

პასუხისმგებელი მიდგომის ფორმირება სტუდენტ ახალგაზრდობის მიმართ, როგორც სოციალურ - პედაგოგიური პრობლემა

THE FORMATION OF RESPONSIBLE RELATIONS TO HEALTH OF STUDENT YOUTH AS A SOCIO-PEDAGOGICAL PROBLEM

სვეტლანა ფურდუი,

ე.მ.კ., დოცენტი, სოციალური სამუშაოების, სოციალური პედაგოგიის და ფიზიკური კულტურის კათედრის გამგე, იზმაილის სახელმწიფო უნივერსიტეტი, იზმაილი, უკრაინა

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ABSTRACT

In the conditions of sociopolitical transformation of society, development and strengthening of statehood, the revival of deep cultural and historical experience and traditions of national education, the problem of the spiritual and physical development of the young generation is extremely urgent, and as a precondition for this is strengthening and preserving its health, it investigates the motivation of modern young people to a healthy lifestyle, analyzes the factors affecting the lifestyle and health of people, in particular students.

The purpose of the article is to study approaches to the formation of a responsible attitude to health in students as a socio-educational problem. Analysis and systematization of various approaches to the essence of socio-pedagogical technology allows us to talk about two main approaches: the first, based on the understanding of technology as a science of craftsmanship, the art of practical activity, treats it as a body of knowledge about the most optimal methods, tools and techniques for solving social - pedagogical problems; the second approach is based on the understanding of technology as the practice of algorithmic application of optimal ways of solving social and pedagogical problems, defines it as a way of carrying out social and pedagogical activity. It is obvious that a real idea of health as well-being of students is still being formed, therefore it is necessary to conduct activities aimed at forming their motivation to maintain a healthy lifestyle.

Key words: health, formation of the position of student youth, social and pedagogical technology, technology of forming a responsible attitude to health.

ანოტაცია

სახელმწიფოებრიობის განვითარებასა და გაძლიერების პრობლემაში, საზოგადოების სოციალურ - ეკონომიკური ტრანსფორმაციის და კულტურულ - ისტორიული გამოცდილების პრობლემებთან და ერ-

ოვნული აღზრდის ტრადიციებთან ერთად აქტუალური ხდება ახალი თაობის სულიერი და ფიზიკური განვითარება, როგორც აუცილებელი პირობა მისი ჯანმრთელობის შენარჩუნებისა და გაძლიერების საქმეში.

სტატიის მიზანს წარმოადგენს სტუდენტური ახალგაზრდობის ჯანმრთელობისადმი, როგორც სოციალურ - პედაგოგიური პრობლემისადმი, საპასუხისმგებლო დამოკიდებულების ფორმირებისათვის შესაბამისი მიდგომების ფორმირება. სოციალურ - პედაგოგიური ტექნოლოგიების არსისადმი სხვადასხვა მიდგომების ანალიზი და სისტემატიზაცია საშუალებას გვაძლევს დავასკვათ, რომ: პირველი - ეყრდნობა ტექნოლოგიის, როგორც მეცნიერების გაგებას ოსტატობის, პრაქტიკული საქმიანობის ხელოვნების შესახებ, გვეკარნახობს მას, როგორც ცოდნისა და სოციალურ - პედაგოგიური პრობლემების გადაჭრის განსაკუთრებით ოპტიმალური ხერხების, საშუალებებისა და მეთოდების ერთობლიობას; მეორე მიდგომა ეფუძნება ტექნოლოგიის გაგებას, როგორც სოციალურ - პედაგოგიური პრობლემების გადაჭრის ოპტიმალური ხერხების გამოყენების ალგორითმულ გამოყენებას, გვეკარნახობს მას როგორც სოციალურ - პედაგოგიური საქმიანობის განხორციელების ხერხს. რვლევის პროცესში დადგენილი იქნა, რომ მიუხედავად დადებითი დამოკიდებულებისა საკუთარი ჯანმრთელობის მიმართ, ეს არის ცხოვრების ჯანმრთელი წესის დაცვის სურვილი, ვინაიდან მათი ცხოვრების წესი არ შეესაბამება ცხოვრების განმრთელ წესს. ცხადია, სტუდენტებს მხოლოდ ეხლა უყალიბდებათ წარმოდგენა ჯანმრთელობაზე, როგორც კეთილდღეობაზე, ამიტომ, აუცილებელია ისეთი ღონისძიებების გატარება, რომელიც მიმართული იქნება მათთვის ცხოვრების ჯანმრთელი წესის ჩამოყალიბების მოტივაციაზე.

