development of certain traits. Adaptation barriers encountered in teaching the students favoring induced stress (25-73%). The appearance of psychological barriers is favored by personal characteristics of the student related by the flexibility of psychological adptability to external factors such as learning conditions (40%), change of status - from collegian to student (41%) - held as primarily and regime of the day, complexity of the program, policy and law and ministries as secondary. Psychological barriers, excessive stress were highlighted by psychosocial manifestations: emotional exhaustion; decrease in school achievement; 43% - loss of interest and pleasure without carrying out everyday activities; 37.82% - the state of indecisiveness, difficulty of making decisions; 26.42% - not an objective appreciation; 19.68% - unhappiness, medical and psychological manifestations: 40% - headache; 48.81% - restlessness and tension, which accuses mostly girls; 11.91% were thought to commit suicide at least once;24.35% feel tired all the time. Suggestions to counteraction academic stress: organization and planning, balance between teaching and recreation, a healthy lifestyle techniques, anti stress, self-knowledge, cultivating interpersonal relationships, money management techniques, effective learning (method of color traffic light, study method PQRST, methods reading RICAR, formulas mnemonic), counteracting the stress tests have been shown to be effective in solving students' adaptation barriers, preventing excessive stress and improve teaching process to increase student success and satisfaction.

Conclusions.

1. A significant number of students (68%) face particular barriers to adapt to the university environment;

2. It turned out that the student's personality characteristics are most important in adapting to the university;

3. There is an obvious interdependence between adaptation barriers and stress;

4. The adjustment process is destructive influenced by communication, human and psychosocial barriers;

5. Maladjustment produces negative effects on health and psychosocial study group;

6. Recommendations for solving the barriers to adaptation can streamline the process and improve the quality of teaching.

Keywords: psycho-hygiene, adaptation, barriers, students, teaching process.

242. PUPILS' KNOWLEDGE FROM A PRIVATE HIGH SCHOOL FROM CHISINAU CONCERNING THE HEALTHY EATING

Aculina Topada

Scientific adviser: Zepca Victor, PhD, Associate Professor, *Nicolae Testemitanu* State University of Medicine and Pharmacy, Chisinau, Republic of Moldova

Introduction: Because eating habits developed in youth are likely to be continued into adulthood, World Health Organization (WHO) calls states for early and continuous intervention, and one of the easiest and most cost-effective ways to improve the health and wellbeing starts with breakfast.

WHO reports show that the prevalence of obesity and higher body mass index (BMI) is generally lower among young people who take breakfast. These young people showed signs of improvement of cognitive function and academic performances. The aim of this research was to study pupil's knowledge concerning the healthy eating.

Materials and methods: We used analytical, descriptive, sociological and statistical research methods. The research was conducted on a sample of 134 pupils from the VII th -XII th grade, from a private high school from Chisinau (70 boys and 64 girls). Our questionnaire included 39 items and it was based on the frequency of food daily intake. The study results were used for ensuring an intervention in the school by introducing class hour, civics and biology topics about healthy eating conducted by trained physicians and teachers.

Discussion results: After conducting the study was found that 8.9% pupils consider that for being healthy is recommended to salt food after desire. 2.9% pupils said that a healthy diet means two meals per day. Most of pupils mentioned that unhealthy foods are chips and snakes (91.1%), hamburgers, donuts and hotdogs (86.6%) and Coca-Cola (47.1%), less than half of those questioned consider healthy food pizza (59.7%), chocolate (29.1%) and cheese glazed with chocolate (28.4%). Some of pupils considered unhealthy food products: milk (6.7%), fruits (6.7%), fish (5.4%) and meat from poultry (2.2%). Most of pupils from private high school were informed about healthy eating at biology (76.9%) and only half of those questioned at civic education (55.9%) and at the class hour (50.7%). Most of pupils have indicated as information source about the healthy eating, parents, grandparents (84.3%), the Internet (71.6%) and half of them the mass-media (55.9%). Only a third of pupils said that they have been informed about healthy eating by teachers (38.1%), school nurse (35.1%) and colleagues, friends (36.6%). School should be a promoter of healthy eating, but in Moldova teachers and school nurses are not trained in nutrition and cannot approach these issues during class hour.

Conclusion: Pupils are informed at school about healthy eating at hours of biology, civic education and at class hour. As important information sources about healthy eating for pupils are family, Internet and mass-media.

Keywords: pupils, knowledge, healthy eating.

243. RISK BEHAVIOR OF PUPILS FROM RURAL AREAS IN CORRELATION WITH LIVING IN THE HOUSE ADULTS

Larisa Turcanu

Scientific adviser: Zepca Victor, PhD, Associate Professor, State University of Medicine and Pharmacy *Nicolae Testemitanu*, National Center of Public Health, Chisinau, Republic of Moldova

Introduction: Young generation's behavior can be influenced by adults who live in the same house.

Materials and methods: The study comprised 783 Vth-VIIIth grade pupils (358 boys and 425 girls) from 10 high schools in rural areas of Moldova. The study instrument represented a survey that included 43 questions, four of which addressed pupils' risk behavior.

Discussion, results: Pupils who completed the survey lived with the following adults: both parents and grandparents (70%), mother and grandparents (7.4%), dad and grandparents (2.5%), mother,