

DEVELOPMENT OF AN ATTITUDE MODEL BASED ON VALUES FOR ONE'S OWN HEALTH

DESENVOLVIMENTO DE UM MODELO DE ATITUDE BASEADO EM VALORES PARA A SUA PRÓPRIA SAÚDE

Valentyna Kupchyshyna¹, Mariana Levko², Liudmyla Matsuk³, Tetiana Kotyk³ and Olena Homoniuk⁴

¹National Academy of the State Border Guard Service of Ukraine, Kmenytsky, Ukraine.

²Hetman Petro Sahaidachnyi National Army Academy, Lviv, Ukraine.

³Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk, Ukraine.

⁴Khmelnitskyi National University, Khmelnytskyi, Ukraine.

RESUMO

O artigo apresenta os elementos básicos do nosso modelo de desenvolvimento de uma atitude baseada em valores para a própria saúde entre representantes de alunos de instituições de ensino superior, usando alunos da especialidade "Segurança Civil" como exemplo. A eficácia e eficiência deste modelo de touro foram testadas usando um método experimental e pedagógico abrangente, cujos resultados também são fornecidos. Esses estudos permitirão que representantes de instituições de ensino superior, professores e outras partes interessadas formem rapidamente um sistema eficaz de manutenção da saúde entre os alunos de cultura física. Como resultado do nosso estudo, uma verificação experimental da eficácia das condições pedagógicas e um modelo para o desenvolvimento de uma atitude de valor para a própria saúde foi realizada por futuros especialistas em segurança civil.

Palavras-chave: saúde, atitude baseada em valores, condições pedagógicas, instituições de ensino superior, método experimental e pedagógico.

ABSTRACT

The article presents the basic elements of our model of development of value-based attitude to person's health among representatives of students of higher educational institutions, using students studying for the specialty "Civil Security" as an example. The effectiveness and efficiency of this model of the bull was tested using a comprehensive experimental and pedagogical method, the results of which are also given. These studies will allow representatives of higher educational institutions of teaching staff and other interested parties to quickly form an effective system of maintaining health among students of physical culture. As a result of the study, it was found that the use of this model and pedagogical conditions is a favorable factor in the process of forming a value attitude to health among future civil security specialists.

Keywords: health, value-based attitude, pedagogical conditions, higher educational institutions, experimental and pedagogical method

Introduction

The active existence of integrative processes in European countries and the implementation of reforms in various spheres of citizens' life dictate new requirements for people's lives. First of all, this concerns a more responsible attitude to the mechanisms of preserving people's health throughout their professional career¹. In the conditions, the urgency of the problem of ensuring labor safety is increasing more and more, since the processes of the scientific and technical process, the phenomenon of globalization and informatization of various sectors of the life of society form new dangerous working conditions and risks for an ordinary worker. For example, today there is an increase in the incidence of work injuries and occupational diseases around the world. This trend indicates a low level of culture of labor protection and the production environment, as well as the importance of implementing changes in the system of labor protection and health of workers at the institutional level, as well as the formation of a generally accepted model for the formation of the value attitude of the population to their own health².

Health is one of the highest human values, on which the good and happiness of every person depends. It is no coincidence that in the tradition of all peoples there is a rule on the

occasion of wishing a person "good health". And beyond that personal dimension, it has many social dimensions. Health is a necessary condition that contributes to the self-expression of the individual, the preservation and growth of labor productivity, the economy of the state, guarantees the well-being of the whole society. So, health is social wealth, one of the fundamental indicators of the well-being of the people. However, it cannot be simplified to purely physiological indicators, because, as scientists testify, this is a complex and multifaceted concept. World science assumes a holistic view of health as a phenomenon that integrates at least four areas of health: physical, mental (mental), social (public) and spiritual. All these components are integral to each other, closely interrelated, act simultaneously, and their integrated influence determines the state of human health.

The problem of health protection and the formation of guarantees for the safety of the working environment, which are entrusted to state management mechanisms, are currently covered in certain international documents, in particular, the regulatory documents of the International Labor Protection Organization, WHO and others. The problem of health preservation, the use of innovative medical technologies that help develop a value attitude for one's own health, are concentrated in the Global Health Strategy for All until 2000, European policy and strategy for 21st Century Health 2020³.

And despite the considerable interest on the part of scientists in the formation of a value attitude to health, in particular in the context of students, this problem remains insufficiently studied at the theoretical and practical levels. Today, various approaches are used to form the main components of the value attitude towards their own health, as well as the creation of effective mechanisms and technologies for maintaining health, which will contribute to the comprehensive development of future civil security specialists.

Among the number of fundamental values that modern higher education is aimed at forming are humanism, freedom, justice, patriotism, love, respect for others, etc., which are decisive in the belief system, however, the value of health is fundamental. It is health that underlies the harmonious development of a young man, contributes to the realization of his own abilities in everyday life and professional activity. Therefore, the self-realization of a future specialist in professional activity depends on his professional competence and the level of his readiness to maintain his own health⁴.

