

# Pedagogical and Psychological Aspects of the Implementation of Model of the Value Attitude to Health

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**Abstract:** *Preserving health is one of the most difficult problems that requires consideration and solution at all levels of the study of human life, both in the context of psychological, analytical and pedagogical. Today, a strategy for improving and promoting health is considered a medical problem and boils down to treating patients only. Unfortunately, measures that can positively affect people's health: disease prevention, promotion of a healthy lifestyle, and attitudes toward "healthy" behaviour are clearly not popularized today. In solving the task of health conservation, it is important to apply the efforts of the whole society and the responsible attitude of each person to personal health and to the health of the people around her.*

*Today, there is a close relationship between education and health, as the level of education to a large extent determines the level of literacy on health issues. The cultivation of the value of health, the desire to preserve and strengthen it, acts as a pedagogical problem. Higher education institutions are an ideal place to promote a healthy future and support the development of their own health-oriented lifestyle. For the formation of this paradigm in the student mind, an important element is the recognition of the importance of the psychological aspect of this issue, as well as the proper use of elements of cognitive psychology in this process. The presented study will enable representatives of higher educational institutions, as well as interested persons in maintaining the health of future specialists of various industries, to quickly and efficiently introduce the principles of a value-based attitude to their own health into their own educational process.*

**Keywords:** *health; determinants of health; cognitive psychology; pedagogical aspect; motive; higher educational institution.*

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## 1. Introduction

Among the determinants that determine the state of public health, the socio-economic situation, lifestyle, the system of providing medical services, and genetic factors are distinguished. However, the state of health depends not only on biological factors, environmental and social environment, but also on the fact that a person's own health is worth it (Berg-Kelly, 1995).

In particular, in the educational space, the problem of developing cognitive skills in the formation of a value attitude to the health of future civil safety specialists is relevant, since health conservation refers to their professional competencies and competencies, which is due to the peculiarities of professional and practical activities - to be responsible for creating a healthy environment in the workplace, stimulate workers to safe work and behaviour, etc.

The health of students as a vital need and as a condition for professional development has attracted the attention of many scientists. The developmental aspects of the sustainable need to preserve and strengthen the health of students in the psychological plane were studied by such scientists as Avdeenko (2017), Boychuk (2019), Martyniv (2018) and others. Problems of creating a healthy environment and the environment, the main provisions of cognitive psychology about the ways and methods of forming the student's value attitude youth to their own health and education of a health culture are highlighted in the workings of Vashchenko (2016), Berezhna (2020), Yezhova (2019).

The results of the analysis of scientific and pedagogical literature make a generalization, scientists often resort to the issues of preserving and strengthening the health of students, however, studies aimed at substantiating the pedagogical conditions for the formation of a value attitude to their own health are not enough for future specialists in civil safety.

The assimilation of elements of world and national culture on health, life values and norms of social life, as well as the use of modern elements, skills and techniques of cognitive psychology, becomes an urgent task of modern education. The reorientation of education to the formation of values, among which the most significant value of health, provides for a gradual reform of the educational system in the modern educational space based on the priority of the values of spiritual and moral education over material and economic ones. The educational role of education is, first of all,

the transfer to the next generations of the traditional spiritual hierarchy of values, thanks to which the best achievements of the national culture are assimilated.

Therefore, it is extremely important to develop among students the value-based attitude to their own health, because today's student's tomorrow will set an example of healthy behaviour and life activity, influence the formation of value orientations in society. Special attention in this context deserves the professional training of specialists in the field of civil security.

The authors generalized and systematized the main pedagogical and psychological aspects of the process of introducing the model of health protection of students of higher educational institutions. This systematization in the future will enable representatives and interested parties to quickly and efficiently implement these models in their own training system.

## **2. Main research**

### ***2.1. Actualization of the study of the model of maintaining health***

Preservation of health is an integral part of the professional activities of civil security specialists, because they are the bearers of health promotion ideas and are called upon to be responsible for ensuring the optimal environment for maintaining a healthy environment. Therefore, their professional training should be focused on the development of a value attitude, first of all, to their own health, and then to the health of others, since health is the main resource of professional activity of civil security specialists, an indicator of the specialist's effectiveness (Cushion, 2020).

