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The formation and development of health-saving competencies of university students

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Abstract

The importance of the presented paper is determined by the fact that the worldview of Russian society is characterized by the emergence of awareness of the priority of the value of human health. It

has been proved that the process of developing the health-saving competency of university students has positive dynamics provided that modern educational technologies are introduced into programs of study, namely, socio-psychological training which provides a concretization of the concept of "health-saving competency of a specialist". It includes the implementation of a set of pedagogical conditions that ensure the effective formation of health-saving competency of students.

Keywords: Health-saving technologies, Health-saving competency, Auto psychological competency, Modern educational technologies, University students.

La formación y el desarrollo de competencias para el ahorro de salud de estudiantes universitarios

Resumen

La importancia del documento presentado está determinada por el hecho de que la cosmovisión de la sociedad rusa se caracteriza por la aparición de la conciencia de la prioridad del valor de la salud humana. Se ha demostrado que el proceso de desarrollo de la competencia para el ahorro de la salud de los estudiantes universitarios tiene una dinámica positiva, siempre que las tecnologías educativas modernas se introduzcan en los programas de estudio, a saber, la formación sociopsicológica que proporciona una concreción del concepto de "ahorro de la salud". Competencia de un especialista "; La implementación de un conjunto de condiciones pedagógicas que aseguren la formación efectiva de la competencia de los estudiantes para salvar la salud.

Palabras clave: Tecnologías de ahorro de salud, Competencia de ahorro de salud, Competencia psicológica automática, Tecnologías educativas modernas, Estudiantes universitarios.

1. INTRODUCTION

The transformations that take place in contemporary Russian society have created a fundamentally new situation in the field of

vocational education, requiring radical changes in the system of training personnel at various levels. The main issue that the vocational education system faces today is to determine the trajectory of training specialists who can produce the products competitive on the world market (OREKHOVSKAYA et al., 2019). This issue also determines the central objective of the vocational education system - raising the quality of specialists' training in the vocational education system regarding the formation of a competitive specialist. The importance of the problem of forming a competitive specialist in higher education is due to socio-economic changes in society at the present stage of its development, which are characterized by the formation of market relations.

Contemporary challenges that a university graduate faces today require that he should be able to quickly adapt to changing socio-economic conditions. He should also have mechanisms and strategies to overcome difficulties, and be able to combine his interests with the interests of society; possess a combination of knowledge, skills in the professional field and a willingness to realize their potential in the professional field. Therefore, another important task of the vocational education system in the framework of training a competitive specialist is to create conditions for the formation of harmoniously developed personality, capable of realizing professional competences in changing socio-economic conditions.

The success of his orientation in the system of intra-professional relations and connections depends on how much time and in what

sequence a student, as an object of the educational process, is involved in practical activity and his ability is shaped up to evaluate and really represent the difficulties of the chosen profession. Practice enriches the social-subject and general professional competence of a student, creates the possibility of using the theoretical provisions of the sciences studied in solving practical problems. The effect of the educational nature of practice is decisively determined by the level of interaction between a higher educational institution and basic institutions, the presence of the scientific foundations for organizing professional practice, and the methodological system of requirements for its organization. Competition is seen as a struggle to achieve the best results in a certain area of activity in the framework of given norms and rules and requires the manifestation of subjective activity, creative actions. Competitive relations require an initiative, highly qualified staff member deeply involved in the decision-making process.

At present, one can identify contradictions between the insufficient orientation of the education system towards the formation of competitive personality of a future specialist: a) between the student's need to be in demand on the labor market and insufficient attention to the formation of appropriate personal, socio-psychological and pedagogical qualities in the real educational process of the university; b) between the need to develop competitive personality of a future specialist in the educational process and the insufficient development of available technologies and methods for organizing and implementing the pedagogical process.

The structure and content of competitiveness as a quality of personality is studied in the framework of sociological and psychological and pedagogical range of problems. Individual characteristics of personality that determine its competitiveness have been studied by foreign scientists: A. MASLOW (2012), K. ROGERS (2001) (self-actualization, self-assertion ability), V. CAPPONI and T. NOVAK (2009), M. EMMONS (2004) (self-assertion ability, self-asserting behavior), V.F. BIRKENBIL (1992) (life success), etc.

