

Original Article

Socially significant values of students aimed at maintaining and promoting health

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Abstract.

Maintaining and strengthening health play a special role in the upbringing of students and realizing the personal potential of future specialists. At the same time, the deteriorating health of young people is evident due to socio-economic conditions and the lack of a healthy lifestyle culture, which requires the formation of relevant socially significant values. Values are flexible and change due to the effects of external conditions of the social environment. The purpose of the study is to identify socially significant values that affect maintaining and strengthening of the students' health. **Materials and methods.** Online self-assessment of socially significant values based on a ten-point scale was used for the purpose of the study. 145 students participated in the study. All subjects were divided into two subgroups with high and low levels of health. **Results.** It was found that the results obtained for socially important values were different in the group of students with a high and low level of health. The following indicators were significantly different: persistence in achieving the goal, working capacity, physical fitness, interest in physical education and sports, businesslike relations with people, knowledge of the moral standards of society, a sense of duty and obligation, condemning violations of moral standards, self-confidence in life, social status, tactful behavior, adaptation to the social group, positive attitude towards people. At the same time, young people with a high level of health are more likely to get into unpleasant life situations and conflict with others. **Conclusion.** The revealed differences should be considered as regularities and are the basis for the creation of social and pedagogical conditions for educational activities aimed at maintaining and strengthening health.

Key words: social values, students, health, pedagogical influence.

Introduction.

In the system of education, a special place is occupied by the issues of maintaining and strengthening health, which is the main value and condition for unlocking the potential of a person (Nowak P.F., Kuśnierz C., Görner K., Bartik P., 2017). The presence or absence of these values will also determine the level of work performed by future specialists (Burdakovskaya, E.A., Schepkina, N.K., Tararina, L.I., et al. (2017). University graduates entering life should possess a high level of health, preparedness for an independent life, and be able to adapt to the conditions of the educational, work, and sports environment (Kuvaldin V.A., 2010). A person's desire to improve health is natural (Shchedrina, A. G., 2007). At the same time, it is obvious that students are characterized by decreased performance indicators, physical fitness (Eganov A.V., Bykov V.S., Romanova L.A., Kokin V. Yu., Nikiforova S.A., 2017), adaptation to social group (Cherepov, E.A., 2015), the ability to change value orientations (Cherepov, E.A., Kalugina G.K., Khafizova, 2019).

Studying at the university is a sensitive period for forming socially significant personal values (V.N. Pristinsky, N.A. Kurysko, T.N. Pristinskaya, Notchenko, 2008). It should be noted that values as a phenomenon of general culture change under external conditions and targeted effects in the process of education (Melnik Y., 2019).

Crisis phenomena in society, a change in value orientations, the loss of a significant part of moral guidelines are accompanied by an increase in emotional tension and a risk of social maladaptation, which leads to unstable relations (Fyodorov, A., Erlikh, V., 2016).

Physical education should be focused on the progressive development of the individual in society, since it provides an organic unity of spiritual, emotional, mental and physical spheres. Physical education in universities should ensure a balance between body and spirit, contribute to the increase of vital resources, the formation of universal values (Ibraeva R.Zh., Makarenko V.G., 2009).

The group of risk factors affecting human health should include: lifestyle (Shchedrina, A.G., 2007), low level of health culture (Melnik Y., 2019), social stressful situations, conflict with others, low physical activity, state of the body, spirit and mind (Eganov A.V., Bykov V.S., Romanova L.A., Kokin V. Yu., Nikiforova S.A., 2017), insufficient educational level (V.N. Pristinsky, N.A. Kurysko, T.N. Pristinskaya, Notchenko, 2008), genetics, external environment, healthcare (Aoukhadeev E.I., Bodrova R.A., Iksanov Kh.V., 2008).

Understanding the nature and mechanisms of maintaining and strengthening human health is closely linked to the general idea of the values and their structure (Prinsky V.N., Kurysko N.A., Pristinsky T.N., Notchenko V.D., 2008).

The choice of pedagogical influences on maintaining and strengthening health is based on the concept of health. Health is defined as a state of complete physical, mental and social well-being, and not just the absence of diseases or physical defects.

The basic concept of “socially significant values” is considered as internal guidelines towards the spiritual, social, universal, and cultural norms accepted in society. The formation of such values is possible with the help of physical education (Bendikova, E., Smolenakova, N., 2018).

