APPLICATION OF INTERACTIVE METHODS FOR DEVELOPING HEALTHY LIFESTYLE SKILLS

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Abstract

The study is part of an experiment aimed at identifying the possibilities for application and the effectiveness of certain interactive teaching methods in "Biology and Health Education" for the purpose of students' health education. Interactive methods suitable for the lesson aims have been selected from the sections "Kingdom Fungi" and "Kingdom Animals" and methodological variants have been applied at different stages of the macrostructure of the lessons. They have been tested through real teaching activities, and we found that students were interested in the studied health-related problems, and that they were willing to participate and actively involved when taught by means of interactive methods.

Key words: interactive methods, health, activity

INTRODUCTION

Our modern times are characterized by constant challenges. We are witnessing total changes in all spheres of life. Changes have also occurred in our educational system. Bulgarian teachers are faced with many problems, because the Covid-crisis was a global problem which our country was also affected by. Teaching in the traditional classroom was transformed into teaching in electronic environments. Various electronic platforms and modules were introduced. All these changes required flexibility and adequacy in the teaching process at all levels from kindergartens to universities.

The modernization, the introduction of online learning, and the change in public and personal attitudes lead to a transformation in teaching approaches and methods. The improvement and implementation of modern information technologies in the educational process require the use of such forms and methods of education that develop the personality and are interesting for students. In recent years, teaching in secondary school has proved that interactive methods, unlike traditional (classical) ones, meet these conditions and fully meet the requirements and expectations of the teachers.

Preparing students for a healthy lifestyle, forming a health culture and behavior is considered an integral part of the entire educational process at school and can be successfully achieved through the skillful combination of traditional (classical) and interactive teaching methods using the advantages of the latter. The subject matter in Biology and Health Education from grades 7 to 10 in the general compulsory preparation in secondary school lends itself particularly well to students' health education.

The aim of the study is to examine the possibilities for the application of some interactive methods in the process of teaching Biology and Health Education to 7th grade students for raising their awareness of the importance of healthy lifestyle.

Theoretical background

Nature and importance of interactive methods in the teaching process

The term “interaction” is interpreted as mutual influence, interaction between people in the process of their communication, in which they mutually influence each other. Interactivity as a term first appeared in social psychology and is associated with the interaction between two or more individuals, and the changes in behavior and attitudes that occur in them as a result of this interaction. Literally, interactivity means interaction. Interactivity “refers to the interaction between a teacher and a student, as well as between the students themselves or, in a broader sense, between the members of a learning (working) group. It assumes the presence of interactive skills - a term used to characterize skills related to personal effectiveness, “person - person” and “person - group” relationships. (Gyurova et al., 2006).

The concept of ‘interactivity can be considered as composed of two words: ‘inter’, which means ‘together’, ‘between’ and ‘activity’, meaning action, initiative. From a didactic point of view, interactivity refers to the interaction between the subjects of the learning process – teacher and student, as well as between the students themselves. It is about applying such methods and techniques in learning that are suitable for group work and the emphasis is placed on the interaction between partners. Interactivity, considered within the framework of pedagogy (didactics), can be reduced to the didactic methods applicable when working in a group.

Characteristics of interactive methods

According to Gyurova et al. (2006) the characteristics of interactive methods are as follows:

- Education is oriented towards the learner;
- Goals are set by the teacher in cooperation with the learner;
- Knowledge is subjectively experienced, understood and transformed information;
- Cooperation of the teacher and learners, dialogical communication;
- Respect for the difference and uniqueness of each;
- Knowledge is individual, based on personal experience and is acquired in the process of interaction;
- Educational achievements can be measured through direct observation and dialogue;
- In the learning process, constant feedback is given on the progress of learners.

Advantages of interactive teaching methods over traditional ones

When using traditional teaching methods, pedagogical communication is based on the functioning of the “direct connection” and is concluded in the interaction between teacher and student.

