

SCTCMG 2019
**International Scientific Conference «Social and Cultural
Transformations in the Context of Modern Globalism»**

DEVELOPMENT OF STUDENTS' VALEOLOGICAL CULTURE

Angelina Mueva (a)*, Irina Kyunkrikova (b), Vladimir Velegurin (c)
*Corresponding author

- (a) Kalmyk State University named after B.B. Gorodovikov, apt. 7, 17, 3rd residential district, Elista, Russia,
mav_el@list.ru, 7-961-396-25-94
(b) Kalmyk State University named after B.B. Gorodovikov, 13, Hudgta St., Elista, Russia
kjnirina75@mail.ru, 7-909-396-07-36
(c) Kalmyk State University named after B.B. Gorodovikov, 28, Armii St., 78, Elista, Russia
velegurin1@mail.ru, 7-905-575-87-42

Abstract

Until now the issues of valeologization of education have been widely studied. The purpose of the study is to reveal the dynamics of values-based orientation and motivation of valeological activity of students and to provide further assessment of valeological culture. The authors performed an experiment to assess the state of health of students, revealed the levels of valeological culture and held the Health Track School. We introduced forms and methods of valeological education into the educational process. The purpose was achieved through specification of tasks solved under the conditions of subject-subject relations. This included the purpose of valeological education of future teachers; approbation of program and introduction of changes into theoretical and practical sections, home assignments, independent activities (according to topics of program modules); collection of data on valeological culture. The study revealed changes of all valeological culture indicators. During the experiment we observed students, change of their attitude to valeological activity, values-based orientations, motivation for health, development of healthy lifestyle. The reflexive environment within the study was ensured through the creation of reflexive situations in activity, thinking, communication. It was efficient due to high level of problemat�icity within the personal space of each participant and a group activity. It was necessary to ensure the procedure of group reflection and self-reflection of students, which made it possible to register individual and group discoveries, achievements in the field of self-knowledge, and group interaction.

© 2019 Published by Future Academy www.FutureAcademy.org.UK

Keywords: Health, healthy lifestyle, valeological culture, risk factors, valeological education.



1. Introduction

The analysis of the state of health, development of psychophysical qualities of the modern youth (Plakhov, 2012) indicates the disturbing situation thus digging into ontogenesis. At present, educational institutions are aimed at advanced level of education, which causes additional psychophysical stress. Randomness and inconsistency of students daily routine result in poor understanding of the importance and need to care for health. In turn, this leads to negative consequences related to students' health. The modern society interested in the needs of students to preserve and promote their health does not find proper scientifically based software to develop methodical recommendations thus ensuring positive education of students (Boyarkina, 2007).

It is urgent these days to keep a healthy lifestyle and to ensure the ability of students to adapt to promptly changing living conditions. The physical condition, level of fitness, deterioration of health of students (Bendíková, Marko, & Šmída, 2018) predetermines the impossibility of its opposition to adverse conditions of the habitat and to difficulties caused by socio-political and economic changes.

With regard to the above problem it is promising to develop the valeological culture (culture of healthy lifestyle) since health shall be considered as the most important component of a personality (Kazin, Blinova, & Litvinova, 2000).

The risk factors (Bobrovniksky, Lebedeva, & Yakovlev, 2011) of diseases and deaths were assessed and studied by medicine. However, at present the study showed that the medicine is not able to preserve and promote health of a person alone. Therefore (Weiner, 2001) the problem of healthy lifestyle caused the need to address the pedagogics since the main risk factors are based on motivational and behavioral aspect developed throughout education. It is known that the factors of valeologization of the system of education include the development of the culture of healthy lifestyle, creation of health promotion conditions in educational institutions (Ivanova & Neustroeva, 2017).

At present, the existing system of education does not ensure due promotion of healthy lifestyle, therefore the knowledge of adults on healthy lifestyle failed to become their belief. The analysis of students' activity showed that most of them are not concerned with their health due to strong-willed efforts; in general, they focus on the prevention of health problems and rehabilitation. Thus, this indicates low activity of a personality, behavioral passivity and valeological illiteracy.