In the course of the study of professional training of future specialists in the specialty "Civil Security", we found that their professional training requires changes, since students rely on frivolous disciplines that promote a healthy lifestyle and give young people guidance on healthy behaviour. Such an assessment is quite understandable, because during the transformations in all spheres of activity, the approach to education in an educationally categorical form no longer causes a positive perception, and also often causes resistance. It is quite understandable that in such a situation it became necessary to search for qualitatively new ways and approaches in the work of teachers and personal activity and interest on the part of educational applicants to form value orientations for a healthy lifestyle, while using all the resources available in the academic environment education, as well as involving elements and methods of cognitive psychology.

As a result of the analysis of the scientific and pedagogical literature on the problem of research, scientific search, reflection of our own scientific and pedagogical practice in the contexts of pedagogy and cognitive psychology, we determine that the formation of a value attitude to their own health among future civilian security specialists will be effective under such pedagogical conditions (Koedinger & Corbett, 2006):

- The use of technology and basic health preservation in classroom and extracurricular activities.

- The development of sustainable motivation for education seekers to maintain and promote health, the development of health literacy.

- Creating an educational environment conducive to the health of all participants in the educational process.

For greater effectiveness of the influence of conditions and paradigms of cognitive psychology (Dillon, 1994), in the context of our study, we consider it appropriate to determine the expected result of their implementation:

- To become the basis for the self-development and self-realization of future civilian security professionals;

- To contribute to the formation of a consciousness that is tuned for the health care of education applicants studying in the specialty «Civil Security»;

- Embrace the health care of all participants in the educational process.

The mechanism for the development of a value attitude to health is the focused active activity of the subject to resolve the contradictions between awareness of the value of health and real behaviour. Intrapersonal conditions affecting the result of the development of a value-based attitude to health are individual characteristics (level of subjective control, self-esteem, level of claims, motivation for success or avoidance of failure) as the basis for the uniqueness of a person's reaction to external influences; needs (first of all, the need for health) as a form of communication between the body and the outside world; learned norms, values and standards as components of a person's past experience, which determine the specifics of attitude to health (Lemke, 1990).

The means of developing a value attitude to health is directed at social influences consisting in the provision of significant information about health. By the way, it increases the significance of the information received, it is the activation of activities aimed at self-knowledge, reflection, the

expansion of ideas about the chosen profession, collective and individual creativity.

## ***2.2 Use of health technologies in classroom and extracurricular activities***

Let us characterize the first pedagogical condition - the use of health-saving technologies in classroom and extracurricular activities. It is well known that the effectiveness of the educational process in the institution of higher education depends not only on the preparedness of scientific and pedagogical workers to perform their duties, but also on other factors. Such factors include the material and technical base and infrastructure of higher education institutions, resource support, opportunities for socialization of educational applicants and support of their academic, cultural, sports adaptation to the living conditions of the academic environment. Confirmation of this thesis is found in the work of Huang (2012), who argue that «the academic environment should be considered in a social, developmental and academic context, which affects the educational results of applicants for education and attitudes» Consequently, the development of a value attitude to their own health among future specialists in civil safety should be realized not only in a purely educational process, but should be considered as a set of pedagogical actions, forms, methods and means aimed at ensuring the health care of students, in particular their physical, psychological, social, spiritual components.

The use of health technologies in both classroom and extracurricular activities involves the active involvement of students to participate in various activities of tourism, sports, local history, culture, art, etc. It is proposed to form the activities of the institution on the following pedagogical principles and cognitive principles (Hmelo-Silver, 2004):

- Analysis of the life of students and teachers in terms of maintaining their health, which includes analysis of the functional state of the body and possible negative changes in the learning process;

- Analysis of the child's life in the family in terms of negative impacts on maintaining and strengthening its health;

- Formation of health of students and teachers in the educational process, which aims to include in the school curriculum special subjects dedicated to health;

- Organization of special extracurricular activities;

- Education of parents and teachers to preserve and promote the health of students;

- Individual counselling of students, their parents and teachers on topical issues of maintaining and promoting health in the educational process;
- Creating conditions to ensure the health of all participants in the educational process;
- Valeological optimization of the educational process and school environment;
- Prevention, recreation and correction of pre-nosological abnormalities of individual health directly in the learning process.

