure to stress. According to G. Selye, it leads to illnesses and can even end in death [2].

Conclusions. The nature of stress is such that the subsequent activation of hormonal reactions, providing a longer action of emergency adaptive mechanisms, occurs along the afferent pathways (adrenaline, histamine, decay products of damaged tissues, etc.). The activation of the endocrine glands in the adaptation reaction is carried out through the hypothalamus,

therefore it is more correct to talk about the role of the system: hypothalamus - anterior pituitary gland - adrenal cortex. The reactivity of this system largely depends on the cerebral cortex, reticular formation, and the tone of the autonomic nervous system.

Stress can be a strong obstacle for a young organism, which is a student in his young years, to achieve the set goals, quality higher education, full life, physical activity, participation in various youth movements and directions. Since long-term stress can have a detrimental effect not only on the physical but also the mental state of a young organism.

Students who enter higher education every year should remember that you don't have to be alone in the fight against stress. It is very appropriate and not at all shameful to ask for help and get it at the very time when it is most needed. The simplest and most reliable way to fight stress is physical culture. At the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" a whole complex has been built for students with a developed infrastructure for physical culture and sports. The simplest recommendation that we can give after studying the topic of stress is the elementary start of students' classes in any kind of sport to improve their physical and psycho-emotional state. As well as being outdoors every day and walking for at least one hour a day to strengthen your emotional state.

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THE SOCIAL SIGNIFICANCE OF A HEALTHY LIFESTYLE IN THE CONTEXT OF THE EVERYDAY REALITY OF STUDENT YOUTH.

The work substantiates the importance of sociological research related to the study of the problems of a healthy lifestyle of student youth. The results of a study conducted in September 2024 are presented. Relevance the study is determined by the existing contradiction between the need for health and maintaining a healthy lifestyle among student youth. The object of the study is 1st and 2nd year students of NTUU "Igor Sikorsky Kyiv Polytechnic Institute", the goal is to identify the connection between health, a healthy lifestyle and its elements. Work results can be used in physical education curricula to improve the physical fitness of students, the data obtained are able to illustrate the need to develop special programs to solve the problem of poor health in practice.

Human health is one of the most significant factors influencing the functioning and development of society. Health is a state when a person can optimally perform all the social and biological functions inherent in him as a socio-biological being. Often, a person's health status becomes the reason for actions that affect the general situation in the country.

A sick person seems to fall out of public life, that is, he does not fulfill his functions as a mother/father, boss/subordinate, citizen, etc. In today's world, the impact of health on society is most clearly illustrated by the COVID-19 pandemic. Many countries suffered large material losses due to the cessation of the tourism sector and some areas of the service sector, which resulted in a decrease in the standard of living of certain categories of the population. It is also impossible not to note the impact of measures to combat the spread of the disease (switching to remote work and learning, social distancing, wearing masks) on the psychological state of people deprived of their usual socialization.

Key words: *health, healthy lifestyle, student youth, bad habits, healthy behavior.*

Сога Сергій, Михайленко Вадим, Добровольський Володимир. Соціальна значимість здорового способу життя в контексті щоденної життєвої реальності студентської молоді. *У роботі обґрунтовано важливість соціологічних досліджень, пов'язаних із вивченням проблем здорового способу життя студентської молоді. Представлені результати дослідження, проведеного у вересні 2024 року. Актуальність дослідження визначається існуючим протиріччям між потребою у здоров'ї та веденням здорового способу життя серед студентської молоді.*