საკვანძო სიტყვები: ჯანმრთელობა, სტუდენტური ახალგაზრდობის პოზიციის ფორმირება, სოციალურ - პედაგოგიური ტექნოლოგია, ჯანმრთელობის მიმართ პასუხისმგებელი დამოკიდებულების ფორმირების ტექნოლოგია.

Formulation of the problem. In the scientific circulation alongside a large number of definitions of “health” coexist, differing in theoretical and methodological approaches to the definition of a concept. However, most of them are severely constrained and are not able to fully reveal the essence of such a complicated phenomenon. According to the classification of P. I. Kalju, the existing health assessment options are represented by four main models: medical, the content of which focuses on medical parameters and characteristics; biomedical, which represents the signs of the absence of subjective feelings of illness and organic disorders; biosocial, which combines medical and social definitions, although the latter are priority ones; value-social, in which health is considered as a value and a necessary condition for a fulfilled life of a person. The latter model includes the definition, which is used in the documents of the World Health Organization (WHO Constitution (Constitution), signed by representatives of 61 countries), and, in our opinion, the most substantive - “health” is defined as a state of complete physical, mental and social well-being, and not only as the absence of disease and physical defects.

State target programs for the development of health care are an instrument for the implementation of the primary public policy objectives in the relevant area. At the same time, they make it possible to increase management efficiency at the expense of cost savings, their concentration on the most pressing healthcare problems, and to improve the transparency and reasonableness of government spending.

The purpose of the article is to study approaches to the formation of a responsible attitude to health at student youth as a social and pedagogical problem. The physical characteristics of human health determine the indicators of the biological state of the body, necessary for life. Mental (spiritual) health captures the significance of real and ideal personal phenomena, allowing a person to be a full-fledged member of society. Social health is characterized by the ability of a person to support social connections, fulfill social roles, solve social problems, and participate in the realization of public interests [1].

All these components are closely linked to each other - mental disorders significantly impact the physical well-being and social relations of a person, and at the

same time physical disabilities, serious diseases (especially long-lasting) can lead to social exclusion and mental disorders. The harmonization of the components of health is one of the main factors in the harmony of a person's individual and social life, and any disorders indicate the presence of the disease and the violation of the integrity of the personality [p.2; 17].

Analysis of recent research and publications. Changes that occur in all spheres of society, require new approaches to socialization and upbringing of the younger generation. Of special importance is the formation of a harmoniously developed, socially active, physically perfect, healthy personality.

N. Zaveriko, A. Stoyko, L. Sushchenko devoted their researches to the development of effective social-pedagogical technologies for the formation of a healthy lifestyle and health-saving technologies.

However, according to the researchers of Prikhodko S., Sapozhnik O., attitude to health is not yet an object of conscious formation, but it is a spontaneous process, the result of the collaboration of a complex set of factors. Analysis of the present state of social and pedagogical activity on the identified problem revealed a number of contradictions that require their decision on the implementation of an effective process of forming a responsible attitude to health among student youth.

Analysis and systematization of various approaches (T. Alekseenko, N. Zaveriko, I. Lipsky, V. Lyuty, L. Mardahaev, V. Nikitin, S. Kharchenko, etc.). The understanding of the essence of socio-pedagogical technology allows us to talk about two main approaches: the first, based on the understanding of technology as a science of prowess, the art of practical activity; this approach treats it as a body of knowledge about the most optimal methods, tools and techniques for solving social and pedagogical problems; the second approach is based on understanding technology as a practice algorithmic application of the best ways to solve the socio-pedagogical problems, it treats it as a method for implementing social and educational activities.

According to N.V. Zimivets: “The formation of a responsible attitude to health is a targeted systemic activity, focused on the development and identification of an individual's position on health in specially created conditions” [p.3; ten].

A detailed review of the scientific literature shows that, starting from the second half of the twentieth century, philosophers, sociologists, psychologists, educators, in particular R. Berezovskaya, S. Deriabo, L. Vodogreeva, I. Zhuravleva, V. Kagan, V. Kogan, D. Loransky, V. Yasvin address the problem of attitudes towards health.

