

Role of Healthy Environment in Preserving and Strengthening Students' Well-Being in Institutions of Secondary and Additional Education

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Abstract—The contemporary priority in the field of education is to preserve the health of children and young people. Specialists of The Russian Federal Service for Surveillance on Consumer Rights Protection and Human Wellbeing of Kurgan region annually monitor the health of children. The most common diseases are scoliosis, visual acuity decrement, and postural disorders. Moreover, the number of children with these disorders increases during the educational period. The authors suggest the creation of a healthy environment and use of health-saving technologies in the educational process is to be one of the conditions for solving this problem. The results of the study of the healthy environment in educational institutions of different types showed that the most effective healthy environment is represented in the sports schools. Children's well-being is more dependent on psychological comfort in their families. The attitude to health as a value depends on the personal example of teachers. But, unfortunately, teachers do not always have a high level of culture of a healthy lifestyle, especially teachers of institutions of additional and secondary education. According to the results, there is a need for systematic, responsible work of all participants of the educational process in order to achieve a sustainable positive result in the formation of the value-based attitude of schoolchildren to their health care.

Keywords—health, healthy environment, valeological and pedagogical activity, health-saving technologies.

I. INTRODUCTION

Priority directions of the Russian Federation state policy nowadays is the care of a growing person [1]. The main objectives of the state policy are defined in the National Action Strategy for Children for 2018-27.

Researchers in the field of physiology claim that school has 20% to 40% of the negative effects factors affecting the student health reduction. According to E.P. Usanova, only 5-7 % of school leavers are practically healthy [2].

The influence of school, study conditions, the educational overload are so important because they act continuously, for a long time, systematically and comprehensively. In addition, education years for each child is a period of intensive growth, body formation, the period when any adverse effects have the greatest impact. At the same time, there are problems of rationing intellectual and information loading according to the age and individual children characteristics, which leads to an aggravation of the unfavorable situation of the children health,

there is a tendency to worsen the physical health of the younger generation [3]. In this regard, it becomes obvious that the school has a task to organize systematic and purposeful work to create a healthy environment, the organization of valeological and pedagogical activities and the formation of a positive attitude to a healthy lifestyle of students. It is impossible to realize valeological and pedagogical activity without integration of regular and extra-curricular activities of children, without interaction of resources of the secondary and additional education [4]. Only thanks to a comprehensive approach can be organized effective work on the prevention of violations in the health of schoolchildren and the formation of children's positive motivation to lead a healthy lifestyle [5].

The concepts of our study: according to the definition of the world health organization, "health is a state of complete physical, mental and social well-being of a person, developing in the process of realizing the genetic potential in a specific social and environmental environment and allowing a person to exercise his social functions to varying degrees" [3]. E.M. Minina understands under "valeological and pedagogical activity" - the process in which the stimulation of positive motivation of children to maintain health and maintain a healthy lifestyle, arming children as priority values of health in a healthy environment. [8].

The healthy environment is defined "as a set of organizational conditions aimed at the formation, strengthening and preservation of physical, mental and social health of the subjects of activity, prevention of maladaptation and risk factors, implementation of a complex of recreational activities" [8].

In the educational organization it is necessary to define and create pedagogical conditions which will approve values of health, to stimulate development of readiness for conducting a healthy lifestyle, to level manifestations of deviant behavior. The result of the effective impact of pedagogical conditions on students should be a healthy environment [9].

II. RESEARCH METHODOLOGY

There are different points of view on the problem of health and healthy lifestyle in science. Philosophers, physiologists, psychologists, teachers, physicians, sociologists were engaged in this question. In the concept of I. I. Brekhman, health is considered as a fundamental component of the human