In the course of developing the concept of forming a value attitude towards the health of future civil security specialists, the developments of scientists from various scientific fields were taken into account, which contain the grounds for constructing a methodology for a systematic study of the problem we have chosen in the following areas^{2, 12, 16}:

- determination of the essence of the phenomenon of health, value attitude to health, culture of health, their theoretical and methodological foundations.
- development of a value-based approach in pedagogy.
- psychological and philosophical aspects of the formation of the value system in children, adolescents and youth;
- the idea of a relationship as a property.

The analysis of psychological, pedagogical and methodological literature indicates that, despite the rather significant results of scientific research in the field of the formation of attitudes towards health, they have not received a form of holistic generalization. Out of the field of view of researchers were important aspects of the theoretical and methodological foundations of the formation of a value attitude to health among students of higher educational institutions.

The relevance of the study of the problem of developing a value attitude to health among future civil security specialists as a professional value is determined by the peculiarity of the calling of this social and professional group - to bear personal responsibility for human life and health in the course of work and to attract others to health and safety. Therefore, the urgent task

of education is to combine professionalization with an axiological approach in vocational training⁵.

The main purpose of the study is to experimentally test the effectiveness of the proposed model of forming a value attitude to health among future civil security specialists, as well as the accompanying pedagogical conditions for its implementation.

Materials and methods

To better understand the study, we formed an explanatory map of the study (Fig. 1).

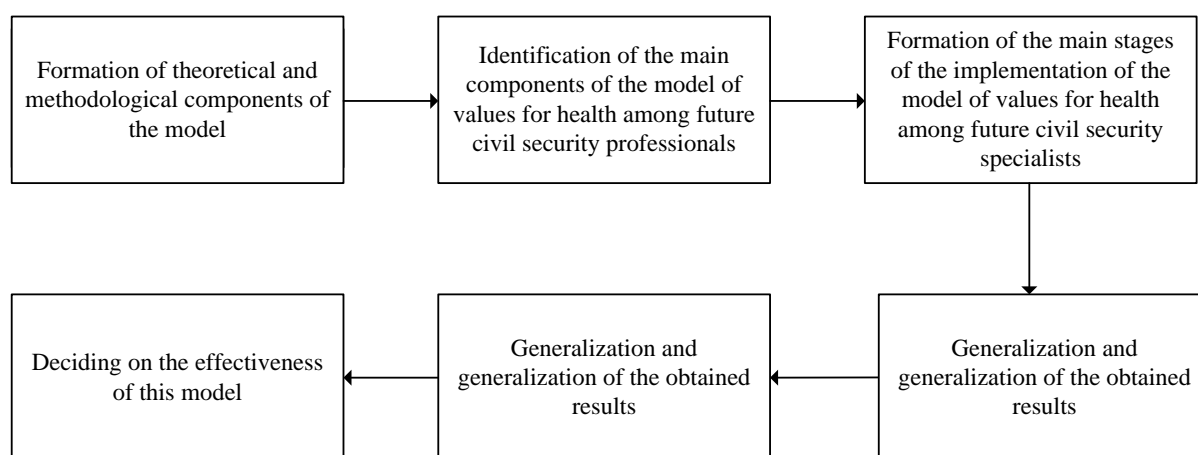


Figure 1. Explanatory map of the study of the formation of a model of values to health among future civil security professionals

Source: authors

In order to develop a value-based attitude to our own health, we have built a model for future civil security specialists that encompasses interconnected and complementary components. Indeed, modelling as a method of scientific and pedagogical research is aimed at reproducing the characteristics of a certain object on another object, specially created for their study. On the basis of the model, one can consider the phenomenon under investigation as a system, and verify the truth and completeness of theoretical concepts.

The theoretical and methodological component of the model includes scientific approaches that underlie the development of the value attitude to their own health among future specialists in civil security, which include⁶:

- Active,
- Axiological,
- Personally oriented,
- Competency,
- System.

Let's consider these approaches more specifically.

- An active approach, which suggests that the active involvement of applicants from the first days of study in higher education institutions to health-creating activities, the formation and development of practical skills for a healthy lifestyle, contribute to the recognition of the value of health as a truly experienced personal education;

- The axiological approach, in the context of which - the value of human life and the value of health - these are the values without which a full-fledged life activity is impossible, and other basic values are the very things on which the educational process in a higher education institution should be based;

- A personality-oriented approach that maximally takes into account the personality of

the applicant for education, his age and basic needs. At the center of the personality-oriented approach is the personality of the student. His collaboration with the teacher is aimed at maximizing the identification and use of individual experience in caring for one's own health, contributes to self-knowledge, disclosure and self-realization of the educational applicant's own capabilities;

- A systematic approach that allows us to consider all measures of pedagogical impact, united by a common goal - the development of a value-based attitude to their own health among applicants for education, and therefore the preservation and promotion of health as a pedagogical system of complementary and interrelated components;

- A competency-based approach in the context of which health and safety is considered as a component of professional competence, which is formed in the process of training civil security specialists who are able to effectively perform professional functions on the basis of a conscious and valuable attitude to their own health and the health of other people as the greatest value⁷.