The value dimension of the formation of attitudes towards health, taking into account age characteristics, is investigated by T. Andryushchenko, and Vershinina, S. Belova, G. Zaitsev, V. Kabaeva, S. Sviridenko. The works of M. Amosov, G. Apanasenko, I. Brehman, V. Gorashchuk, A. Dubogai, V. Kaznacheeva, Yu. Lisitsina, V. Lishchuk, V. Petlenko are dedicated to the issues of formation, preservation, strengthening and reproduction of health. Works by A. Balakirevoy, A. Vakulenko, L. Vashchenko, L. Zhailo, N. Komarova, R. Levina, A. Yaremenko, in which the international conceptual framework for promoting health adapted to the Ukrainian context as the theoretical basis for healthy lifestyle were published at the end of the twentieth century. V. Bepalko, N. Zaveriko, V. Petrovich, L. Sushchenko, A. Stoyko, V. Shkurkina appealed to the search for new socio-pedagogical technologies of forming a healthy lifestyle among students. The researches of G. Latyshev, B. Miller, M. Orlova, S. Titova was highlighted for the first time the experience of using peer education in preventive work. However, the problem of forming a responsible attitude to the health of the individual as a whole, and of young students in particular, was not the object and subject of a special study of scientists.

The structure of a responsible attitude to health is a unity of such components as cognitive-gnostic (obtaining information for realization of the value of health and personal responsibility for its condition), emotional and evaluative (mastering the skills of self-assessment of health, personal capabilities and opportunities of the environment contributing to its development), need-value (development of a stable system of personal values and the formation of a hierarchy of terminal values), motivational-strong-willed (formation of significant, sustainable motivations that give meaning to the activities carried out, education of the strong-willed qualities of the individual), practical (productive life skills and skills conducive to success, support of welfare) and reflexively-effective (formulation of skills to evaluate their activities) [p.4; 53].

Today, in the context of the development of Ukrainian society, the problem of the physical and mental health of the younger generation becomes particularly acute, since the current situation is characterized by high rates of child morbidity, reduced quality of medical care, environmental degradation, moral and spiritual crisis, and so on.

Analysis of recent researches and publications of the effectiveness of traditional approaches to the preservation of health shows their declarative nature, does not concern the means of organizing and carrying out educational and cognitive activity. Almost in every textbook on psychology and pedagogy is written about the harmonious develop-

ment of the personality, but researches from year to year show a deterioration of the health indicators of the younger generation. There is a lack of an established system of moral principles and values in the state when the consciousness of citizens is increasingly shaped through the media, and traditional family and school education rapidly departs into the background [5].

Today, when Ukrainian education stands in the way of integration into the European space, the pedagogical community has been faced with a number of questions on educating the basics of a healthy lifestyle of the younger generation. It became necessary to conduct a radical reform of the physical education system of the younger generation, which requires adherence to state policy in the development of new approaches to the physical education of children and young people.

The structure of the socio-pedagogical technology of forming a responsible attitude to health in young people contains several essential components such as: goal, aims, algorithm (sequence of actions), principles, necessary and sufficient socio-pedagogical conditions, expected result [6].

Mainstreaming component that relates to skills and abilities is also very important for success in social and educational activities aimed at promoting a healthy lifestyle. A healthy lifestyle requires a significant amount of cognitive, social and behavioral skills. The skills and abilities that contribute to a healthy lifestyle also include such interpersonal communication skills as decision-making and critical thinking skills, problem-solving skills, and self-organization.

In the introduction and implementation of socio-pedagogical technologies for the formation of a responsible attitude to health in students, we define the following principles: voluntariness, "teaching — learning", the subject — subject communication.

Voluntary approach implies the free choice of the participants (both specialists and ordinary young people) of their participation in training and conducting further educational work in the field of health promotion.

The driving force of learning should be its own motive, which determines a person's interest in learning activities. It opens the motive of understanding for young people of importance, the need for new knowledge, the formation of new skills and their own role in this process.

The concept of "teaching - learning" provides for the creation of conditions so that participants not only receive the necessary information, but also have the opportunity to play the role of a teacher, which increases the degree of assimilation and awareness of knowledge.

The concept of subject-subject communication means that in the educational process and interpersonal communication the interests and feelings of all its subjects are constantly taken into account; implies the recognition of the value of the personality of another person, its thoughts, experience.

The concept of implementation is the foundation, the basis that support technology as a socio-pedagogical system [7].

It should be noted on condition that the choice and application of socio-pedagogical technology depends on the creation of necessary and sufficient conditions, and the technology itself helps to create new favorable conditions.

The problem of forming a healthy lifestyle is rather thoroughly highlighted in many socio-philosophical, pedagogical, psychological, sociological, and medical studies. This problematic has become especially actual in the second half of the twentieth century, both throughout the world as a whole, and, in particular, in Ukraine. The analysis of statistical data and the results of various studies show that the age of children who begin to smoke, consume alcohol and other narcotic substances, and begin sex life early decreases.