The application of interactive teaching methods changes the nature of pedagogical communication and it is expressed in the presence of interpersonal relationships between all participants. Training is based on the interconnection and interaction among students, between teacher and students, and on the functioning of permanent feedback and teamwork.

Interactive teaching methods are methods applied as models for discovering original solutions to learning problems and tasks within the interaction process and based on the equality between the subjects involved in it. The formulated definition shows that when using interactive methods in the learning process, the following requirements must be taken into account:

- students must be active;
- students must independently reach solutions to the set learning problems or tasks;
- in the process of interactive teaching, the teacher must take on the role of an assistant, partner, coordinator, and not a direct supervisor.

In interactive methods, the leading role is played by students. Their use leads to an increase in motivation for learning, as students take on responsibilities, which is

directly related to increasing the effectiveness of teaching (Asenova, 2020, Panayotova et al., 2020, Boycheva, 2021, Krusteva, 2021, Davidova, Zheleva, 2022, Davidova et al., 2022, Davidova, Syuleiman, 2023, Ivanova, 2023, Davidova, Valcheva. 2024a, b, Kolishev, 2024). For example, in project-based learning, which is based and implemented precisely with the application of interactive methods, less interested students also participate, because they develop skills that are formed in the learning process. "According to Scott, working on collaborative projects leads to the acquisition of valuable experience by students and greatly develops their sense of social responsibility, as well as control and self-control over their own learning." (Gyurova et al., 2006).

According to Boycheva (2008) the advantages of interactive methods over traditional ones can be summarized in the following statements:

- They create positive motivation for learning and an appropriate emotional positive learning atmosphere for active and successful learning;
- By strengthening the satisfaction from the achieved successes, as they create confidence in students in their own strengths and capabilities;
- They provoke the desire for independent and active participation in educational process;
- They develop the logical abilities of students based on the application of logical techniques such as analysis, comparison, generalization, inferences;
- They raise curiosity and strengthen students' desire for active independent search and assimilation of subject matter;
- They provoke students' initiative in searching for additional information on the studied topics;
- They form skills for working in a group and teamwork;
- They create tolerance, collegiality, good manners and communicativeness.

The application of interactive teaching methods, according to Ivanov (2005), implies the following expectations:

- Every student should participate fully;
- Creativity and innovative thinking should be encouraged;
- The teacher should be a helper, not a tutor;
- Students and teachers should learn from each other;
- Students and teachers should have fun in learning.

Aims and objectives of students' health education

It is generally accepted that education is the main means for reflecting and transforming social experience on an individual, personal level. At present we need a different approach to education with applying methods in which students have an active role in the process.

Education is most often associated with the acquisition of knowledge, the formation of skills and habits, and with preparation for a certain professional activity, while upbringing is linked to the formation of views, beliefs, values, attitudes, needs, abilities, behavior.

Health education is an integral part of the overall educational process and encompasses all stages, levels, directions and forms of education in secondary school. In the triune pedagogical process – education, training, upbringing, upbringing is the leading component. In this sense, health education is a more general concept and includes the concepts of health education and teaching about health, which are inextricably linked and united.

In the works of a number of authors such as Kostova (2000), Topuzov (2000), Panayotova (2007), a moral-axiological emphasis comes to the fore when determining the goals of health education. The unifying idea in the above publications is the idea of elevating health in the value system of students for gaining awareness of personal and social responsibility for one's health and for the formation of skills for making health-related decisions. Efforts should be directed not only towards

improving knowledge, but above all towards changes in the attitudes and behavior of graduates, depending on their age, stages of development, and the cultural values of society.

Some authors believe that the goals and objectives of health education are:

- to include the problems of physical, social, interpersonal and emotional development of students (Topuzov, 2000);
- to motivate and direct them towards a healthy lifestyle and to prepare young people to protect themselves from diseases and risks (Topuzov, 2000);
- to develop an active position towards personal and public health, social skills and habits for healthy behavioral choices as well as a health culture (Prodanov, 2011).

