

Preventive Pedagogy: Methods of Research University Students' Readiness Formation for a Healthy Lifestyle

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ABSTRACT

The relevance of the study is conditioned by the adverse dynamics of students' health. Health is a resource, social capital necessary for a person to adapt to new socio-economic conditions. The purpose of the paper is to identify methods of research university students' readiness formation for a healthy lifestyle. The leading approach to the study is an integrative approach allowing considering a healthy lifestyle as a complex multidimensional phenomenon, which combines a variety of qualitatively different components and reflects the fundamental aspects of human existence. The study involves 500 teachers, 500 students who have defined the criteria for readiness for a healthy lifestyle among students (awareness of health's priority, possession of abilities and skills of preservation and accumulation of their own health, physical development, understanding the need for a healthy lifestyle, respect for the preservation of others' health). Key findings are scientific justification for preventive pedagogy as the basis to form readiness for a healthy lifestyle; identification of cognitive and informative, health and fitness, preventive and prophylactic methods of research university students' readiness formation for a healthy lifestyle. The significance of the results obtained is that preventive pedagogic function is scientifically justified which prevents the possibility of pedagogical deviations and finds resources to address them.

KEYWORDS

Preventive pedagogy, readiness to a healthy lifestyle, health and fitness techniques

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Introduction

The relevance of the study is conditioned by the adverse dynamics of the students' health. Health is a resource, social capital necessary for a person to adapt to new socio-economic conditions (Constitution of the World Health Organization, 2016). Health is

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not just the absence of disease, but a set of physical, mental and social well-being of man (Information Bulletin of the World Health Organization number 345, 2016). The concept of "healthy lifestyle" includes compliance with physiologically optimal regime of work and rest, good nutrition, a sufficient level of physical activity, compliance with the rules of personal and public hygiene, environmental protection, useful for the individual leisure activities, compliance with the rules of Mental Health (Kalju, 1988). The modern universities are in need in the concept of students' readiness formation for a healthy lifestyle. In this concept, the process of readiness formation for a healthy lifestyle can be seen in two ways. Firstly, in terms of the implementation of the external socio-cultural conditions of human life activity and need in health as a condition of the welfare (physical, mental and social) (Bulich & Muravov, 2003). Secondly, in terms of implementing the internal conditions related to human responsibility for the existence of the integrity of his being (selfhood-health) (Bezrukikh, 2004). This leads to knowledge-action-preventive character of the concept of students' readiness formation for a healthy lifestyle and its focus on mastering theoretical knowledge about health and healthy lifestyles, development of abilities and skills of preserving and accumulation of their own health, physical development, healthy lifestyle, prevention and correction of physical health (Litvinova, 2004). The purpose of the article is to identify methods of research university students' readiness formation for a healthy lifestyle.

Research methodology

The leading approach to the study is an integrative approach allowing considering a healthy lifestyle as a complex multidimensional phenomenon, which combines a variety of qualitatively different components and reflects the fundamental aspects of human existence. The human body is a complex multi-component-organized dynamic system. In this system, health is a social and cultural symbol that defines the image of the person (ideal), capable not only of existing within a particular culture, but also maintaining it with its vital functions and achievement of well-being (Kazin, Blinova, & Litvinova, 2000). Ideas of integrative approach to the definition of the phenomenon of "healthy lifestyle", the causes and mechanisms of its formation, preservation and improvement are presented in a number of papers (Shchedrina, 1989; Guvakov, 1991; Lisitsyn, 1992). The integrative approach enables to include in the concept of "healthy lifestyle" compliance with physiologically optimal regime of work and rest, good nutrition, a sufficient level of physical activity, compliance with the rules of personal and public hygiene, environmental protection, useful for the individual leisure activities, compliance with the rules of Mental Health. It is obvious that the violation of at least one of these components do not have only a negative impact on human health, but also can be reduced to "no" the efforts to preserve and strengthen it. Thus, the problems of a healthy lifestyle go beyond public health boundaries and require an integrative approach to its decision (Groisman, 1998). The concept "healthy lifestyle" has been actively considered in studies on a variety of scientific fields. This becomes possible thanks to the fact that the term is "native" as for life, and so for scientific knowledge. Moreover, there are new areas of scientific knowledge - the psychology of health, preventive pedagogy (Groisman, 1998; Nikiforov, 2002; Zenova, 2006). During the research the following methods were used: theoretical (analysis, synthesis, generalization and systematization); sociological (observation, interviews, questionnaires, expert estimation).