2. Problem Statement

Currently the system of higher pedagogical education does not fully ensure the development of valeological culture of future teachers and thus reduces the quality of education of university graduates. The problem of the study is caused by a contradiction between unilaterally focused approach to professional education of students, where healthy lifestyle plays a secondary role, and the need for theoretical justification of health saving learning technologies, their introduction into university education (Mityaeva, 2013; Semikin, Mysina, & Mironov, 2013).

3. Research Questions

The study was focused on two problems. First, it was interesting whether we can define the purpose of healthy lifestyle of students, and second, we wanted to learn their values-based orientations and motivations of valeological activity.

4. Purpose of the Study

The study is mainly focused on the results obtained during the program aimed to develop the valeological culture of students. The purpose of the given study was to reveal the dynamics of values-based orientation and motivation of valeological activity of students and to provide further assessment of valeological culture.

5. Research Methods

The pilot study was held within 2017-2018 academic year to fulfill the purpose of the study. Kalmyk State University named after B.B. Gorodovikov served the experimental base. The study covered first- and second-year students of pedagogics. In total, 69 students took part in the experiment. The experiment included confirming and forming stages, analysis of obtained results. According to the logic of the experiment, each stage was divided into experimental and analytical phases. The experimental phase covered the preparation of research materials, organization and performance of the experiment. During the experiment we applied various research methods (survey, questioning, testing, performance analysis) thus tracking the dynamics of valeological culture. The analytical phase of each stage included study, comparison, generalization and analysis of confirming and forming stages, as well as recommendations to correct the development of valeological culture. The study recorded changes of all indicators of valeological culture. During the experiment we observed students, change of their attitude to valeological activity, values-based orientations, motivation for health, development of healthy lifestyle.

6. Findings

We defined the students' state of health. The polling data containing questions regarding health and healthy lifestyle were analyzed and statistically processed (Gavrilova & Semchuk, 2006). In total, 75.9% of respondents had some chronic disease. The respondents indicated such diseases as scoliotic postural disorder (65.8%), angioneurosis (59.7%), gastrointestinal diseases (86.6%), allergy (pollinosis) (57%). It was noted that 57% of students had from two to five diseases at once. We defined the number of students with some addictions (alcohol, tobacco smoking, drug abuse, game addiction). 31% of respondents suffer from alcohol drinking and tobacco smoking only.

Randomization (method of random numbers) allowed selecting (32 respondents) a group of students – future teachers. Let us call this group experimental. According to experimental conditions the control group of students was also defined, which in terms of quality (level of valeological culture) was equal, and in terms of quantity made 37 students. Testing of knowledge on health and healthy lifestyle was based on the Health and Lifestyle Test (Kazin, Krasnoshlykova, & Ptakhina, 2017). Besides, the questionnaire

developed by teachers of the Russian State Academy of Physical Culture was used to study the level of health self-assessment, purpose of healthy lifestyle, knowledge of physical state and physical fitness (Lubysheva, 2001). The level of valeological culture was defined by criteria (Lavricheva, 2007) thus revealing health features (specific (immune) and nonspecific resistance to disturbing factors, indicators of growth and development, functional state and health reserve, presence and level of any disease or development defect, level of moral strong-willed and value-based motivational attitudes).

The experiment considered the following initial indicators:

- a. Knowledge on health and individual features of an organism.
- b. Levels of health self-assessment, purpose and motivation for healthy lifestyle.
- c. Values-based orientation and motivation for healthy lifestyle and its impact on life.
- d. Level of valeological culture.

At the initial stage, the indicators of valeological culture in the experimental group were defined as follows (Table 02): low (56%), medium (31%), high (12%). In the control group these indicators were distributed as follows: low (51%), medium (35%), high (14%).