personality. The philosophical approach to understanding the concept of "healthy lifestyle" is presented in the works of S. I. Gorchak, V. J. Kelle, I. A. Serova, V. I. Stoloyarov and others. the Axiological approach to understanding health as a value is used in their works by V. A. Ananyev, I. A. Afsakhov, O. S. Vasilyev, I. V. Zhuravlev, V. V. Korchenov, G. S. Nikiforov, V. A. Yadov. The concept of valeological education is described in the studies of G. K. Zaitsev, V. V. Kolbanov, M. G. Kolesnikov. Questions of formation of a healthy lifestyle of pupils are presented in pedagogical works of M. ya. Vilensky, V. I. Glukhov, A. A. Koksharov and others [8]. Questions of formation of the healthy personality of the child can be found in works of such scientists As I. I. Brekhman, L. S. Vygotsky, G. K. Zaitseva, P. F. Lesgaft, N. I. Pirogov, V. A. Sukhomlinsky, L. G. Tatarnikova, K. D. Ushinsky, Voloshina L. B. and others [6]. Approaches to ensuring health saving were considered in their works By V. F. Bazarny, M. M. Bezrukikh, E. A. Menchinskaya, N. K. Smirnov and others [7].

In the study we used theoretical methods - analysis of pedagogical, psychological literature, work of physiologists and hygienists, empirical methods-questioning, expert evaluation, pedagogical observation. To monitor the level of readiness of subjects of the educational process to maintain a healthy lifestyle, we used the following diagnostic materials: for students and their parents - questionnaire "Healthy lifestyle" By M. A. Smirnova; for teachers - questionnaire "Healthy lifestyle-stereotypical ideas and the real situation" by O. S. Vasilyeva and E. V. Zhuravleva. The basis of the study were educational institutions №11, 22, 29 and organizations of additional education (Creativity Centre for Children and Youth "Harmony", "Adolescent center" Luch-P"), sports schools of Kurgan. The sample consisted of 150 students (50 students of a sport school, 50 students in the field of additional education, 50 students of a secondary education institution), 150 parents, 105 teachers.

III. RESULTS

We studied the effectiveness of health-saving educational environment and the organization of valeological and pedagogical activities of institutions of different types. We identified main health-saving technologies [10]. There is a number of them: complexes for somatic health support in programs of valeological and pedagogical activity of institutions-participants of experiment, the comfortable mode of students activity, control of sanitary and hygienic standards and quality of students nutrition in school, monitoring of psychophysiological development of children, general development programs for the formation of health culture, trainings of the prevention of bad habits, overcoming stress, aggression; psychological counseling for teachers, students and their parents, mass events for improving health, weekend family leisure clubs. To realize valeological and pedagogical activity healthy environment the following methods were used: a) methods of formation of responsible behavior (conversations, lectures, educative situations, exercises, role-playing); b) methods of organization of independent work based on value orientations (debate, workshop, demonstration); c) the method of forming the experience of constructive behavior in society (exercise, bringing up situations, role play); d) methods of encouraging positive attitudes towards health (example, awards). The educational process was based on the principles of: a) complexity; b)

consciousness and activity; c) compensatory; d) flexibility; e) attractive alternatives; e) prevention [11].

We made questionnaire survey to find out the idea of children about health care and got following results. Not all respondents fully understand the meaning of the term "health saving". More often it is identified with the concept of "health", and 50% of students believe that health-saving is "sports", which suggests that children assume certain actions on their part to strengthen and preserve their health. 10% of the total number of respondents associate health saving with the abandonment of bad habits, which implies that children's ideas about how to maintain a healthy lifestyle and maintain their health are not yet systematized, another 10% of respondents understand health saving as a proper nutrition, which also indicates the fragmentation of their knowledge, the remaining 30% found it difficult to answer the question at all. We received the following children answers for the question of bad habits: 95% - indicated smoking, 75% - alcohol consumption, 40% drug addiction.

We found out the correlation between the effectiveness of the used health-saving technologies and the students motivation for a healthy lifestyle (Fig.1).

