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*Healthcare Educational Process in Higher Schools –
the Challenge of Time*

Proces edukacji zdrowotno-edukacyjnej w szkołach wyższych – wyzwanie czasu

HOW TO QUOTE THIS PAPER: Rudenko, L. (2022). Healthcare Educational Process in Higher Schools – the Challenge of Time. *Annales Universitatis Mariae Curie-Skłodowska. Sectio J, Paedagogia-Psychologia*, 35(1), 141–148. DOI: <http://dx.doi.org/10.17951/j.2022.35.1.141-148>.

ABSTRACT

Reforms in the educational system of Ukraine are accompanied by the reorientation of the purpose and results of education to the needs of the individual. In the context of the COVID-19 pandemic, the leading task of higher education is to ensure the young people the right to study according to their individual abilities in a favorable educational environment. Taking into account that researchers in the field of psychology, pedagogy and medicine consider the environment of an educational institution one of the objects of high risk, we believe that one of the determining conditions for the effectiveness of the educational process is to ensure its healthcare aspect. Based on the analysis of the risks associated with the educational space, the article describes a healthcare educational environment as a factor in the productive development of the individual in the educational process. The factors of negative impact on the mental and physical health of students and the main characteristics of a healthcare educational environment are revealed; a number of psychological and pedagogical measures aimed at protecting all participants of the educational process from possible threats to their mental and physical health, in particular, in the conditions of the “corona crisis” are suggested. The focus is on the psychological support of the educational process, which should be carried out in close cooperation between the specialists of the psychological service of educational institutions and pedagogical workers.

Keywords: youth health care; students; educational process; health-care educational environment; psychological safety

THE RELEVANCE OF PROVIDING HEALTHCARE EDUCATIONAL PROCESS IN EDUCATIONAL INSTITUTIONS

According to sociological research, the level of health of Ukrainians is significantly lower than in developed countries. Among the important reasons for this, researchers point out: the increase in cases of chronic morbidity and mental disorders among the younger generation, in particular as a result of frequent occurrence of stressful situations in the family and educational institutions (Bondar, 2016, p. 31). It is the poor health of young people that affects the future deterioration of the health of adult members of society, which leads to a decrease in their life expectancy and productivity. In view of this, the health of the younger generation, as one of the factors of a positive image of the state and indicators of its stable development (Bondar, Karpenko, Dikova-Favorskaya, Komarova, 2005, p. 5; Bondar, 2016, p. 30), needs increased attention from educators.

At the same time, since 2020, the COVID-19 pandemic has brought about significant changes in education around the world, with the vast majority of countries announcing the temporary closure of all educational institutions. When the epidemic broke out in Ukraine and the first cases of the disease were confirmed, all higher education institutions switched to distance learning.

Health protection of children and youth, as one of the important conditions for their comprehensive development, is recognized in Ukraine as a national priority, enshrined in legislation and the Concept on the development of healthcare of the population of Ukraine (Concept..., 2000). The state policy in the field of healthcare of the younger generation is reflected in the set of decisions taken to introduce coherent measures in educational institutions, including in the context of a pandemic, in order to preserve the nation's gene pool and develop its social potential.

In the scientific literature the concept of "health" is considered as a state of human life that corresponds to biological age, harmonious unity of intellectual and physical characteristics and adequate formation of adaptive and compensatory capabilities of the organism in its ontogenesis (Antonova, 2013, p. 205). In their works, the researchers (O. Antonova, I. Baeva, N. Boychuk, T. Bondar, S. Bondar, K. Varyvoda, N. Vitiuk, M. Hrynyova, S. Dudko, S. Zrazhevskiy, V. Ilchenko, H. Kostetska, N. Kotsur, V. Kutasevych, E. Laktionova, A. Madzhuha, O. Martenko, H. Meshko, N. Miller, N. Nechypor, V. Odynets, S. Osadchuk, N. Rylova, V. Rubtsov, L. Slyvka, S. Sovhyra, N. Tarasenko, A. Tubelskiy, O. Tushyna, T. Tsiuman, L. Shevchenko and many others) substantiate the conditions of successful functioning of a safe educational environment in higher education institutions, the influence of the educational environment on the formation of the personality of students, the content of healthcare activities of teachers emphasizing that long-term reforms and the lack of stability of the modern education system

negatively affect the psycho-emotional state and health of its members (Kotsur, Varyvoda, 2016, p. 41). Students, for various reasons, are in a state of psychological discomfort, experiencing a certain health risk, which increases under the influence of the pandemic situation. This does not allow them to maximize their potential in the educational process, as a result of which the latter does not achieve its goal.