According to official statistics, 128 thousand people use drugs in Ukraine today, among them - 60% are young people and teenagers, 13% are children from 11 to 14 years old; one in two teenager smokes, and one in three - has experience of drinking alcohol. The sexual culture of young people remains poor and negatively affects their reproductive health. Irremediable harm to the health of children and young people is caused by sexually transmitted diseases. Their prevalence is growing every year. The HIV / AIDS epidemic continues to worsen, affecting primarily young people. According to official data, more than 91 thousand HIV-infected people were registered in Ukraine in April 2016: the number of HIV-infected people increased fourfold compared to 2010. Television, video production, computer games with the demonstration of horror, violence, sexual debauchery cause a devastating impact on the psyche of the younger generation. As a result of various life circumstances, each person falls under the influence of the information environment that exists around it, and its social morality, attitude, beliefs, attitudes, and behavior do not always form usefully for the society.

In recent years, attention to a healthy lifestyle of students has been stepped up, this happened due to public concern about the health of specialists graduated from higher education, the increase in morbidity in the process of vocational training, and the consequent decrease in efficiency. It is necessary to clearly understand that there is no

healthy lifestyle as a special form of vital activity outside the lifestyle as a whole.

A healthy lifestyle reflects the generalized typical structure of student life form. Amid a healthy lifestyle, responsibility for health is formed by the student as a part of the overall cultural development, manifested in the unity of the stylistic characteristics of behavior, the ability to develop oneself as a person in accordance with his own ideas about a full spiritual, moral and physical life.

The aim of our research is to find out the attitude to the healthy lifestyle of modern youth on the example of students of Izmail State Humanitarian University.

A questionnaire of first-year students of Izmail State University of Humanities at the age from 17 to 19 years ($N = 98$) was conducted. According to the questionnaire, 44% believe that a healthy lifestyle is the absence of bad habits, 15% adhere to the position that a healthy lifestyle consists of a healthy and balanced dietary, 17% of respondents believe that a healthy lifestyle is possible only if you observe the correct daily regimen, and 16% consider sports as one of the most important aspects of a healthy lifestyle.

Meanwhile, 39% of respondents already lead a healthy lifestyle, 42% tend to this, but 19% of respondents, unfortunately, do not think about it.

Describing their morning, 16% of respondents indicated that they are ready to wake up early and do exercises, 19% used to study in the morning, but the majority of 65% prefer to sleep a little longer.

Sport is one of the components of a healthy lifestyle. Among all the respondents, only 35% do sports regularly, 20% of them do it for pleasure, 17% of respondents want to look good and have a beautiful body, more than half of respondents are lazy to do it, 14% do not like to do sports in general.

Compliance with the daily regimen contributes to health promotion, but only 12% of the respondents do it, 35% tend to this, but the majority of modern students 53% do not have a healthy lifestyle.

Student youth considers the presence or absence of bad habits to be the most important feature characterizing their attitude to their health. The most common among bad habits that harm human health are the use of alcohol, cigarettes and energy drinks, overeating, etc. Students are convinced that in small doses they will not cause harm, and, starting to use something, a person will have enough willpower, then quit it. During the survey, 13% admitted that they often drink alcohol, 23% of those surveyed smoke, 64% of respondents claim that they have no bad habits. At the same time 75% sleep less than 8 hours, 25%

of respondents averagely sleep for 8 to 9 hours.

The respondents named the main reasons for not adhering to a healthy lifestyle: disrupted daily routine, smoking, constant physical and emotional stress, lack of time, and the inability to manage their time properly. Nevertheless, 70% of respondents noted that it is useful for students to lead a healthy lifestyle, only 30% believe that this is not necessary.

Thus, in the course of the study it was determined that, despite the positive attitude of the student youth towards their health, there is no desire to observe a healthy lifestyle. This is confirmed by the unwillingness of the majority of respondents to do morning exercises, go in for sports, observe daily and sleep routine, and give up bad habits. This is primarily connected with the workload of students, lack of free time, laziness and the inability to properly make up their daily routine. It is obvious that a real idea of health as well-being is still being formed, therefore it is necessary to

conduct activities aimed at forming motivation of students to maintain a healthy lifestyle.

Conclusion. The formation of an educated, physically and socially healthy, creative person is an actual problem of modern society. Socio-pedagogical technologies of forming a responsible attitude to health in students make it possible for teachers to carry out this process purposefully, with certain conceptual foundations, concepts, activity content, according to a certain algorithm, a high probability of achieving the final result. We can draw as a conclusion that the formation of the direction of social work involves primarily preventive and educational work. It is also important to note that the specificity of this type of work is that a person cannot be forced to lead a healthy lifestyle - he can only be motivated. That is why it can be proved that the socio-pedagogical work at a healthy lifestyle is, first of all, work at the formation of motivation for a healthy lifestyle.

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