The tasks of education within the framework of health education, according to Panayotova (2007), are:

- to provide students with accurate information on problems affecting their physical, mental and social health;
- to create conditions for the formation of appropriate values and attitudes that predispose them to healthy choices in complex life situations;
- for learners to acquire, retain and be able to use specific knowledge in specific aspects of their lifestyle related to their health;
- for learners to acquire and develop social and cognitive skills necessary for a lifestyle that limits health-risk behavior;
- for learners to acquire a sense of responsibility for their health and the health of family members and society;
- for learners to realize and affirm health as the highest value in their value system.

In summary of what has been stated so far, and based on the fact that educational goals are associated with the expected results of the activity, and that educational tasks identify the actions to achieve them, in our study we assume that:

The aim of health education is to build a value-oriented health culture in students, to form an awareness of their personal and social responsibility for their own health and that of others and society as a whole, to develop in them a need for a healthy lifestyle, and to foster appropriate health behavior.

The main tasks of health education are:

1. Gaining in-depth knowledge about the environment, biological characteristics, human relationships, health determinants, risk factors, which is the basis and prerequisite for a healthy lifestyle.
2. Raising health awareness: beliefs and feelings, self-esteem and responsibility of the individual, a new attitude towards health as a basic value, motivation for health behavior.
3. Developing social skills and habits for healthy behavioral choices, health culture and an active position towards personal and public health.

Content and methodological analysis of the subject matter in Biology and Health Education for the 7th grade in relation to students' health education

To achieve the aims of health education and to do the related tasks, it is essential to correctly determine its nature in the context of school education.

In the teaching of the subject *Biology and Health Education* in the 7th grade, this can be done by providing information about the role of unicellular and multicellular organisms in nature and their importance for humans. One of the essential emphases in the curriculum is human diseases caused by parasites, prevention and the role of humans in preserving biodiversity. A strong ecological emphasis is provided in the last section titled *Sustainable development and healthy lifestyle.*

The subject matter is also aimed at the formation of practical knowledge and skills for a healthy lifestyle and environmentally friendly behavior. The unity of specific knowledge and practical skills provides the opportunity to apply the acquired knowledge related to human health in various life situations, to raise awareness of the responsibilities of each person

towards themselves, society and the environment.

The main objectives when teaching the subject matter in *Biology and Health Education* in 7th grade are:

- To create concepts on a taxonomic, structural and functional basis, concepts which are related to thinking skills (naming, describing, defining, recognizing, analyzing, evaluating), related to the taxa of unicellular and multicellular organisms (algae, mosses, fungi, worms, etc.), having their place, role and significance in nature, as well as a direct connection and significance for human life.
- To develop practical skills for observing various types of parasitic and harmful to human health types of unicellular and multicellular organisms.
- To create an attitude towards the role and responsibility of everyone towards their own health, that of others, towards the environment and its protection.

The main ideas in the subject matter are: unity and interrelationship between organisms and the environment; unity and diversity in the organismal world; protection of nature and natural resources (protection of human health); unity between structure and function; the human organism – a single and complete system.

The main concepts that students should master are: medical, sanitary-hygienic, prophylactic concepts, ecological concepts: beneficial organisms, harmful organisms, parasites, parasitism, food chain, food web, producers, consumers, reducers.

The possibilities which the subject matter for health education of students offers can be most fully realized when studying methodological units from the mandatory curriculum of the sections on unicellular and multicellular organisms which include knowledge about the role of algae, fungi, unicellular and multicellular organisms in nature and their importance for humans. It could also be done through the curriculum of the methodological units in the section *Sustainable development and healthy lifestyle*.

In the section *Diversity and Classification of Organisms* students acquire knowledge about the place and role of prokaryotic organisms – bacteria and cyanobacteria in nature – about photosynthesis and chemosynthesis, nitrogen fixers, as well as their importance for humans; the 'blooming' of water and its impact on the life processes of aquatic organisms; the place and role of unicellular organisms from the Kingdom Monera and Kingdom Protista as the first settlers on bare rocks in food chains and the cycle of substances in nature, and the creation of conditions for the formation of a soil layer and the settlement of other organisms, in the natural process of purification of water bodies; as causative agents of a number of infectious diseases in humans, such as tetanus, salmonellosis, toxoplasmosis, sleeping sickness.