In the context of our study, it is important to note that student youth is characterized by their own specificity, which consists in the characteristic living conditions, the richness of academic life and activity. Despite the challenges faced by students of a psychological, social, cultural nature, it can be characterized as a high-risk population through difficult age-related problems, namely: changes are associated with the process of "maturation" (adaptive, physiological and anatomical), adaptation to new living conditions and education, the formation of interpersonal relationships outside the family, and the like (Anderson, 2000).

The reflection of one's own practical activity indicates that the process of developing a value attitude to one's own health, the formation of a conscious attitude to it, requires a mandatory combination of knowledge-information and motivational components.

The mastery of theoretical knowledge in the field of a health culture is important, but insufficient for the formation and development of skills of the person of «correct» behaviour. Here, a special role is given to a conscious and active attitude towards the problem of maintaining and strengthening one's own health, which is based on the following volitional qualities, such as self-control and determination. Under the self-development of a health culture, it is necessary to understand the continuous process of a person's purposeful activity to change their needs and abilities, consciously manage their development, as well as the choice of goals, ways and means of self-improvement in accordance with their life values and attitudes towards a healthy lifestyle (Dolmans & Schmidt, 2006).

### ***2.3 Development of sustainable motivation for education seekers to maintain and promote health, development of health literacy***

Regarding the characteristics of the second pedagogical condition - the development of sustainable motivation for applicants to preserve and strengthen health, the development of health literacy, we consider it a priority.

It is appropriate to note that health can be considered as a cross-cutting need, if not met, the value of other needs decreases. The need for health motivates to certain actions, in particular taking care of it, following the rules of a healthy lifestyle.

Motivation for a healthy lifestyle, according to scientists such as Nosko, Grishchenko (2018), is a system of value orientations, internal motivations for maintaining, restoring and promoting health. The criteria for the formation of a positive motivation for the health of young people at the level of physical health can be considered the desire for physical excellence, attitude to one's own health as the highest social value, physical development, general physical performance, hardening of the body, compliance with the rational regime of the day, personal hygiene requirements, proper nutrition.

In the formation of motivation for health conservation, it is necessary to apply the approaches of psychology that are consistent with the interest of students, their physical and mental state. It is impossible to effectively influence the state of youth's health without changing their lifestyle, while adhering to the principle of nature compatibility and taking into account the specifics of age development. Students of the first years of health education have the least personal value, because a healthy young person does not need to change anything in relation to their own health. In order to maintain health, deep knowledge, steady motivation and the realization that health is a variable quantity and, if not taken care of, are needed, its condition will worsen over time. However, it is impossible to force the student to systematically master the methods and techniques of maintaining and strengthening health. Only such paths can be suitable that stimulate it indirectly, activate it as a subject of its intellectual and professional formation, development and self-development.

The presence of an emotionally positive attitude is an important determinant of the formation of the need to take care of health. It is the emotional processes that are the prerequisite for human activity that make up the energy basis of activity and is its motivator. Creating a positive psychologically emotional climate in the academic environment of higher education institutions contributes to the formation of the need to lead a healthy lifestyle, to take care of your health and the health of others. Without satisfaction with one's own learning, it is difficult to form a high consciously-reflective level of motivational readiness, in which the values of self-development, professional self-determination and self-realization play a leading role. For example, focusing on motor activity in educational applicants for 1-2 years of study, helps to enjoy sports, to form the need for

self-affirmation, and therefore to activate intellectual and emotional development. In turn, experiencing positive emotions allows you to look at a specific problem, in our case, a health problem, from a different perspective and thus find the right solution, and also helps to get rid of negative habits (Snow &, Lohman, 1989).

Sustainable motivation for health protection by a future specialist in civil safety stimulates an internal desire to grow at a professional and personal level.

To assess the effectiveness of the formation of positive motivation for a healthy lifestyle among young people, Martyniv (2019) identified a number of criteria:

- At the level of physical health: striving for physical perfection, attitude to one's own health as the highest social value, physical development, general physical performance, hardening the body, maintaining a rational regime of the day, fulfilling personal hygiene requirements, proper nutrition;

- At the level of mental health (psychological comfort): compliance of cognitive activities with the calendar age, development of voluntary mental processes, the presence of self-regulation, adequate self-esteem, lack of accentuation of character and harmful behavioural habits;

- At the level of spiritual health: the coordination of universal and national moral and spiritual values, the presence of a positive ideal, hard work, a sense of beauty in life, in nature, in art;

- At the level of social health (social well-being): civil responsibility has been formed for the consequences of an unhealthy lifestyle, communicativeness, goodwill towards people, the ability to self-actualization, self-regulation, self-education is positively directed.