The issues of competitiveness of a person and its development in the education system with varying degrees of completeness and concretization are reflected in the pedagogical works by V.S. BEZRUKOVA (1998), L.M. MITINA (2002), S.N. SHIROBOKOV (2000), V.I. SHAPOVALOVA (2007) and other scientists. The contemporary vision of the content of education in the field of physical education and sports, due to the socio-economic realities of society, is substantiated by M.Ya. VILENSKY (1980), S.D. NEVERKOVICH (1995), K.D. CHERMIT (2012) and other scientists.

The requirements for a contemporary specialist's personality are set forth in the Concept of Modernization of Russian Education, in the state educational standards of higher professional education, in employers' requirements for applicants looking for vacant positions. Thus, today in science certain theoretical prerequisites have been formed for the development of competitive personality in the system of vocational education.

In current conditions, competitiveness is a factor in the successful and sustainable development of any country in the contemporary world that follows the path of globalization.

The main advantage of a highly developed country is linked with its human potential, which is largely determined by education. The important role of education in solving the problems of socio-economic development of Russia and increasing its competitiveness in general is to create conditions for increasing the individual's competitiveness. A factor in the development of a person's competitiveness is its internal environment, activity and the need for self-realization. The object of development is the integral characteristics of a person, orientation, competence, flexibility, self-awareness. Competitiveness is a person's integrated ability, the structure of which is determined by the psychological and psychodynamic characteristics of the person, giving him the opportunity to be successful and effective while maximizing his own potential in changing living conditions.

The Russian system of education is going through a very important period of its development. It is education that performs an important social function - it forms the person's self-consciousness. Education is a factor in the reproduction of the socio-professional structure of society. The system of education forms the citizen, thereby exerting influence on the political and economic spheres of public life.

A.A. KIRSANOV (2000) points out that a high level of competitiveness is the most important requirement of a student as a future specialist, which, in fact, determines the degree of his professional competence (KIRSANOV, 2000; PLUGAREVA, 2008; SUDAKOVA et al., 2016; KARDIS et.al. 2019).

Competitiveness is a socially oriented system of abilities, properties and qualities of an individual, characterizing its potential opportunities in achieving success (in studies, professional and non-professional life activities), determining adequate individual behavior in dynamically changing conditions, providing internal self-confidence, harmony with oneself and the world. For the formation of such socially oriented personality traits, new, essentially innovative conditions are needed that cannot be created in the traditionally functioning system of higher education (SUDAKOVA et al., 2017; BABIEVA et al., 2019; MIROSHKIN et al., 2019).

3. RESULTS AND DISCUSSION

As a result of the conducted study, we obtained the following results. The specific features of the students' communicative sphere (the questionnaire of communicative skills of L. Michelson) depend on the communication situation and have three forms: constructive behavior in a communication situation (CB), protective behavior in a communication situation (PB), and aggressive behavior in a communication situation (AB). Eighty two percent of respondents

experience difficulties, increased anxiety, alarm in a communication situation, and also use options for dependent and aggressive behavior in their communication activities. Eighteen percent of students have intrapersonal potential for building competent communication in a situation of increased complexity.

Also, the results of the study indicate that 72% demonstrate a response to the provocative behavior of the interlocutor; inability to make contact - 38%; reaction to criticism is observed in 34% of respondents; lack of constructive behavior for compliments - 28%; inability to defend one's own point of view - 21%, inability to make contact with the aim of asking for help - 16% of respondents.

The results of the conducted study to study the stress resistance of students according to the questionnaire by Yu.V. SHCHERBATYKH (1999) "Technique for determining stress tolerance" indicate that the respondent stress tolerance index is within the normal range. However, all students have reactive anxiety situations due to external uncontrolled circumstances - 58%; psychosomatic reaction to stress - 24%; propensity for destructive (deviant behavior) in a situation of stress - 67%; high level of anxiety - 55%. The correlation analysis (Pearson's linear correlation) of the obtained data by two methods allowed us to draw the following conclusions (Fig. 1).