When studying the types of infectious diseases in humans, the algorithm "type of disease" - "causative agent" - "signs" - "ways of infection" - "prevention" is followed. On this basis are derived some hygiene rules, requirements for protection and behavior that guarantee a safe and healthy lifestyle.

In the section *Kingdom of Plants*, there is information in the methodological unit on the structure and diversity of thallus plants (algae), that corresponds to the goals of health and environmental education and upbringing of students, such as, for example, their application in individual branches of industry (pharmaceutical, food, etc.), and as bioindicators of water pollution.

The methodological unit *Mosses and Ferns* emphasizes the importance of mosses as bioindicators of pollution and absorbers of various chemical pollutants from air and soil. This information is connected with human health and the role of plants in its support.

The methodological unit *The Role of Plants in Nature and Their Importance for Humans* summarizes the information from the

section and convincingly proves the leading idea of the interrelation and interdependence of organisms in nature, revealing the role of their place and importance for the other organisms, including humans: participation in food chains as producers, their role in the respiration process, in the cycle of substances; plants as natural biological resources; importance of plants for humans as food, forage, in the pharmaceutical industry and in healthcare, in folk medicine, in construction, and in industry.

In the section *Kingdom Fungi*, when studying the methodological units *Diversity of Fungi* and *Human Diseases Caused by Parasitic Fungi*, special attention is paid to acquiring knowledge about: diseases caused by parasitic fungi, signs of diseases, prevention and control; types of edible and poisonous mushrooms; double mushrooms; types of poisonous mushrooms and the signs by which they can be recognized; the importance of mushrooms for humans as food, and for the production of medicines; mushrooms as cause for a number of human diseases based on the parasitic way of feeding; and the rules for collecting and consuming mushrooms.

In the section *Animal Kingdom*, studying the types of worms and their diversity, environment and lifestyle, as well as their main life processes, is associated with the dangers they pose to human health. Based on the study of their main life processes, students are prepared for understanding the dangers these animals pose to human health, the measures to combat them, the rules they must follow for prevention of diseases, the need to observe personal and public hygiene. In the methodological unit *Diversity of Worms* the emphasis is placed on the ways of infecting humans with parasitic representatives, the dangers to their health, the methods of prevention, the consequences of parasitic diseases.

In the methodological units *Arthropods* students acquire knowledge about the harmful impact of some representatives on human life and health (mosquitoes, ticks, fleas, lice, bedbugs, cockroaches, etc.), as well as the methods for combating them.

In the methodological unit *Human Diseases Caused by Invertebrates*, the concepts of "ectoparasites" and "endoparasites" are introduced and the knowledge about invertebrate parasitic animals and the diseases they cause in humans is consolidated, once again following and reinforcing the algorithm of their study already familiar to students.

In the methodological unit *Diversity of Reptiles* students' health education is implemented by familiarizing them with the rules for providing first aid in case of a snake bite and with the rules that must be followed in order to avoid such a risky for human health and life event.

In the section *Sustainable Development and Healthy Lifestyle*, the subject matter is entirely oriented towards realizing the goals of students' health and environmental education and the formation of health and environmental competencies. Students' knowledge from the previous sections and lesson topics is summarized, deepened and enriched by the inclusion of additional facts about the role of organisms in the cycle of substances, about the relationships between organisms in nature and the consequences it has for humans, about biodiversity and the need for its protection. The concept of "sustainable development" is introduced and the problems of protecting the natural environment, the role, responsibility and one's own contribution to preserving the natural resources of our country are discussed.

Based on the analysis of the subject matter with respect to students' health education, we chose to apply interactive teaching methods in selected methodological units from the *Kingdom Fungi* section and *Animal Kingdom* section.