As already mentioned, in modern psychological and pedagogical research, educational institutions are considered as objects of increased risk (Varyvoda, 2017; Vitiuk, 2014). Elena Laktionova singled out the risks of educational space related to: student; teacher; family; management of an educational institution; organization and content of the educational process; and features of relationships in the educational environment (Laktionova, 2008, p. 45). For each group, the researcher identified factors of negative impact on mental and physical health of members, among which attention should be paid to deviations from the norm of mental and physical development, low motivation, adaptation difficulties, high levels of aggression, managerial incompetence in educational institutions, large amount of workload, use of non-reviewed teaching materials, inattention to the emotional sphere of pupils and students, lack of psychological support, authoritarianism of teaching staff, etc.

Psycho-traumatic situations that are destructive to the nervous system of students include: mental, emotional and physical overload; intensification of the educational process; underestimation of didactic principles of accessibility of educational material and differentiation of education, etc. (Tushyna, 2013). Examinations in various subjects, bias or prejudice of teachers, lack of interest in discipline, fatigue, hypo-dynamics, information overload, unhealthy diet, bad habits, inability to self-regulate the body, etc. lead to a deterioration of mental health of students (Bondar, 2016, p. 31). The inconsistency of curricula and learning conditions with students' functional and age capabilities, the need to process and absorb a significant amount of information from various fields of scientific knowledge, non-compliance with psychological and pedagogical requirements and sanitary and hygienic norms of educational organization of the educational process also have a negative impact on the mental and physical health of students. Nadia Vitiuk considers them stressful factors of pedagogical interaction (Vitiuk, 2014, p. 167). The combined effect of all these factors leads to the fact that most learners are forced to do so mostly by engaging volitional qualities, and this significantly depletes the nervous system, reduces the mental and physical health of students, which is exacerbated by the pandemic.

Let us recall "Maslow's pyramid", according to which one of the basic human needs is the need for security, without which the self-realization of the individual is impossible. European leading educational strategies are based on the premise that the student's feeling of comfort, security and safety is crucial for the

formation of their positive worldview and motivation for cognitive activity (Sivash, 2014, p. 244). In this regard, one of the important tasks of higher education is to create a safe educational environment for the development of a healthy young generation. A modern educational institution should be not only a place for learning, but also an environment that will promote the full development of the individual, the formation of successful members of society and will be safe for their health.

Given the above, based on the analysis of the risks associated with the educational space, we consider a healthcare educational environment a factor in the productive development of the individual in the educational process.

THE MAIN CHARACTERISTICS OF A HEALTHCARE EDUCATIONAL ENVIRONMENT

A significant part of their life – from preschool to adolescence – a person is in an educational environment. Its functions are not limited to the tasks of teaching and education, but also provide for the successful socialization and psychological development of the personality of students. Modern educational environment should be considered as a set of informational, communicative and objective influences on the members of the educational process, which is transformed into an important element of self-organization and development of their psyche (Osadchuk, 2017, p. 1060). In this sense, the educational environment is a guarantee of safety for student health.

That is, for the creation and successful functioning of a healthcare educational environment it is important to provide a psychologically comfortable atmosphere that will stimulate personal development and promote effective self-realization of each student, and to create psychological, pedagogical and health-preventive conditions for the formation and strengthening of students' health according to their individual characteristics (Ananayev, 1997). In pedagogical research, the health environment is defined as:

- a learning environment, which provides awareness of healthy lifestyles, responsible attitude to the environment, own health and the health of others and controls all components of health by forming the integrity of consciousness, health-preserving picture of the world, healthcare competence of students (Dudko, 2014),
- a purposeful system of didactic conditions, due to which learning, development of creative thinking and formation of emotional and value attitude of students to their health takes place in the situations of physical, emotional, intellectual, social and spiritual comfort, which provides a generally favorable psychological climate in the pedagogical process (Madjuga, 2005),
- an environment of the educational institution, which covers a set of

certain conditions, the use of healthcare technologies aimed at preserving and strengthening the students' health, improving their well-being, functioning of the body, increasing adaptability and motivation for a healthy lifestyle (Meshko, 2017, p. 158),

- a set of anthropogenic, natural and cultural factors to meet human needs for the development of abilities, realization of personal potential, preservation and promotion of health (Miller, 2006),
- a set of managerial, organizational, educational and health conditions aimed at forming, strengthening and maintaining social, physical and mental health of all participants in the educational process on the basis of psychological, pedagogical and medical-physiological means and methods of its support, prevention of “risk” factors (Rylova, 2007).