The special nature of the professional activities of future civilian security experts makes it possible to single out criteria for positive motivation and a professional level, such as: a readiness for healthy activities and responsibility is developed and responsibility is not only for personal safety, but also for the safety of others. Thus, the active health of young people is motivated by motives that determine their focus, in this situation, on maintaining and enhancing health.

The basis for the development of a value-based attitude to health among students is the creation of a healthy educational environment, which we identified as the third pedagogical condition in the course of the study, according to which it is possible to implement a model for the development of a value-based attitude to own health among future civilian security professionals.

The formation of such an environment is based on a certain «ideology» of higher education institutions, which laid the priority for the health of all participants in the educational process. A healthy educational environment is created in the process of integrating the educational interactions of higher education institutions with the aim of qualitatively transforming the real life environment of job seekers into an enabling environment for the development of their essential potential and individualization, the formation of a new strategy for healthy personal health care, a valuable attitude to health and others

Content and technological content of health-preserving educational space is associated with the introduction of health-preserving technologies in the educational process as ensuring optimal living conditions for each student, research and teaching staff, support staff, their successful adaptation to the educational process on psychological, physiological, social levels.

An important role in the organization and effective functioning of the health-saving academic environment of a higher education institution is played by its social component - effective cooperation between the administration of a higher education institution, student self-government bodies, applicants for education, and teachers who together create a corporate health culture. Communication between all participants in the educational process affects the formation of a culture of individual health, manifests itself not only in the healthy habits of a young person, but also determines his lifestyle and activities. The connecting element in the triad «health - healthy lifestyle - health culture» is the value attitude to health (Wilson & Brooks, 2014).

A health culture is a reflection of the development of a value-based attitude to health, the level of literacy on health issues, the availability of skills and abilities to apply health care and knowledge in practice, which determines the willingness of a future civil security specialist to carry out professional activities at a high professional level.

Based on a synthesis of the achievements of scientists, the results of research studies highlighted in scientific publications on the impact of the academic environment of a higher education institution on the development of a responsible attitude to their own health, it concludes that the educational environment can change depending on the strategic goals of a higher education institution, as well as pedagogical technologies used in the educational process. However, the academic environment, which is aimed at the health care of all participants in the educational process, must fulfil a number of functions, the implementation of which determines the provision of opportunities for the development of a value attitude to their own health

among higher education applicants. These functions include (Weaver et al., 2010):

- Value-orientational (development of sustainable motivation for health conservation)
- Information and cognitive (assimilation of knowledge, the formation and development of skills and abilities of health and health conservation)
- Systemic-formal (production of continuous health care and education, development of an individual program for maintaining a healthy lifestyle);
- Organizational and activity (active involvement of applicants for education in health saving, gaining experience in health saving).

The functions of the academic environment of higher education institutions, aimed at the health care of all participants in the educational process, are determined, and the development of a value attitude to health among future specialists in civil security as an important personal and universal value is made.

### **3. Conclusions**

As a result of the study, the authors determined and theoretically substantiated the pedagogical and psychological conditions for the development of a value attitude to their own health among future specialists in civil security.

Analysing the study, we can conclude that the value attitude to health is the determining personal and professionally significant quality of all students, including future civil security specialists. Pedagogical conditions and methods of cognitive psychology, covering the use of health-saving technologies in classroom and extracurricular activities; the development of sustainable motivation for education seekers to maintain and promote health, the development of health literacy; creating an educational environment conducive to the health of all participants in the educational process are important in the process of developing a value attitude to their own health among future civilian security professionals.

The implementation of health-saving educational technologies and cognitive skills is crucial in the development of knowledge, the formation of skills and abilities of a healthy lifestyle and the development of a value attitude to their own health both for applicants and others.

In the future, the results of this study and the psychological and pedagogical aspects highlighted in this case can be applied in the practice of conducting educational activities in higher institutions of various profiles.

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