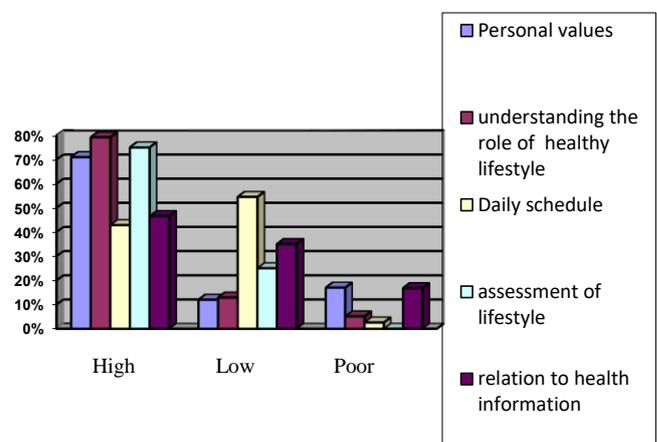


Fig. 1. Formation of understanding of healthy lifestyle.

Analysis of the results showed that the personal value of children's health is at a high level -71%, understanding the role of behavioral factors in the protection and promotion of health have 79.2% of students.

Young athletes of Kurgan sports schools answered the questionnaire "My lifestyle?" The experience of athletes is from 2 to 11 years, and the average age is 14 years.

All results can be divided into two groups:

- the group does not have healthy lifestyle (respondents had 0 to 280 points);
- the group has healthy lifestyle (respondents had 290 to 460 points).

Results of less than 160 points were absent, 22% of respondents (9 people) had results in the range of 160-280 points.

Results in the range of 290-400 points were 63% (25 people), results over 400 points-15% (6 people).

Having analyzed the data we can draw the following conclusion:

- 1/5 of Kurgan sports schools students have unhealthy lifestyle and 4/5 have healthy lifestyle;
- efficiency of the healthy environment of Kurgan sports schools can be considered successful.

The survey of 150 parents showed the dependence of children's health on the family conditions. The attributes of the family healthy environment are physical education and sports, the inadmissibility of alcohol and smoking, the organization of proper nutrition, joint outdoor activities, healthy lifestyle skills.

60.3% of parents assessed health-saving conditions in families as good, 20.2 % as normal. Comparative analysis of statistical data and evaluation of children's health by parents can be considered as the effectiveness of implemented health-saving technologies. Only 17.6% of children have functional abnormalities (according to statistics - 50%), absences due to illness have 8-10%.

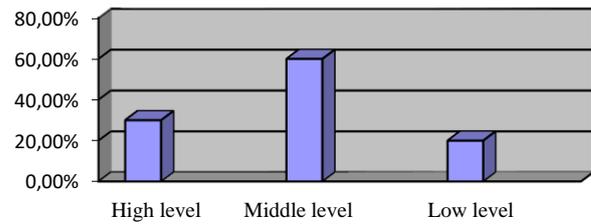


Fig. 2. Level of development of health-saving conditions in the surveyed families.

We asked the coaches of sports schools: "What professional qualities are most necessary for a coach to form the value of a healthy lifestyle among students of sports schools?" As a result, after determining the rank coefficients (average values) of each of the values included in the list, taking into account their rank value, we made in descending order a rank series of professionally important qualities of a coach in his psychological and pedagogical activity.

TABLE I. VALUABLE IDEAS OF KURGAN SPORT SCHOOLS COACHES ABOUT PROFESSIONALLY IMPORTANT QUALITIES OF A COACH IN THE PSYCHOLOGICAL AND PEDAGOGICAL ACTIVITY

Rank	Coach's advantages	Average assessment	Number of choices in %		
			Most valuable	Valuable	Less valuable
1	High moral qualities	9,2	65	30	5
2	Pedagogical knowledge	8,9	60	25	15
3-4	Communication skills	8,8	60	20	20
3-4	Love to the work	8,8	55	30	15
5-6	Organizational skills	8,6	50	30	20
5-6	Knowledge of your sport	8,6	40	50	10
7-10	Strong will	8,1	30	45	25
7-10	Healthy lifestyle	8,1	25	55	20
7-10	Love to children	8,1	35	35	30
7-10	Psychological knowledge	8,1	30	45	25
11-12	High civil skills	8	35	30	35
11-12	Demanding to the students	8	35	30	35
13-15	Constructive skills	7,9	35	25	40
13-15	Self-confidence	7,9	25	45	30
13-15	Pedagogical skills	7,9	40	15	45
16	Kindness, sensitivity,	7,8	25	40	35
17-18	Mind (intellect)	7,4	20	30	50
17-18	High general culture	7,4	25	20	55
19	Versatile sports and technical training	7,2	20	20	60
20	Empathy	6,9	10	25	65
21	Creativity skills	6,8	5	30	65

