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**PREVENTIVE RECOMMENDATIONS BASED ON HEALTHY NUTRITION  
PRINCIPLES FOR TEACHERS IN THE FIELD OF MEDICAL**

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**Relevance.** The professional activity of teachers is characterized by high mental workload, physical inactivity, and psycho-emotional stress. The dietary regimen and nutritional quality of teachers have a direct impact on their health status, work efficiency, and professional sustainability. Therefore, the development and implementation of preventive recommendations based on healthy nutrition principles for teachers in the field of medical prevention is considered a highly relevant issue

**Keywords:** preventive medicine, teachers, rational nutrition, macro- and micronutrients, hygienic recommendations.

**Introduction.** In recent years, the increasing prevalence of non-communicable diseases and the leading role of unhealthy nutrition among their major risk factors have posed urgent challenges to public health systems worldwide. Adherence to the principles of rational nutrition is a key factor in strengthening population health, maintaining work capacity, and ensuring the primary prevention of diseases [2,7,9].

In this context, the health status of educators, particularly teachers in the field of medical prevention, holds special scientific and practical significance. These professionals not only belong to the economically active population but also play a crucial role in shaping and promoting healthy lifestyle behaviors [1,5,10].

The professional activities of specialty-oriented teachers are associated with high levels of mental strain, psycho-emotional load, and a sedentary lifestyle. Such working conditions may lead to irregular eating patterns, imbalance in energy and essential nutrient intake, and increased consumption of foods with low biological value [3].

The above-mentioned factors highlight the necessity of a comprehensive hygienic assessment of the nutritional status of teachers in the field of medical prevention, scientific evaluation of identified deficiencies, and the development of effective preventive recommendations [3,6,8].

**Objective of the study.** To analyze the nutritional status of specialty-oriented teachers and to develop hygienic and preventive dietary recommendations.

**Recommendations.** The developed recommendations aimed at improving the nutritional status of teachers in the field of medical prevention contribute not only to strengthening the health of this professional group but also to enhancing healthy nutrition policies within educational institutions.

In addition, the study pursues the following objectives:

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1. To compare the daily meal frequency, dietary composition, and energy value of teachers' diets with existing hygienic standards, and to identify deficiencies or excessive intake of nutrients (proteins, fats, carbohydrates, vitamins, and minerals);
2. To analyze the relationship between nutritional deficiencies and potential health outcomes, such as metabolic syndrome, cardiovascular diseases, and chronic fatigue;
3. To develop individual and collective preventive recommendations based on the principles of rational nutrition and hygiene for teachers in the field of medical prevention;
4. To implement the study findings in practice in order to strengthen healthy nutrition policies in educational institutions and improve professional performance.

The results of this study may serve not only to improve the health status of teachers in the field of medical prevention but also as practical guidelines for other educators and healthcare professionals. Thus, the study is scientifically relevant, practically significant, and consistent with international standards.

Conclusion. Promoting rational nutrition and hygienic principles among specialty-oriented teachers represents an important scientific and practical task. The recommendations developed in this study contribute not only to improving individual health outcomes but also to the effective organization of professional activities among educators and healthcare specialists.

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