The main objective of the experiment was to introduce forms and methods of valeological education (Kurguzov, 2009), education and formation of valeological orientation of a personality into the educational process. The objective was achieved through specification of tasks solved under the conditions of subject-subject relations. This included the purpose of valeological education of future teachers (Nagovitsyn, Chigovskaya-Nazarova, Miroshnichenko, & Senator, 2018); approbation of the Health Track School program and introduction of changes into theoretical and practical sections, home assignments, independent activities (according to topics of program modules); collection of data on valeological culture during the forming stage of the experiment.

The addressed tasks made it possible for students to achieve higher level of valeological culture (Table 01).

Table 01. Purposes of Healthy Lifestyle

Purposes Of Healthy Lifestyle	Control Group, People (%)		Experimental Group, People (%)	
	Beginning Of Experiment	End Of Experiment	Beginning Of Experiment	End Of Experiment
Health Assessment				
Good	15 (40.5%)	18 (48.7%)	12 (37.5%)	19 (59.4%)
Satisfactory	19 (51.3%)	17 (45.9%)	17 (53.1%)	13 (40.6%)
Not Sure	3 (8.2%)	2 (5.4%)	3 (9.4%)	0 (0%)
Compliance Of Your Lifestyle To Healthy Lifestyle On A Scale From One To Five				
1	1 (2.7%)	1 (2.7%)	2 (6.2%)	0 (0%)
2	4 (10.8%)	3 (8.1%)	4 (12.5%)	1 (3.1%)
3	16 (43.3%)	12 (32.4%)	10 (31.3%)	6 (18.8%)
4	14 (37.8%)	18 (48.7%)	13 (40.6%)	19 (59.3%)
5	2 (5.4%)	3 (8.1%)	3 (9.4%)	6 (18.8%)
Do You Know Indicators Of Your Physical State (Height, Weight, Blood Pressure, Heart Rate, Etc.)?				
Yes	10 (27.1%)	14 (37.8%)	9 (28.1%)	24 (75%)
No	3 (8.1%)	3 (8.1%)	2 (6.3%)	0 (0%)

Approximately	24 (86.8%)	20 (54.1%)	21 (65.6%)	8 (25%)
Do You Know Indicators Of Your Physical Fitness?				
Yes	3 (8.1%)	4 (10.8%)	2 (6.3%)	18 (56.3%)
No	15 (40.5%)	16 (43.2%)	11 (34.4%)	2 (6.2%)
Approximately	19 (51.4%)	17 (46%)	19 (59.3%)	12 (37.5%)
Level Of Physical Exercises Done Independently				
<i>Make A Series Of Morning Exercises</i>				
Yes, I Can	6 (16.2%)	8 (21.6%)	5 (15.6%)	22 (68.8%)
No, I Cannot	14 (37.8%)	13 (35.2%)	12 (37.5%)	3 (9.4%)
Not Sure	17 (46%)	16 (43.2%)	15 (46.9%)	7 (21.8%)
<i>Make A Balanced Diet</i>				
Yes	1 (2.7%)	1 (2.7%)	1 (3.1%)	22 (68.8%)
No	20 (54.1%)	19 (51.4%)	22 (68.8%)	5 (15.6%)
Not Sure	16 (43.2%)	17 (45.9%)	9 (28.1%)	5 (15.6%)
Total:	37		32	

The motivation of activity determining step-by-step solution of tasks served a fundamental principle in the development strategy of valeological culture of future teachers.

- Upon completion of the first year of study – knowledge on health and healthy lifestyle, motivational and values-based attitude to health promotion and maintenance; correction of habits hurtful to health.

- Upon completion of the second year of study – focus on further valeological activity, acquisition of skills necessary for health diagnostics, correction of healthy lifestyle.

- Upon completion of the third year of study – acquisition of valeological knowledge affecting valeological literacy and thinking, skills to create, strengthen and maintain health, valeological orientation of future teachers in their professional activity.