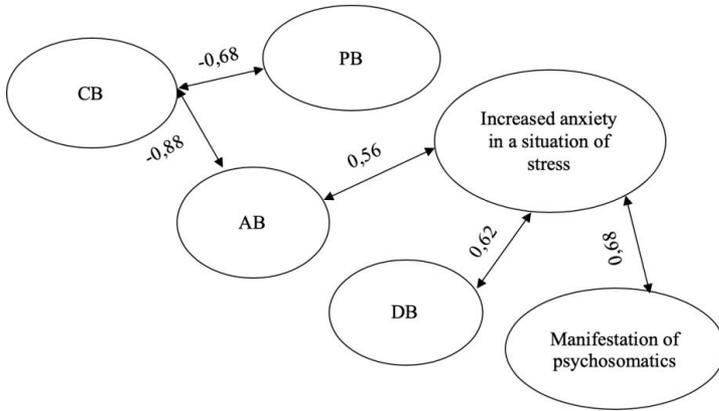


Figure 1: The correlation analysis (Pearson's linear correlation)

It is shown a negative correlation between a constructive style of behavior in a situation of communication and a protective style of behavior. Between a constructive style of behavior in a situation of communication and an aggressive style of behavior in a situation of communication indicates that the more options of constructive behavior are manifested, the less aggressive and protective behavior the person dismantles in a situation of communication (EROFEEVA et al., 2019).

Positive correlation between increased situational anxiety in a situation of stress between an aggressive style of behavior in a situation of communication, destructive behavior and the manifestation of psychosomatics indicates that the higher the situational anxiety, the more manifestations of aggressive behavior in a situation of

communication, of destructive behavior and psychosomatic manifestations.

Thus, the results of the study confirmed our hypothesis.

After conducting socio-psychological training in the experimental group, we obtained the following results. In the experimental group, the figures on the scales of protective and aggressive behavior decreased. Repeated measurement of indicators on the parameter of stress resistance revealed 96% of respondents within normal limits. Besides, indicators on the following scales decreased: situational anxiety for external uncontrolled circumstances (feelings of anxiety, alarm); psychosomatic manifestations of stressful situations; propensity for destructive (deviant behavior); a high level of anxiety. Stress resistance indicators among students in the control group remained stable.

Pearson's linear correlation indices (Fig. 2) indicate that a negative correlation between constructive and protective types of behavior suggests that the more options that correspond to constructive behavior, the less manifestations of defensive behavior in a communication situation; a positive correlation between high anxiety in a situation of stress and anxiety for uncontrolled circumstances suggests that the more pronounced the reaction to circumstances independent of us, the higher the anxiety in a situation of stress; A positive correlation between high anxiety in a stress situation and predisposition to psychosomatic diseases under the influence of stress

suggests that the more pronounced the anxiety is in a situation, the greater the probability of psychosomatic diseases under the influence of stress.

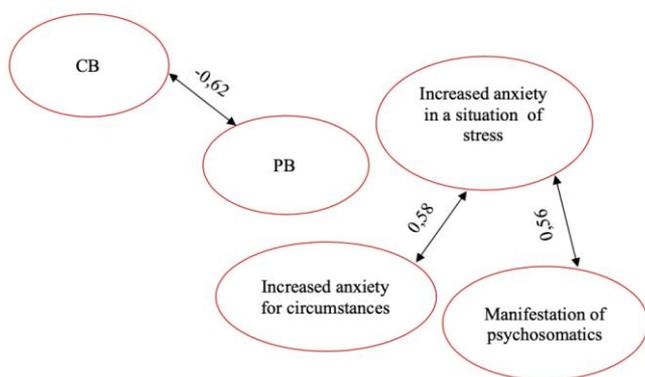


Figure 2: The correlation analysis (Pearson's linear correlation)

Thus, the results of the work indicate that the introduction of socio-psychological training, the educational process in the system of higher education leads to a change in the indicators of the communicative sphere of students and stress resistance.