The comprehensive application of these approaches in the development of a value attitude to their own health among future civilian security professionals allows the educational process to be organized as a holistic and systemic phenomenon, implemented in the academic environment and characterized by a combination of pedagogical conditions, health and safety technologies, and hygienic conditions that have a positive impact on the development of a value attitude to their own health among job seekers. Active involvement of education applicants in the health of the formal activity with the maximum consideration of its individual characteristics, in cooperation with the teacher, who applies effective measures of pedagogical influence, in favorable conditions for health, will lead to the maximum possible conditions for the development of a value attitude to one's own health and the health of others⁸.

Based on the processing of scientific and pedagogical literature on the issue of research, reflection of their own pedagogical experience, in order to develop a value attitude to their own health among future specialists in civil security, we consider it appropriate to identify the following components as:

- The cognitive component, according to which the necessity of mastering a system of knowledge about the health of factors affecting health, the theoretical foundations of maintaining a healthy lifestyle, as well as the formation and development of practical skills and their application, is substantiated. Indeed, the content of the modern scientific worldview on the issue of managing the health of a healthy person consists of knowledge of the disciplines of the natural science cycle and a complex of knowledge of psychological, pedagogical, sports, pedagogical and other educational disciplines. In the process of assimilation of knowledge, the awareness and value of knowing health and ways to strengthen it gradually develops, a cognitive strategy for their own health and a research approach to knowing health are built⁹;

- The axiological component assumes the presence of inherent personal experiences for one's own health, awareness of the role and place of health in the personal hierarchy of values, the adoption of the personal essence of the health value and the characteristic motivation for maintaining a healthy lifestyle;

- The active-behavioral component is realized through active conscious activity aimed at maintaining a healthy lifestyle.

Given the foregoing, we can distinguish the following stages in the development of a value attitude to their own health among future civilian security professionals:

- The active-cognitive stage in the development of a value-based attitude to one's own health, aimed at combining the processes of practicing a healthy lifestyle on the one hand and mastering a holistic system of knowledge about health, especially its preservation and strengthening on the other;

- The emotional and motivational stage is the stage of rethinking the acquired theoretical knowledge about health and the existing and developed practical skills and health preservation

skills, during which, under the influence of real practice of a healthy lifestyle, positive changes take place at the personal level - the development of a value attitude to one's own health the health of others, the willingness to improve the health of the caregiver and its application in future professional activities is being activated¹⁰.

Methodology and experimental research program

Determination of the main aspects of the pedagogical experiment

The next stage of our research is an experimental verification of our current model of the development of value-based exposure to our own health.

A pedagogical experiment is such a research method, the application of which leads to an active influence on pedagogical phenomena, by creating new conditions that are consistent with the objectives of the study. In accordance with the stated objectives of the study pedagogical experiment is a peculiar, a pedagogical process is designed and carried out, covering its fundamentally new elements and set in such a way that it allows deeper than usual to see the connections between its various sides and accurately take into account the results of the changes.

The purpose of the experiment is to test the hypothesis of the study. The common goal is to experimentally test the effectiveness of the model for developing a value-based attitude to health among future civil security specialists and the pedagogical conditions for its realization. Therefore, it is quite logical that the goals of the ascertaining and formative experiments were consistent with each other and consisted of:

1) to identify shortcomings in the training of future civilian security professionals in developing their value-based attitude to their own health and in identifying the causes of their origin;

2) the establishment of the elimination of such reasons due to the use of technologies and mechanisms for maintaining health, as well as the formation of sustainable motivations for the formation of good health, the development of health literacy among future civil security specialists in the system of higher education, contributes to the preservation of health for all participants in the educational process.

The experimental component of the study is based on the creation of an appropriate expected model of the pedagogical phenomenon, in particular, scientific and methodological recommendations on the development of a value attitude to their own health among future civilian security professionals.

In the process of experimental work, the essence of independent and dependent variables was formulated on the basis of the identified research tasks. In the context of our study, the experiment was conducted in order to confirm the general hypothesis regarding the future attitude to future health security specialists on their own health, according to which the attitude will improve if the health-saving technologies are studied as an integrated synergetic system and theoretically developed scientific and methodological recommendations for the development of value are used attitude to their health among future civil security specialists.