Table 02. Results Of Values-Based Orientation And Motivation For Valeological Activity Of Students

Test Question	Control Group, People (%)	Experimental Group, People (%)
Do You Consider Valeological Culture A Necessary Element Of The General Culture Of A Future Teacher?		
A) Yes	20 (54%)	25 (78.1%)
B) No	13 (35.1%)	6 (18.8%)
C) Not Sure	4 (10.9%)	1 (3.1%)
Has Your Interest To Valeological Culture Changed During Your Study At The University?		
A) Increased	18 (48.7%)	30 (93.8%)
B) Remained The Same	16 (43.2%)	2 (6.2%)
C) Decreased	3 (8.1%)	0 (0%)
What Motivates You For Healthy Lifestyle?		
A) Desire To Improve Personal Physical Fitness	3 (8.1%)	5 (15.6%)
B) Optimize Weight, Improve Body Fit	7 (18.9%)	8 (25%)
C) Make One Feel Like New And Improve Working Efficiency	10 (27%)	5 (15.6%)
D) Develop Nice Manners, Culture Of Movement	9 (24.3%)	4 (12.5%)
E) Make Progress In Professional Life	0 (0%)	3 (9.4%)
F) Foster Will, Character, Tenacity	2 (5.4%)	4 (12.5%)

G) Spend Time Rationally	0 (0%)	3 (9.4%)
H) Do Not Know, Never Thought About	6 (16.3%)	0 (0%)
Your Free Time Budget Per Day		
A) 1-2 Hours	9 (24.3%)	11 (34.3%)
B) 2-3 Hours	11 (29.8%)	14 (43.8%)
C) 5-6 Hours	9 (24.3%)	4 (12.5%)
D) 7 Hours And More	8 (21.6%)	3 (9.4%)
What Prevents You From Healthy Lifestyle?		
A) Lack Of Free Time	6 (16.3%)	2 (6.2%)
B) Poor Knowledge Of Valeological Culture For Independent Exercises	12 (32.4%)	1 (3.1%)
C) Lack Of Desire For Physical Training And Sports	7 (18.9%)	0 (0%)
D) No Favorite Sports Section At The University	3 (8.1%)	0 (0%)
E) Poor Organization, No One Engages Into Healthy Lifestyle	4 (10.8%)	0 (0%)
F) Nothing	5 (13.5%)	29 (90.7%)
Total	37	32

At the control stage, we carried out repeated diagnostics to identify the levels of students' valeological culture (Table 03).

Table 03. Levels of valeological culture of students – future teachers

Levels	Control group, people (%)		Experimental group, people (%)	
	<i>Beginning of experiment</i>	<i>End of experiment</i>	<i>Beginning of experiment</i>	<i>End of experiment</i>
Low	19 (51%)	15 (40%)	18 (56%)	3 (9%)
Medium	13 (35%)	17 (46%)	10 (31%)	8 (25%)
High	5 (14%)	5 (14%)	4 (12%)	21 (66%)
Total	37		32	

The above data confirm the development dynamics of students' valeological culture. We believe that the high level of valeological culture is typical for students due to the Health Track School focused on motivational and value-based indicator of this culture and serving an organizational indicator of the educational process in pedagogics. We also noted the difference in the control and experimental groups participating in the Health Track School. Hence, the main contribution is the efficiency of the Health Track School program. The results of the forming experiment demonstrate the increase in the level of valeological culture mainly in the experimental group. However, there are also some positive changes in the control group regarding certain indicators.

The obtained data confirm the purpose of the study. The obtained histograms illustrate the efficiency of students' valeological culture development (Figure 01).