Results

The main results of this study are: 1) scientific justification for preventive pedagogy as the basis of readiness formation for healthy lifestyle; 2) methods of research universities students' readiness formation for a healthy lifestyle (cognitive and informative, sports and health, preventive and prophylactic) and 3) experimental verification of their effectiveness.

The essence of the preventive pedagogy

Historically the pedagogy evolved as the science of children parenting. Gradually, however, its scope was expanded and today pedagogy is a system of sciences (Lunev & Pugacheva, 2013). One component of this system is preventive pedagogy. In Russia, the emergence of preventive pedagogy is associated with the name of the famous Russian scientist I.Y. Lerner (1991). According to I.Y. Lerner (1991), pedagogy does not deal with an important question: how the university can neutralize the flawed influence of society on itself, education of the younger generation, the moral atmosphere? The content of education, notes I.Y. Lerner (1991), was developed depending on the political situation, without taking into account the needs of students; Humanities section was based on conjuncture ideological principles. The task of our science, writes I.Y. Lerner (1991) is to create a preventive pedagogy, which could prevent the possibility of pedagogical deviation and find means to address them. Now preventive pedagogy is actively developing. Its main objective - the study of methods to prevent social deviance among adolescents and young adults, healthy lifestyle. The preventive pedagogy holds an integrative view of health, according to which the health includes three components: physical, mental and spiritual. The last two components are combined in the concept of "mental health", which by its very nature represents cultural and historical phenomenon. Therefore, in the prevention, from the viewpoint of integrative ideas about health, priority significance belongs to the methods which prevent deviant behavior and form a focus on healthy lifestyle (Antonova, Shulga & Erdyneeva, 2004).

Methods of formation of readiness for a healthy lifestyle

Three groups of methods of formation of readiness for a healthy lifestyle are revealed, cognitive and information, health and fitness, preventive and prophylactic. The goal of cognitive-informational methods - acquisition of knowledge about health, healthy lifestyles, disease prevention. To serve as the basis of life, knowledge about health, healthy lifestyles, disease prevention should be aware (Shchedrina, 1989). This realization takes place in the course of their "feeling" and emotional "experience", is fixed during the execution of special health-preserving exercises and health-forming activities. It provides personal significance of considered knowledge, their understanding and generates subjective value attitude of the individual to health. Emotionally-sensual attitude creates the background, on the basis of which the needs and motives are formed that predetermine readiness for a healthy lifestyle, the ability of the individual is developing to analyze their own behavior in the social and natural environment, objective self-assessment, there is interiorization of knowledge and its practical implementation, therefore, health-creating thinking is created (Shepel, 2006). In the process of assimilation of knowledge about health, healthy lifestyles, disease prevention, the students' interest is formed in literature on the subject, the various techniques for healing and strengthening the body, the relationship of human life and the biosphere is realized, and the dependence of physical and mental health from environmental conditions, translation of experience of healthy lifestyles, the continuity



of traditions, forming respect for the individual's health, the value of every human life are provided (Korotkova & Pugacheva, 2011). Cognitive information methods are talks, lectures, debates, almanacs' publication, and the like.