The main tasks of the experiment

The objective of the experimental study was determined by particular empirical hypotheses. First of all, the following tasks were envisaged¹¹:

1) analysis of the possibilities of using health-saving technologies in classroom and extracurricular activities to identify the causes of deficiencies;

2) approbation of a model of the development of a value attitude to one's own health

among future specialists in civil security to test individual empirical hypotheses:

- the use of such health-saving technologies in classroom and extracurricular activities such as coach technologies for the formation of a value attitude to health;

- 3) comparison of learning outcomes by traditional and proposed methods;

- 4) practical verification of pedagogical conditions for the implementation of a model for the development of a value-based attitude to one's own health among future specialists in civil security.

During the experimental work, we applied parallel and sequential main research structures. So the objects of pedagogical research, namely, applicants for education, academic groups, etc., change in the educational process, it is worthwhile to resort to an experiment twice: first, without using an active influence factor, and then with it (applicants for education during a repeated experiment may differ). Therefore, in the practice of pedagogical research, primarily in the molding experiment of our research, a parallel experiment was applied and experimental and control groups (homogeneous objects) were chosen.

Forming samples (experimental and control groups), we tried to achieve their uniformity in the degree of value attitude to our own health. In the experimental group, they used an active influence factor (scientific and methodological recommendations on the development of a value attitude to their own health among future specialists in civil security), while in the control group the educational process did not change. Observation of these two objects and comparisons were organized both for the experiment and after its completion. Thus, it was possible to compare the output and final characteristics of the pedagogical phenomenon under consideration, which allowed evidence of the effectiveness of the experiment.

For our pedagogical experiment, a constant, justified choice of the experimental base, control groups, qualitative and quantitative analysis of the final statistical results is inherent.

Participants in the experiment are objects and subjects of the process of training future specialists in civil security in higher education institutions. In our study, the objects, or its experimental basis, were the higher educational institutions of Eastern Europe, where future civil security specialists study.

The composition of the group was formed from the available two academic groups of one course and one age and an equal number by gender. That is, there was both an accident and, to a certain extent, control, which was in the form of choosing precisely those teaching groups that are of the same age and course.

The subjects of the experimental study were applicants studying in higher education institutions of Ukraine and master the profession of "Civil Security", as well as teachers of the corresponding profile.

The content of the experimental component of the study was revealed by conducting stating, formative and control experiments that had various goals: diagnostic, transforming, checking ¹².

The ascertaining (diagnostic) experiment was aimed at analyzing the object of study by the effect of existing factors determined for the experiment and unchanged. The indicated empirical process did not serve as an experiment, but rather constituted a diagnostic section. For him, the state of development of the value attitude to their own health in future specialists in civil security in higher education institutions was studied.

Identifying the main components and conducting a formative experiment

Formative (transformative) experiment served as the main type of research. The purpose of this experiment is to prove that the influence of selected variable factors helps to increase the level of development of the value attitude to their own health among future civilian security professionals. In the course of the study, it was established that active factors and their influence contribute to the achievement of the desired result, namely, determining the effectiveness of scientific and methodological recommendations for the development of a value attitude to their

own health among future civilian security professionals. The molding experiment was the most massive, since it covered all of these educational institutions¹³.

324 university students of physical culture were participated in the experimental work (162 students from the control and experimental groups each). The specified sample size provides the desired accuracy of the experiment.

The purpose of the control component of the experimental study was to check the development of the value attitude to their own health among future civilian security professionals. In accordance with the program of the control experiment, it was planned to check the effectiveness of the development of a value-based attitude to one's own health among future specialists in civil safety using the author's scientific and methodological recommendations.

To achieve objectivity, we measured the experimental and control objects by factors capable of affecting the results of the study (entrance questionnaire, degree of success, early training of applicants for education, conditions for the educational process, etc.).

So during the classes, the group was divided into two subgroups, in which different teachers taught, one was a control, the other experimental, which is a feature of our study. For these subgroups, the data were observed and compared before the start of the experiment and after its completion, which allowed us to compare the output and final signs, bringing the effectiveness of the experimental study (the level of development of the value attitude to their own health among future civilian security specialists).

The methods that were used in the experimental study were divided into two groups: data collection methods and methods for processing the results. To obtain the necessary data during the experimental work, we used a set of interconnected methods, primarily: analysis of documentation of higher educational institutions, pedagogical supervision, analysis and generalization of mass and latest pedagogical experience, pedagogical experiment, mathematical and statistical methods of data processing, system analysis of tests, etc. Thanks to a comprehensive multi-stage method of questioning¹⁴ testing and control of knowledge, skills, professional values and attitudes of educational applicants throughout the study period, it was possible to establish the degree of development of the value attitude to their own health among future civilian security specialists at a number of stages of the experimental study.

During the experimental study, we used: conversation (an arbitrary exchange of opinions), interviews (a system of researcher's pre-prepared questions for the interviewee, refraining from personal comments), questionnaires and tests. The questionnaire provided for a written survey with the participation of applicants for education. The main task of the questionnaire was to elucidate the students' attitude to the process of developing a value attitude to their own health and identify existing problems for its improvement. The tests that were used in our study as a system of psychological and pedagogical tasks aimed at the study of the relevant signs and personality traits of the applicant for education were important.