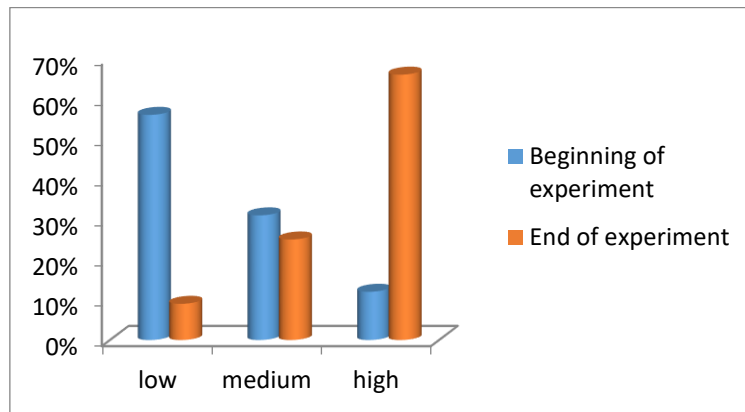


Figure 01. Levels of valeological culture of students in the experimental group

7. Conclusion

The theoretically based and implemented Health Track School fostered the efficiency of valeological culture development for future teachers. The Health Track School was held in the conditions of reflexive environment. The difference was that the students of the experimental group were focused on the creation of pedagogical conditions, namely accounting of personal factors, specification of purpose and tasks of valeological education, which was demonstrated by the obtained results. The optimum choice of forms and methods of classes within the Health Track School improved some indicators thus increasing the level of valeological culture of the experimental group.

References

- Bendíková, E., Marko, M., & Šmída, L. (2018). Influence of Change in Content of Physical and Sport Education as Case Study on Level of Dynamic Function of Spine among Secondary School Female Students. *European Journal of Contemporary Education*, 7(4), 633–641.
- Bobrovniksky, I. P., Lebedeva, O. D., & Yakovlev, M. Yu. (2011). Evaluation of the functional reserves of the body and the identification of individuals at risk of common diseases. *Questions of balneology, physiotherapy and medical physical culture*, 6, 40–43.
- Boyarkina, Yu. V. (2007). Health culture as a factor in the development of socio-demographic situation in modern Russian society. *Issues of cultural studies*, 7, 29–33.
- Gavrilova, M. A., & Semchuk, N. M. (2006). *About results of diagnostics of the method of valeological education*. Retrieved from: <http://www.science-education.ru/ru/article/view?id=238>.
- Ivanova, O. A., & Neustroeva, M. S. (2017). Valeology as a mandatory academic discipline. In *Language in the field of professional communication* (pp. 213–217). Ekaterinburg: Publishing House UMC-UPI.
- Kazin, E. M., Blinova, N. G., & Litvinova, N. A. (2000). *Basics of individual human health. Introduction to general and applied valeology*. Moscow: Vlados.
- Kazin, E. M., Krasnoshlykova, O. G., & Ptakhina, Yu. A. (2017). Criteria and indicators for assessing the professional self-determination of pupils of boarding schools with various adaptive capabilities. *Valeology*, 1, 18–24.
- Kurguzov, V. L. (2009). *Philosophy of health, humanitarian culture and education as determinants of intensive development*. Retrieved from: <http://www.marshall.esstu.ru/unesco/konf1/essyas/KurguzovVL.doc>.
- Lavricheva, I. A. (2007). *Student health in the educational process*. Saratov: Scientific book.
- Lubysheva, L. I. (2001). *Sociology of physical culture and sports*. Moscow: Academy.
- Mityaeva, A. M. (2013). *Health saving pedagogical technologies*. Moscow: Academy Publishing Center.

- Nagovitsyn, R. S., Chigovskaya-Nazarova, Y. A., Miroshnichenko, A. A., & Senator, S. Y. (2018). The Realization of the System Programme “Health Saving Education” in the Pedagogical University. *European Journal of Contemporary Education*, 7(1), 137–149.
- Plakhov, N. N. (2012). Life safety: psychological and pedagogical basis of health. *News of the Russian State University A.I. Herzen*, 145, 90–96.
- Semikin, G. I., Mysina, G. A., & Mironov, A. S. (2013). *Health-saving technologies and prevention of deviant behavior in the educational environment*. Moscow: Publishing House MSTU. N.E. Bauman.
- Weiner, E. N. (2001). *Valeology*. Moscow, Flint: Science.