The expected results in terms of learning the subject matter from the sections Kingdom Fungi and Animal Kingdom are that the students will be able to:

1. Describe and evaluate the importance of the representatives of *Kingdom Fungi* and *Animal Kingdom* for human activity and human health.
2. List, describe and give examples of common human diseases caused by representatives of *Kingdom Fungi* and *Animal Kingdom* according to the following algorithm: type of disease - causative agent - signs - ways of infection - prevention.
3. Justify, realize and evaluate the need to comply with hygiene standards, rules, personal and public hygiene to protect humans from disease-causing representatives of *Kingdom Fungi* and *Animal Kingdom*.
4. Appreciate the need to protect the purity of water, air and soil to preserve biodiversity, as a condition and prerequisite for a healthy and environmentally friendly human lifestyle.

MATERIALS AND METHODS

The tasks linked to the aim of the study are:

1. Based on the scientific and methodological analysis of the educational content to select sections and specific methodological units, and to determine the expected results in terms of students' health education.
2. To select interactive teaching methods and to implement methodological options in selected methodological units from Biology and Health Education course for 7th grade which correspond to the aims of health education, namely the sections "Kingdom Fungi", sub-sections "Diversity of Fungi", "Human Diseases Caused by Parasitic Fungi"; and the section "Animal Kingdom" - "Human Diseases Caused by Invertebrates".

***Research methods*:** theoretical analysis; observation; experiment.

***Participants*:** The didactic experiment was conducted during the second academic term of the 2024/2025 academic year with students from the 7th grade from Yoan Ekzarch Balgarski Secondary School in Shumen.

RESULTS AND DISCUSSIONS

The overall study was conducted on the topics of lessons from the sections *Kingdom Fungi* and *Animal Kingdom*, namely: *Diversity of Fungi, Human Diseases Caused by Parasitic Fungi* and *Human Diseases Caused by Invertebrates* based on the textbook *Biology and Health Education*, Grade 7, published by Prosveta - Sofia, 2024, written by Kabasanova et al. (2024). In this article, given the limitations of volume, only part of the methodological models of the lessons are presented, with an emphasis on the applied interactive methods and the expected results.

Methodological model of a lesson on the topic *Diversity of mushrooms*

Application of the interactive method discussion.

Description of the interactive method discussion. Would you eat mushrooms bought from a person who collected them in the forest himself? Justify your answer!

Place of application in the macrostructure of the lesson: in the transition to introducing the topic of the new lesson, in order to motivate students and increase their cognitive interest in the new learning content, as well as at the end of the lesson, in order to substantiate the statements proposed at the beginning of the lesson.

Application of the *interactive method of associations with creating a mind map*.

Description of the interactive method of associations with creating a mind map. Each student, depending on the task set by the teacher, writes down in his notebook for 2 minutes all the words, terms and concepts s/he can think of in relation to Kingdom Fungi. After group work and subsequent general discussion in the class, a mind map is built, which is a summary of those of the individual groups (Fig. 1).

Place of application in the macrostructure of the lesson: at the end of the lesson, in order to systematize, consolidate and summarize knowledge.

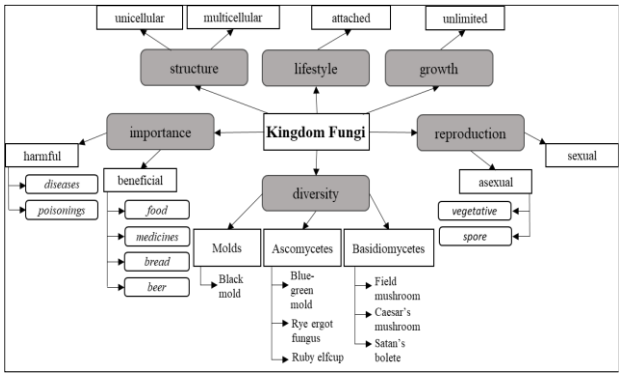

Figure 1. Mind map with the core "Kingdom Fungi"

Expected results

Each student should be able to:

- master and comprehend the content and scope of the concepts related to the studied subject matter from the section *Kingdom Fungi*;
- be able to discover connections between the studied concepts from the section *Kingdom Fungi;* and to schematically present the subordination between them;
- possess knowledge and skills to characterize the morphology, physiology and significance as a whole of the *Kingdom Fungi* and of their studied representatives;
- know the classification of the *Kingdom Fungi* and be able to schematically present it;
- possess and demonstrate skills in developing a model of concepts;
- name and recognize types of mushrooms existing in nature with a view to preventing human health;
- name and describe ways to collect and store mushrooms, and on this basis be able to avoid their poisonous counterparts;
- describe symptoms of mushroom poisoning and know and suggest measures and norms of behavior in case of dangers to one's own health and that of others;
- know and recognize the symptoms of poisoning when consuming poisonous mushrooms;
- argue for the need to comply with hygiene rules and norms of behavior, observe strict personal, household and public hygiene to preserve human health;
- know and apply rules for a healthy lifestyle and supports activities to protect one's own health, that of others, society as a whole, as well as the environment;
- know rules of behavior and action in order to prevent dangers of mushroom poisoning;
- use specific terminology and enriches one's language culture;
- have skills to communicate, discuss options for solving a problem in joint activities, express an opinion and defend and argue for it;
- possess teamwork skills, exhibits a tolerant attitude and accepts different points of view in discussions and debates.

Methodological model of a lesson on the topic *Human diseases caused by parasitic fungi*

Application of the interactive method *discussion*

Description of the interactive method discussion. Are there any dangers of infection with parasitic fungi when swimming in public pools? Justify your answer!

Place of application in the macrostructure of the lesson: in the transition to introducing the topic of the new lesson in order to motivate and increase the cognitive interest of students in the new educational content, as well as at the end of the lesson to consolidate knowledge and argue the previously held opinions on the issue.

Application of the interactive method case study

Description of the interactive method case study. It is summer, but it often rains, and today you haven't got an umbrella. You get caught in a short but heavy rain which turn into hail stones. In a short time, cold rain pours down, accompanied by hail. You get soaked waiting for it to stop or ease off so that you can go home. You remember that a classmate of yours lives on your way

home and you decide to stop by his place first to warm up and dry off. He friendly offers you to wear his clothes and socks while yours dry. What will you do?

1. You will accept the offer because you often suffer from colds, and you feel embarrassed to refuse!
2. You will not accept because it is dangerous! What are you afraid of? Give reasons for your refusal!

Place of application of the method in the macrostructure of the lesson: after the part of the lesson which is related to hygiene rules and requirements, in order to partially consolidate, systematize and summarize knowledge.

Expected results

Each student should be able to:

- name types of infectious diseases among humans caused by parasitic fungi for the purpose of staying healthy;
- name and describe ways of infection with parasitic fungi and on this basis be able to avoid them, as well as propose measures to prevent infection;
- describe common human diseases caused by parasitic fungi according to the following algorithm: type of disease, nature of the disease, ways of infection, signs of the disease, prevention;
- know and recognize the symptoms of fungal diseases among humans for the purpose of preserving human health;
- describe and explain factors favoring the occurrence and development of fungal diseases and on this basis know and propose measures to combat them;
- name and describe ways and measures to combat parasitic fungi;
- argue for the need to comply with hygiene rules and norms of behavior, strict personal, household and public hygiene to preserve human health;
- know and apply rules for a healthy lifestyle and support activities to protect one's own health, that of others, of society as a whole, as well as the environment;
- know rules for behavior and action in order to prevent the dangers of diseases caused by parasitic fungi;
- use specific terminology and enrich one's language;
- possess the skills to communicate, discuss options for solving a problem in joint activities, express an opinion;
- possess the skills to work in a team, show a tolerant attitude and accept different points of view in discussions and debates.