Methods of processing the test results provided for their qualitative and quantitative analysis. In the study, we used a qualitative analysis: we described the results obtained, classified them, and interpreted them. The problem was the availability of various options, and this involved their classification and the search for one approach to research. Therefore, during the formative experiment, we used an oral survey, which provided for the use of a system of pre-prepared questions that are valuable for such a study. The main attention was focused on the problems of identifying positive changes in the pedagogical thinking of scientific and pedagogical workers and a thorough analysis of the thoughts of educational applicants regarding the problem under study¹⁵.

Verification of the obtained results

An important component of any experiment is to verify the accuracy of the results

obtained using sample observations. Comparing certain statistical characteristics, for example, average, or coefficients of variation calculated as a result of random sampling, we determined the difference between them, since it can be random (fluctuate) and not express a systematic difference in the compared properties.

So, in the study, we compared the differences between the characteristics with a reliable border, expresses the tolerances of random variations (if the difference is greater than the reliable border, the difference is significant and expresses a systematic difference between the compared characteristics). Each test began with the formulation of a null hypothesis, according to which the data of the samples were obtained from statistically identical populations, that is, any difference between the experimental and control groups is a random variation. The second step is the calculation of theoretical frequencies, since only in this way is it possible to weight the sample size using observational data.

Results

The ascertaining stage of the experimental research involved the implementation of two stages¹⁶:

- 1) analysis of the formation of the value attitude to health among future civil security specialists through observation, questioning, interviews and questionnaires;
- 2) the distribution of the participants in the experiment according to the level of development of the value attitude to health in accordance with motivational, cognitive and activity criteria.

The task of the first stage was to determine the current state of development of the value attitude to their own health among applicants for education and to determine the existing shortcomings in the system used for its development.

In order to diagnose the state of development of the value attitude to our own health and its preservation, we conducted a survey among students of physical culture. The survey involved 32 educational applicants studying in technical specialties. The results of the survey show that the majority of students choose personal values as more important: health, family well-being and their own freedom. So, the priority in the system of values of applicants for education is occupied by the value "health", which was shown by 54% of respondents, the second place is 18%, and the third is 9% of applicants. Despite this, 3% of all respondents ranked last in terms of "health". Students found themselves in the remaining places in the hierarchy of values "public recognition", "friends and acquaintances" and "entertainment".

When analyzing students' answers to the question "Which of the following factors is the most important for maintaining health?"; in the process of questioning, the following data were obtained: 78% of respondents consider a healthy lifestyle significant in health conservation, 13% - the level of medicine, 6% - heredity and 3% of all applicants consider the ecological state of the environment to be the most important factor. (Figure 2).

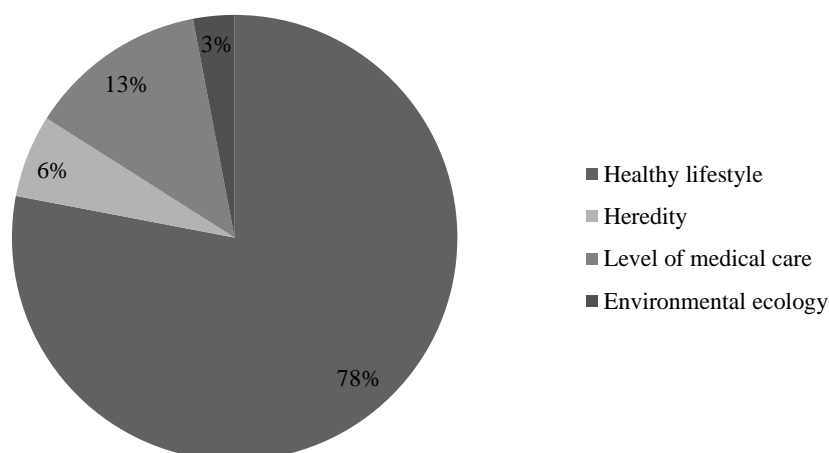


Figure 2. Distribution of respondents' answers by definition

Source: Authors

During the survey, we discovered that the majority of respondents have a holistic view of a healthy lifestyle. So, 36% of the surveyed applicants for education consider the concept designated as a combination of factors (playing sports, eating right, lack of bad habits and a full spiritual life). 31% of respondents put sports in the concept of “the basics of a healthy lifestyle”, 18% - the absence of addictions and bad habits, 9% - full-time and proper nutrition, and 6% - a full spiritual life is sufficient (Figure 3).