The purpose of health and fitness methods is the development of abilities and skills of saving and the accumulation of their own health, physical improvement and ways of a healthy lifestyle. Thanks to this group of methods the students' system of hygienic abilities and skills is developed necessary for the normal functioning of the body (care of yourself, clothing, place of residence, environment, daily routine, diet, prevention of harmful habits and diseases, mental hygiene). Students master the ways of activities aimed at improving motor activity, physical inactivity warning, hardening of the body, high adaptive capacity (Bulich & Muravov, 2003). Students lead a sedentary lifestyle, long time sitting at the computer. The consequence is a lack of exercise, which is not just a lack of movement, but the kind of disease, leading to the disruption of the body's functions (supporting - motor apparatus, blood circulation, respiration, digestion). Studies show that modern students in the vast majority experience "motor deficit", i.e. the number of movements made by them during the day, below the age norm. Most of the time students spend in a static position, which increases the burden on certain groups of muscles and causes their exhaustion. This reduces the power and efficiency of skeletal muscles, which entails a violation of posture, curvature of the spine, flat feet and age development delay (Naumenko, 2004). Students lose their flexibility, strength, speed, agility and coordination, overall hardiness of their body is reduces. Physical inactivity, causing the development of metabolic disorders and excessive deposition of fat, contributes to various diseases. According to studies, 70% of students suffer from the consequences of inactivity, 30 - 40% - are overweight. Injuries among such students often are recorded, they catch cold 3 - 5 times more often and myopia is found among 43% of students, 24% of students have an increase in blood pressure (Golikov, 2000). At the same time the development of the organism is influenced negatively by excessive exercise, especially among debilitated students, which leads to strain of all body systems, a decrease in resistance to infection. Therefore, one must not only learn to identify individual motor mode of students, contributing to improve the functioning of the organism as a source of healthy lifestyles, but also to provide a custom mode in an educational institution (Lunev, Pugacheva & Stukolova, 2014a). The lack of individual approach to the students' teaching at physical education lessons and in extracurricular forms of mass sports work, "putting" of all the students in the framework of uniform requirements without taking into account the limit of physical abilities cause enormous damage to their personal development, clashing it. Some guys on the background of failure have a protective reaction of protest or avoiding sports. In our opinion, sports and health practices should be directed to the development of personally important life skills that enhance overall performance; skills of personal and public hygiene; improving physical condition, the development of general physical training, increasing the volume and diversity of forms of physical activity, based on the determination of the students' individual motor mode and differentiation of educational standards in accordance with their level of development.

The purpose of preventive and prophylactic methods is the formation of motivational-value attitude of students to health, a healthy lifestyle (Bezrukikh, & Son'kina, 2003). Values are formed by the students as a result of understanding of their needs in correlation with the possibilities of satisfying them, i.e., as a result of the valuable attitude. Valuable attitude does not arise as long as the student does not discover for himself the difficulty of satisfying the needs arising. The more problematic the ability to meet varying needs, the greater the value of this or that subject. Valuable

attitude is a necessary component of the value orientation, activity and relationships, which are expressed in the value attitude. Health is a natural and absolute value. Scientists identify three levels to describe the value of health: biological, social, personal. Health is not an end in itself but a necessary condition for the completeness of the exercise of human life goals and meanings (Leontjev, 2003). Preventive pedagogy shifts the center of problems from the formation of students' knowledge, abilities and skills on the holistic development of the individual. In these conditions, social and educational significance are increased in students' valuable attitude formation to health, a healthy lifestyle, the assimilation of knowledge about the prevention of disease, which determine further full realization of their life goals and meanings (Naumenko, 2006). Modern education is aimed at training of professionals ready to learn throughout life, capable of self-organization and competitiveness in the labor market (Lunev, Pugacheva & Stukolova, 2014b). In the socio-economic practice, this manifests itself in the human commitment for physical, mental and social well-being, conscious attitude to their health as a source of and a necessary condition for optimum life activity and long-term activity in all spheres of life (Kamasheva et al., 2016). A graduate of the modern university is a practice-oriented expert whose set of knowledge, abilities and skills enables administrative and technical support to the production management processes, complex technical, technological and information systems, to participate in their design (Petrova et al., 2016). The process of formation of valuable attitude to health comes through self-knowledge, self-preservation, self-development of the individual, through the harmonization of man's relationship with himself, other people, nature, through constant spiritual and moral quest, facing to ourselves and the world (Akhmetov et al., 2016). In order to manage their health, first of all, people need to change their value attitude to it, take responsibility for their own health, to obtain the necessary amount of knowledge, understand themselves as entities of health-forming activities. This will allow most fully realizing the intended purposes, use their mental and physical abilities (Meshcheryakov & Rožhnov, 2006). Preventive-prophylactic methods include preventive vaccination, fortification, healthy catering, physiotherapy, aromatherapy, tempering, gym, massage, herbal medicine.