Methodological model of a lesson on the topic *Human diseases caused by invertebrates*

Application of the interactive method of associations with creating a mind map

Description of the method of associations with creating a mind map. Each student, depending on the task set by the teacher, writes down in his notebook within 2 minutes all the words, terms and concepts s/he can think of when pronouncing the word *parasites*. After working in groups and subsequent general discussion in the class, a mind map is created, which is a summary of those of the individual groups (Fig. 2).

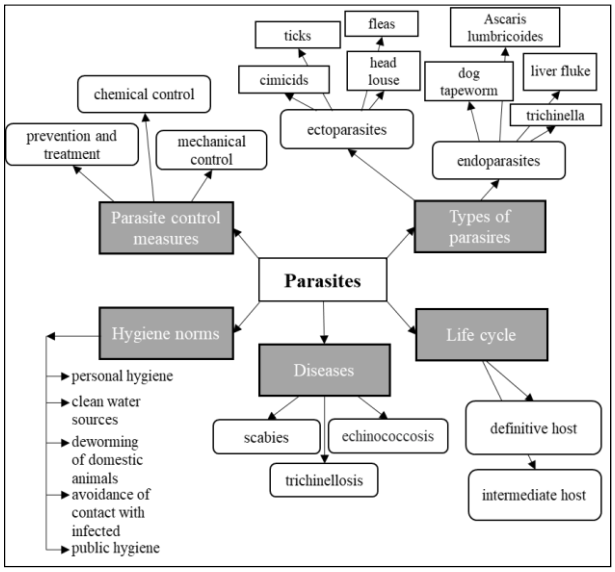

Figure 2. Mind map with the core "Parasites"

Place of application in the macrostructure of the lesson: at the end

of the lesson, in order to consolidate, systematize and summarize knowledge.

Expected results

Each student should be able to:

- master and comprehend the subject matter and the scope of concepts related to the studied information about invertebrate parasites;
- be able to discover connections between the studied concepts related to invertebrate parasites, and to schematically present the subordination between them;
- possess knowledge and skills to describe the morphology, physiology and significance of studied representatives of invertebrate parasites;
- know the classification of studied representatives of invertebrate parasites and be able to schematically depict it;
- recognize and name types of invertebrate parasites and the diseases they cause among humans in order to preserve human health;
- recognize invertebrate parasites in pictures;
- classify invertebrate parasites according to their location in relation to the host;
- classify invertebrate parasites according to the duration of their relationship with the host;
- list diseases caused by invertebrate parasites;
- describe common human diseases caused by invertebrate parasites according to the algorithm: causative agent - signs of the disease - prevention;
- name and describe ways of infection with invertebrate parasites and on this basis suggest measures to prevent infection;
- name and describe ways and measures to combat invertebrate parasites in humans;
- argue for the need for strict personal, home and public hygiene to preserve human health;
- know the rules of behavior and action in order to prevent the dangers of diseases caused by invertebrate parasites;
- use specific terminology and enriches their language;
- have the skills to communicate, discuss options for solving a problem in joint activities, express an opinion;
- have the skills to work in a team, shows a tolerant attitude and accepts different points of view in discussions and debates;
- have and demonstrates the skills to develop a model of concepts.

The subject of the next publication will be the analysis of the achieved results in teaching 7th grade students of *Biology and Health Education* with the application of interactive methods, and the study of their attitude towards them.

CONCLUSIONS

The scientific and methodological analysis of the subject matter in *Biology and Health Education* for 7th grade shows favorable opportunities for students' health education in general and more specifically in the lessons from the sections *Kingdom Fungi* and *Animal Kingdom.*

The proposed interactive teaching methods and methodological options for their application have been successfully used in combination with traditional methods in the teaching process for the purpose of students' health education.

As a result of the application of interactive methods students develop competencies for research, collection and description of information, as well as for the presentation of the product of the activity are developed. Skills for communication, cooperation, acceptance of other points of view and defending one's own opinion are formed and improved; attitudes for an environmentally friendly and healthy lifestyle are formed. In addition, competencies from different subject areas are integrated for better assimilation, comprehension and practical application of the studied material, which also leads to increased student success and their preparation for solving life situations and health problems.

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