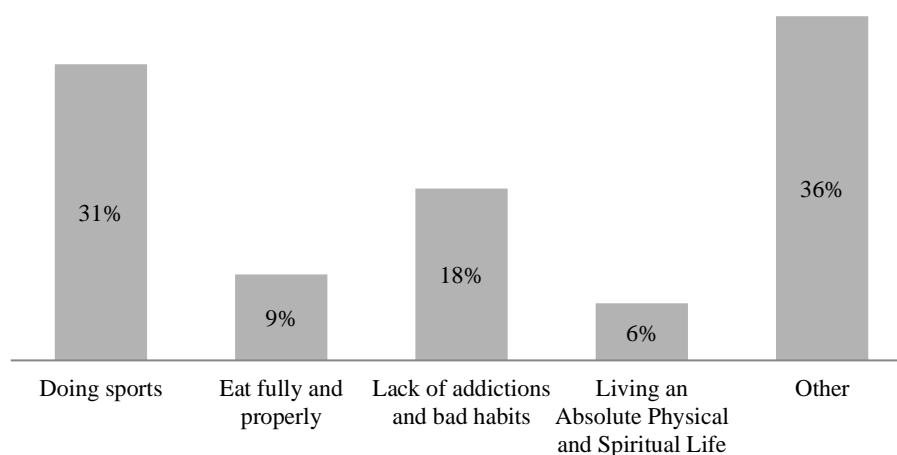


Figure 3. Distribution of respondents' answers by definition

Source: Authors

Based on the of empirical research, it can be concluded that applicants for education recognize health as a priority, but do not know how to take care of it, because the level of readiness of students for action to maintain health is not enough. The vast majority of young people are familiar with the concept of "healthy lifestyle", but a stable understanding of what it is and how to follow it is not formed. For a significant part of the respondents, a healthy lifestyle is reduced to sports.

For the formative experiment, we compiled a plan-program (working hypothesis, methodology, list of necessary materials, performers, work schedule), certain objects and methods of observation, means of conducting, measuring results and analyzing the data obtained.

The molding experiment included checking the effectiveness of scientific and methodological recommendations for the formation of a value attitude to health among future civil security specialists in accordance with motivational, cognitive and activity criteria.

With the help of organizing and conducting a stating experiment, it was found that the development of a value attitude to their own health among future specialists in civil security requires new ideas for improving it. In order to improve this process, in the theoretical part of the work, pedagogical conditions are formulated and a model for the development of a value attitude to health among future civil security specialists is proposed. It is expected that the introduction of certain pedagogical conditions will help to increase the level of development of the value attitude to their own health among future civilian security professionals.

The empirical and theoretical methods of conducting an experiment directly depended on objects, subjects, and applied tools, such as: questioning, experiment, research of educational and methodological support, new experience, observation, interrogation, testing, comparison, research and measurement. In these groups of methods, various degrees of objectivity and opportunity. If observation, questioning, analysis of the latest and available experience only ascertain the course of the process of choosing teaching methods, then thanks to the experiment, changing the conditions, it is possible to establish and confirm the validity of the revealed patterns of the choice of methods.

Observing, we also interviewed teachers (the method of election and a combination of teaching methods, increasing the effectiveness of the chosen methods) of applicants for education (the relationship of teaching methods with academic performance, preference for educational methods). The questionnaire made it possible to find out one or another effect of the teaching method on the development of the value attitude to the students' own health; classify teaching methods; determine what criteria are used to select methods; common forms of work with applicants for education (individual, small / large groups); identify the causes of deficiencies in the choice of teaching methods by scientific and pedagogical workers; compare the effectiveness of a number of methods and approaches of various teachers.

For various methods of the experiment, we selected the appropriate means. Surveys, questionnaires and testing were accompanied by developed basic and auxiliary questions of open and closed types, aimed at obtaining answers to important tasks of experimental research.

The molding part of the experimental study involved comparing the results obtained in the control (the educational process was unchanged) and experimental (the active pedagogical influence factor was put into effect) groups. An active pedagogical factor in the context of our study was the scientific and methodological recommendations for the development of the value attitude to their own health among future civil security specialists.

The molding experiment included checking the effectiveness of scientific and methodological recommendations for the development of a value attitude to their own health among future civilian security.

After introducing the importance of the methodology, the survey participants conducted a survey with an assessment that determined the success of the implementation of this methodology. The assessment takes place on a 50-point scale, and the distribution of levels depends on the points scored: 35-50 points - a high level of 20-35 points - a sufficient level and 1-19 points - a low level of development of the value attitude to health

The level of formation of the value attitude to health among among future civil security specialists was evaluated in accordance with the selected criteria: motivational, cognitive and activity. Three levels were identified for each of the criteria: high, sufficient, and low (Figure 3).