Experimental verification of the effectiveness of the methods' formation of readiness for a healthy lifestyle

Experimental verification was carried out from 2013 to 2016. The experimental test was attended by 500 teachers, 500 students of research universities of Kazan (Russia). Experimental verification took place in three stages: ascertaining forming and controlling (Lunev, Pugacheva & Terentyeva, 2015). In ascertaining stage a special program for the implementation of the identified methods was developed. In the forming stage this program was implemented. To test the cognitive-informational methods an elective course "Healthy lifestyle and prevention of bad habits" was developed and introduced. To test the effectiveness of health and fitness methods the pupils' individual motor mode was identified; group and individual physical training lessons were organized. To test the effectiveness of preventive and prophylactic methods a complex of sanitary and hygienic conditions of the educational process was developed, which included requirements for the building, natural and artificial lighting, air-thermal regime, equipment of rooms, catering, premises catering, mode of life, daily and weekly training load, motor mode of students and their hygienic training, equipment and organization of classes in computer rooms. In the control phase during the written survey of students and teachers their readiness criteria for a healthy lifestyle were identified: awareness of the health priority; possession of abilities and skills of preservation and accumulation of their own health, physical improvement;



understanding of the need for a healthy lifestyle; respect for the preservation of the health of others.

Discussions

To the problem of formation of readiness for a healthy life-style a number of studies are dedicated (Pugacheva, Lunev, & Stukolova, 2014, Antonova, Shulga & Erdyneeva, 2004; Bezrukikh 2004, Litvinova, 2004; Golikov, 2000). It is found that to the definition of the concept "healthy lifestyle" researchers' attitude is unilateral, and it is essentially reduced to hygiene program of human existence. This limitation of social and medical ideas about healthy living, the conditions of its formation and development can be avoided if the analysis of the concept "healthy lifestyle" includes social and philosophical aspect. Close by the context, but more in-depth by the content, the look at the health problems is outlined in the socio-cultural conception of public health activity of V.I. Guvakov (1991). He believes that organized public health activity is a form of social management. A distinctive feature of the traditional areas of public health activity, according to V.I. Guvakov (1991), is the formation of health concepts on the basis of mutually combination of medical and biological knowledge and focus on the person as an object of activity. Social and cultural changes in the beginning of the XXI century required the health concepts' orientation on a man as the entity of public health activity. It is naturally revealed insufficiency of medical and biological knowledge and the need in transition to the social and psychological views. The existence of social and cultural health standards in the cultural and historical context is clearly shown in studies of O.S. Vasiljeva & F.R. Filatov (2001). Social and cultural standards of health, they consider as conceptual schemes or ways of describing human life activity arising in specific social practices. Overall, their study allows understanding the problem of health as a universal phenomenon of human culture, which reflects the value base of certain socio-cultural community of people. Based on the publications of these authors, we have chosen as the methodological basis of our study the integrative approach.

Conclusion and Recommendations

For a long time a healthy lifestyle, was treated as a problem of personal life, which is important mainly for the survival and development of the individual. Today, a healthy lifestyle is increasingly conceptualized as a significant phenomenon of social existence, as a structure-forming factor of sociality. Healthy lifestyle acquires the status of a complex and global integrative phenomenon and the most important indicator of national wealth that is seen not only as a natural phenomenon (a condition of the body and mind), but as a rather complicated artifact caused by a contemporary cultural discourses (concepts, pictures of world, knowledge) and social institutions and technology. The significance of these results obtained is that scientifically justified the preventive pedagogic function which prevents the possibility of pedagogical deviations and finds resources to address them. The implementation of this function has led to the allocation in teaching science as its component of the preventive pedagogy. Identified methods (cognitive and informative, sports and health, preventive and prophylactic) are aimed at developing students' theoretical knowledge about health and healthy lifestyles, abilities and skills to organize a healthy lifestyle, prevention and correction of somatic health.

The study results allow outlining prospects for further research of the problems that are associated with the development of special programs on the formation of students' readiness for a healthy lifestyle. The paper Submissions may be useful for managers and university professors; Staff of continuous professional education and

retraining centers in the selection and structuring of the content for continuous professional education of the teaching staff in universities.

Disclosure statement

No potential conflict of interest was reported by the authors.

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