Based on a careful analysis of the given definitions, the main characteristics of a healthcare educational environment are defined (Rudenko, 2019, pp. 220–221):

- positive attitude to the educational process of all its participants,
- meeting the students' needs for trust and protection from psychological violence,
- the effectiveness of pedagogical interaction due to the emotional well-being of its participants,
- the positive impact of the educational process on the development of physical and mental health of its participants.

PSYCHOLOGICAL AND PEDAGOGICAL MEASURES TO CREATE A HEALTHCARE ENVIRONMENT IN THE EDUCATIONAL INSTITUTION

The creation of a healthy environment in the educational institution requires the introduction of a system of psychological and pedagogical measures aimed at protecting all the participants of the educational process from possible threats to their mental and physical health. In this regard, we consider it necessary to emphasize the psychological support of the educational process as one of the leading factors in ensuring its health-preserving effect.

Psychological support of the educational process is provided by the psychological service of the educational institution, the functions of which are, in particular, to preserve and strengthen the mental health of all its participants. Its healthcare aspects include:

- comprehensive use of methods of providing medical and psychological support to the students at all stages of their development,
- conducting a timely diagnosis of the students' readiness to learn and the implementation of appropriate psychological correction,
- systematic diagnosis of the state of students' health,
- exercising psychological control over the level of their physical, mental and

- emotional loads,
- implementation of a comprehensive program of health care for the members of the educational process.

It should be noted that these activities must be carried out in close cooperation of the specialists of the psychological service of educational institutions with the teaching staff. In particular, it is a question of control concerning observance of age regulations of educational loadings; psychophysiological compliance with the content of educational programs; implementation of psycho-hygienic examination of pedagogical technologies in relation to their health-preserving orientation, taking into account the individual characteristics and health status of students; creating a friendly atmosphere in the process of pedagogical interaction, etc.

This will ensure the effectiveness of students' health will contribute to their productive development in the educational process, in particular in a pandemic.

CONCLUSIONS

Thus, due attention to the healthcare aspect of the educational process, especially in the context of the “corona crisis”, ensures effective pedagogical interaction, which requires increased attention to psycho-physiological aspects of educational activities of students, close cooperation with employees of the psychological service of the educational institution. Such an approach to the educational process, first of all, does not harm the students' health, creates comfortable and safe conditions for their stay in the institution, enables training and education on an individual trajectory, significantly reduces the number of stressful situations, and prevents overload and fatigue of students, as a result, it contributes to the preservation and strengthening of their health and allows them to maximize their personal potential as future professionals.

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ABSTRAKT

Reformie systemu edukacyjnego Ukrainy towarzyszy reorientacja celów i wyników edukacji na potrzeby jednostki. W kontekście pandemii COVID-19 wiodącym zadaniem szkolnictwa wyższego jest zapewnienie młodym ludziom prawa do studiowania zgodnie z ich indywidualnymi możliwościami w sprzyjającym środowisku edukacyjnym. Biorąc pod uwagę to, że badacze zajmujący się psychologią, pedagogiką i medycyną za jeden z czynników wysokiego ryzyka uznają środowisko placówki oświatowej, przyjęto je za jeden z warunków determinujących skuteczność procesu wychowawczego dla zapewnienia jego prozdrowotnego aspektu. Na podstawie analizy zagrożeń związanych z przestrzenią edukacyjną w artykule opisano zdrowe środowisko edukacyjne jako czynnik produktywnego rozwoju jednostki w procesie edukacyjnym, a także czynniki negatywnego

wplywu na zdrowie psychiczne i fizyczne podmiotów edukacyjnych, główne cechy zdrowego środowiska edukacyjnego, szereg działań psychologicznych i pedagogicznych mających na celu ochronę wszystkich uczestników procesu edukacyjnego przed możliwymi zagrożeniami dla ich zdrowia psychicznego i fizycznego, w szczególności w warunkach „kryzysu koronowego”. Nacisk położono na psychologiczne wsparcie procesu edukacyjnego, które powinno być prowadzone w ścisłej współpracy ze specjalistami służby psychologicznej placówek oświatowych z nauczycielami.

Słowa kluczowe: ochrona zdrowia młodzieży; przedmioty kształcenia; proces wychowawczy; prozdrowotne środowisko wychowawcze; bezpieczeństwo psychiczne