The table shows that in the first third the coaches chose the qualities that their rank position reflects close to ideal value orientations of coaches in their professional perception of the requirements of psychological and pedagogical activity. These are high moral qualities with an average score of 9.2 points; pedagogical knowledge -8.9 points; love for their work and communicative qualities-8.8 points; organizational skills and knowledge of their sport-8.6 points; strong will-8.1 points.

In the second third of a rank row there were: psychological knowledge, love to children, healthy life style -8,1 points; demanding to the students, high civil qualities-8,0 points; self-confidence, constructive skills -7,9 points.

And in the final third of the rank series were: pedagogical skills -7.9 points; kindness, sensitivity - - 7.8 points; mind (intelligence), high general culture-7.4 points; versatile sports and technical training-7.2 points.; empathy-6.9; creativity-6.8.

So high moral qualities among the most valuable professional qualities have only 65%; pedagogical preparedness and communicative qualities-60%; love for their

work-55%; organizational skills-50%; knowledge of their sport-40%; strong will-30%.

The second third of the rank row: love for children, high civic qualities, demands on the students and constructive abilities among the most valuable professional qualities attributed only 35%; psychological knowledge-30%; self-confidence, healthy lifestyle-25%

The final third of the rank series: pedagogical abilities accounted for 40%; kindness, sensitivity and high general culture-25%; mind (intelligence) and versatile sports and technical training-20%; empathy-10% and creativity-5%.

As part of the study of the effectiveness of the healthy environment and the technologies used, 105 teachers from 24 to 60 years old were questioned on the topic "Healthy lifestyle – stereotypes and the real situation". 70.8% of teachers are seriously interested in health problems and are convinced that the attitude of students to healthy lifestyle depends on the environment formed in the institution, only 18.5% of respondents believe that health depends on the person himself,

his desire for self-development and self-improvement. The analysis of awareness of pedagogical workers in the field of health saving, readiness to carry out educational work with children and parents allowed to reveal two most active groups: teachers of primary school and teachers of additional education who gave the developed characteristics of a healthy lifestyle. 85.2% of respondents believe that the quality of life, performance, success of the individual is directly related to lifestyle. However, in reality, only 63.4% of teachers try to lead a healthy lifestyle.

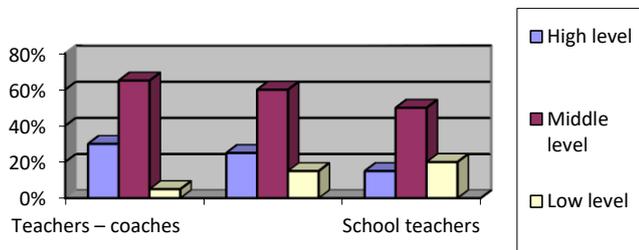


Fig. 3. Value orientations of teachers focused on healthy lifestyle.

High level of health culture development and readiness to have healthy lifestyle of teaching staff implies having valeological knowledge, a responsible attitude towards themselves, their health and the health of their students, a positive self-concept, humanistic orientation of the individual, ability for empathy, reflection. All these requirements leads to the teachers necessity for constant self-improvement, spiritual growth, continuous work on oneself (acmeological position). The results show that the most problematic group is secondary schools teachers. This group mostly requires the work in terms of the formation of valeological culture.

IV. CONCLUSION

Health culture of the young generation, being the basic value of the adult life quality, is formed in the presence of a healthy environment created by systematic, responsible work of all participants in the educational process and is achieved by the formation of internal positive motivation of all subjects of the educational process for a healthy lifestyle.

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