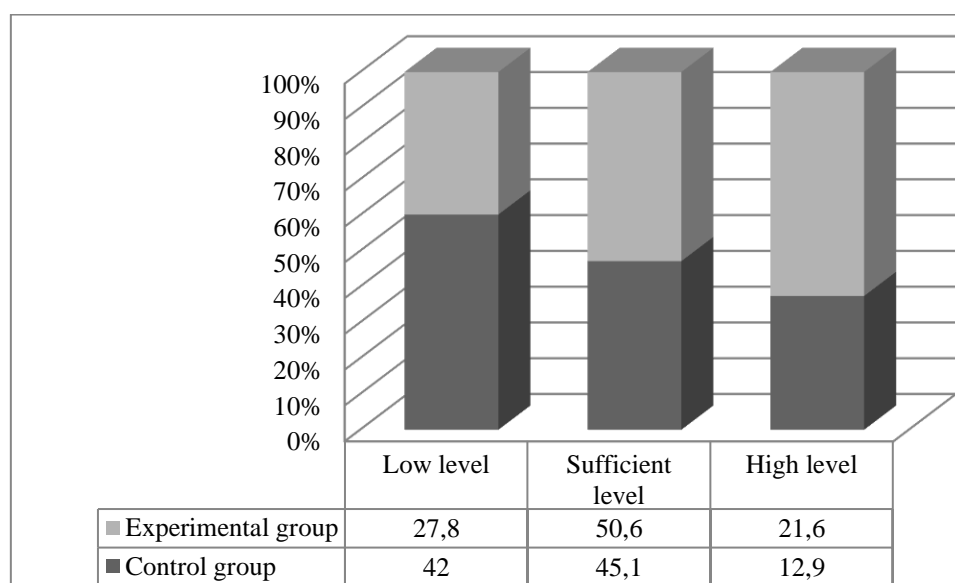


Figure 4. The generalized results of the dynamics of the levels of formation of the value attitude to health among future civil security specialists

Source: Authors

Null hypothesis¹⁷: the data from the samples provided a statistically identical population, therefore, any difference in the formation of the value attitude to their health among future civil security specialists between the experimental and control groups is a random variation.

An alternative hypothesis: the data of the samples provided a statistically identical population, therefore, any difference in the development of the value attitude to their own health among future specialists in civil security between the experimental and control groups is logical and is the result of the introduction of pedagogical conditions in the educational process.

We calculate the empirical value of the criterion = 8.704. According to the table of values at a significance level of $p = 0.05$ and $= (2-1) (3-1) = 2 = 5.991$. Thus, $>$ and it can be argued that the null hypothesis is disputed, indicates the pattern of differences between the two groups¹⁸⁻¹⁹.

Thus, the analysis of the data obtained as a result of the pedagogical experiment indicates that the proposed model and pedagogical conditions for the development of a value attitude to their own health by among future civil security specialists gave positive final results. The use of scientific and methodological recommendations for the formation of a value attitude to health made it possible to ascertain the positive dynamics of the levels of development of a value attitude to one's own health among future civil security specialists according to motivational, cognitive and activity criteria.

Today, the question of the formation of the model and the accompanying pedagogical conditions of the value attitude to health among students is very relevant.

For example, Mikhailova¹⁵ in their work studied the psychological and pedagogical aspects of the formation of a value-based attitude to health in students, while not taking into account all other aspects of this issue.

In turn, Babushkin⁹ in his work considered the value attitude to health only from the point of view of a healthy lifestyle. In our opinion, a healthy lifestyle is an important, but not the only component of the concept of a value-based attitude to health.

Conclusion

In the course of the study, we carried out an experimental test of the effectiveness of the proposed pedagogical conditions, as well as the model of the formation of a value attitude to health among future civil security specialists. Summing up, we can conclude that there are statistically significant differences in the studied indicators between the control and experimental groups, thus we can state the fact that there is a positive dynamics in the value attitude to health among future civil security specialists based on motivation, as well as cognitive and activity criteria. Taking this into account, the effectiveness of the studied pedagogical conditions for the formation of a value attitude to health among future civil security specialists has been proved.

The presented study has its limitations. This model has been tested on students in a particular industry and is specific to them. Also, all pedagogical conditions cannot be considered universal, since they are suitable for higher educational institutions. Taking this into account, one of the promising areas of further scientific research is to improve the methodology for the formation of a value attitude to health among civil security specialists at the next links of their professional path.