In addition, we carried out statistical processing of the obtained data according to the Rosenbaum Q-test to identify the significance of differences in the levels of the studied traits which showed statistically significant differences between the indicators before and after the use of socio-psychological training in the experimental group on a scale of increased anxiety for uncontrolled circumstances ($Q_{\text{эмп.}} = 9$ $\{p \leq 0.01 = 0.66, p \leq 0.05 = 0.52\}$). Statistically significant differences were

also found between the experimental and control groups in terms of indicators: high anxiety in a situation of stress (Q эмп. – 7 $\{p \leq 0.01 = 0.66, p \leq 0.05 = 0.52\}$). The results obtained testify to the effectiveness of the application of the developed program (Fig. 3). The program of socio-psychological training has been designed for 72 hours and includes 7 blocks:

1. Diagnostic block (18 hours): at this stage the study of the I-conception, the sphere of values, meaning, needs and motivation of students' personality takes place; the diagnosis of their individual and psychological features is carried out;

2. Theoretical block is like a lecture course designed for 18 hours the purpose of which is to form the category apparatus of students' professional worldview;

3. 7 blocks (36 hours): the block oriented to practice that comprises training classes and exercises for the purpose of:

- Forming knowledge, skills and capabilities of planning a career;

- Forming and developing career orientations and professional motivation;

- Developing the professional I-conception;

- Creating a professional image. Making up a career profile;

- Forming and developing a resource-saving component of personality.

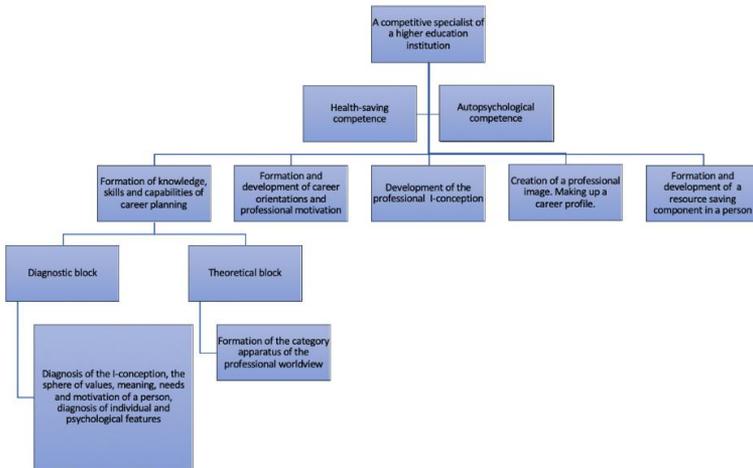


Figure 3: Program of socio-psychological training

The significant differences found, and established correlation dependencies allow us to draw a conclusion that the program of socio-psychological training for the development of health-saving and auto psychological competencies among students of the Faculty of Physical Culture and Sports is effective.

4. CONCLUSION

The dominating role in forming competitiveness among specialists belongs to the system of higher vocational education. When

implementing the educational process, the main areas of universities' activity should be determined in which it is expedient to provide training of a competitive and harmoniously developed university student's personality. A contemporary institution of higher education faces a very important task– to ensure not only the mastery of a set of professional knowledge, skills and abilities by a future specialist but also the formation of his skill of professional self-presentation, high adaptive abilities, social skills that will allow him to cope with contemporary social challenges in the optimal, flexible and efficient way.

The results of our study testify to the fact that in the system of higher professional education a special place should be given to the formation of auto psychological and health-saving competencies in a competitive specialist, as the most important components of the development of the professional worldview. Also, the results of the study confirm that socio-psychological training can be used as a modern educational technology for students of the Faculty of Physical Culture and Sports, which ensures the formation of a competitive specialist of a higher education institution. A distinctive feature of the training program is its practice-oriented component. In the process of implementing the program, made up of 72 academic hours, in 48 of them students are involved in active development and substantive activities.

It is this type of activity that ensures the internalization of acquired knowledge from external to internal one, which leads to the

formation of the professional worldview and the ability to apply this knowledge in social reality.

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