References

1. Vashchenko OM, Berezhna TI. Formation of a health-preserving environment of a secondary school: theoretical aspect. *Theor and Methodol problems of educ Journal*, 2020;20(1):77-89.
2. Berg-Kelly K. Normative developmental behavior with implications for health and health promotion among adolescents: a Swedish cross-sectional survey. *Acta Paediatr* 1995;84(3):278-88. Doi: <https://doi.org/10.1111/j.1651-2227.1995.tb13629.x>
3. Dillon JT. Using discussion in classrooms. Buckingham, UK: Open University Press, 1994.
4. Cohen A, Colligan MJ, Sinclair R, Newman J, Schuler R. Assessing occupational safety and health training. Cincinnati, OH: National Institutes of Health, 1998[cited on 31 Jan 2022]. Available from: https://stacks.cdc.gov/view/cdc/11254/cdc_11254_DS1.pdf
5. Blaga V, Blagoi V, Horoshylo I, Perevahy ta ryzyky vprovadzheniya kompetentnisnoho pidkhodu u shkil'nu osvitu [Advantages and risks of introducing a competency-based approach in school education]. *Ukrainian Pedagogical Journal* 2021;26(3):47-58. Doi: <https://doi.org/10.30977/PPB.2226-8820.2021.26.25>
6. Biktagirova GF, Kasimova RSh. Formation of university students' healthy lifestyle. *Int J Environ Sci*, 2016;11(6):1159-66. Doi: <https://doi.org/10.12973/ijese.2016.385a>
7. Prystupa Y, Kryshchanovych S, Danylevych M, Lapychak I, Kryshchanovych M, Sikorskyi P. et al. Features of formation of the professional competence of future managers of physical culture and sports. *J Phys Educ Sport* 2020;20:441-46. Doi: <https://10.7752/jpes.2020.s1064>
8. Weaver SJ, Lyons R, Diaz DG, Rosen MA, Salas E, Oglesby J, et al. The anatomy of health care team training and the state of practice: a critical review. *Acad Med* 2010;85(11):1746-60. Doi: <https://doi.org/10.1097/acm.0b013e3181f2e907>
9. Babushkin BD. Psychological bases of formation of professional interest to pedagogical activity. Omsk: OGIFK. 2010; 420 p.
10. Kryshchanovych M, Kryshchanovych S, Stechkevych O, Ivanytska O, Huzii I. Prospects for the development of inclusive education using scientific and mentoring methods under the conditions of post-pandemic society. *Postmod Open* 2020;11(2):73-88. Doi: <https://doi.org/10.18662/po/11.2/160>
11. Deasy C, Coughlan B, Pironom J, Jourdan D, Mcnamara PM. Psychological distress and lifestyle of students: implications for health promotion. *Health Promot Int* 2014;30(1):77-87. Doi: <https://doi.org/10.1093/heapro/dau086>
12. Kora NA., Shchepkina, N. K. Research of personal security of students in the conditions of threat of spread of drug addiction in the educational environment of higher education institution. *Kazan pedagogical journal*, 2015; 4-1:24-26.
13. Dolmans DH, Schmidt HG. What do we know about cognitive and motivational effects of small group tutorials in problem-based learning? *Adv Health Sci Educ Theory Pract* 2006;11(4):321-36. Doi: <https://doi.org/10.1007/s10459-006-9012-8>
14. Murphy KM, Topel RH. The value of health and longevity. *J Polit Econ* 2006;114(5):871-904. Doi: <https://doi.org/10.1086/508033>

15. Mikhailova NN. Naukovi pidkhody do zberezheniya zdorov'ya naselennya v Sybirs'komu federal'nomu okruzi [Scientific approaches to preserving the health of the population in the Siberian Federal District] (45-year experience of the Research Institute for Complex Problems of Hygiene and Occupational Diseases). Russian Journal of Occupational Health and Industrial Ecology. 2021;61(6):350-355. <https://doi.org/10.31089/1026-9428-2021-61-6-350-355>
16. Goryana LI. Pedagogical conditions for the organization of the educational process of the course "Fundamentals of Health". Fundamentals of Life Safety Journal, 2018; 1: 61-63.
17. Avdeenko IM. Students' health culture and ecological approach to its development in a higher educational institution. General theory of health and health conservation. (P. 289-294). Kharkov, Ukraine: Publisher Rozhko S. G. 2020. Chapter 1, p.100
18. Hladoschuk OG. Vyschyy navchal'nyy zaklad yak seredovyshe formuvannya fizkul'turno-ozdorovchoyi samoorhanizatsiyi student-s'koyi molodi [Higher educational institution as an environment for the formation of physical culture and health self-organization of student youth]. Scientific Bulletin of Uzhhorod National University. Series: Pedagogy. Social Work, 2018; 1:292-295. Doi: <https://doi.org/10.24144/2524-0609.2018.42.292-295>
19. Hino AA, Rodriguez-Añez CR, Reis RS. Validação do SOFIT para avaliação da atividade física em aulas de Educação Física em escolares do ensino médio. JPhysEduc 2010;21(2):271-8. Doi: <https://doi.org/10.4025/reveducfis.v21i2.7739>

ORCID number:

Valentyna Kupchyshyna: 0000-0003-0937-8029

Mariana Levko: 0000-0001-8648-6715

Liudmyla Matsuk: 0000-0003-0472-6813

Tetiana Kotyk: 0000-0001-8213-8318

Olena Homoniuk: 0000-0002-3849-788X

Received on Aug, 23, 2020.

Reviewed on Aug, 13, 2020.

Accepted Sept, 24, 2021.

Correspondence address: 1st Valentyna Kupchyshyna, National Academy of the State Border Guard Service of Ukraine, Kmenytsky, Ukraine. marina_1901@ukr.net