Therefore, the problem is how socially significant values affect the health of students.

The purpose of the study is to identify socially significant values that affect maintaining and strengthening health in students.

A particular objective of the study is to identify the patterns that are the basis of targeted pedagogical influences on maintaining and strengthening health with a further directed choice of the content, forms and means of the educational process.

Materials and methods.

The following research methods were used: theoretical analysis, questionnaires, interpretation, and mathematical statistics (two-way critical analysis, two-sample Student’s t-test with different variances (t), arithmetic mean ($\bar{X}$); mean $\pm$ standard error of the population ($\pm m$); confidence level (P).

The research materials were obtained on the basis of an online test for assessing socially significant values according to 20 statements. The students assessed their socially significant values using a ten-point scale. 1, 2, 3, 4 points mean that this value is least expressed in relation to others; 5, 6, 7 mean that it is expressed in an average degree; 8, 9, 10 - the value is expressed to a greater extent (A.V. Eganov, 2010). Therresults obtained were processed by methods of mathematical statistics with their subsequent pedagogical interpretation. The calculations were carried out on a personal computer using the MS Excel software.

All subjects were divided into two subgroups. The first subgroup included students with a high level of health (9-10 points) (n = 34). The second subgroup included students with a low level of health (7 or less points) (n = 33). Respondents with eight points were not taken into account. A total of 145 students were examined. The average age of students was 20.3 ± 0.37 years. Body weight and height in the first subgroup were 63.08 ± 2.01 kg, 171.4 ± 1.59 cm, respectively. In the second subgroup, body weight and height were 56.59 ± 1.97 kg and 164.8 ± 1.62 cm. Therefore, body weight and height in the first subgroup were statistically different ($P \leq 0.03-0.01$) with respect to the second group.

Results.

Two groups of students with a high and low level of health were compared. The revealed statistical differences will demonstrate socially significant values of different groups of students and determine the direction of pedagogical influences on maintaining and strengthening health.

Table 1 shows the results of statistical comparisons. The table demonstrates that students with a high and low level of health differ in a number of indicators ($t = 8.38-2.06$, at $P \leq 0.0001-0.05$).

Table 1 - Two-sample paired t-test in students with a different level of health

Socially significant values (points)	Students		t	P
	High level of health (n=34, $\bar{X} \pm m$)	Low level of health, (n=33, $\bar{X} \pm m$)		
Self-assessment of health	9.35 $\pm$ 0.13	5.33 $\pm$ 0.25	14.4	≤ 0.01
Persistence in achieving the goal	8.82 $\pm$ 0.19	7.61 $\pm$ 0.28	3.62	≤ 0.01
Working capacity	8.79 $\pm$ 0.25	6.79 $\pm$ 0.32	5.02	≤ 0.01
Physical fitness	8.65 $\pm$ 0.25	5.27 $\pm$ 0.32	8.38	≤ 0.01
Interest in physical education and sports	8.35 $\pm$ 0.32	6.06 $\pm$ 0.44	4.26	≤ 0.01
Businesslike relations with people	7.62 $\pm$ 0.32	6.61 $\pm$ 0.36	2.12	≤ 0.04
Knowledge of the moral standards of society	8.65 $\pm$ 0.23	7.39 $\pm$ 0.26	3.58	≤ 0.01
Sense of duty and obligation	8.76 $\pm$ 0.2	7.36 $\pm$ 0.36	3.41	≤ 0.01
Condemning violations of moral standards	8.29 $\pm$ 0.29	5.91 $\pm$ 0.41	4.76	≤ 0.01
Self-confidence in life	8.47 $\pm$ 0.20	7.36 $\pm$ 0.28	3.18	≤ 0.01

Social status	8.00±0.29	7.01±0.29	2.43	≤0.02
Sociability	7.98±0.26	7.90±0.32	0.07	≥0.95
Tactful behavior	9.03±0.16	7.7±0.27	4.35	≤0.01
Honesty	8.12±0.34	7.21±0.37	1.82	≤0.07
Interest in politics	7.41±0.34	4.39±0.42	5.56	≤0.01
Adaptation to social group	7.65±0.30	6.61±0.37	2.19	≤0.03
Positive attitude towards people	8.71±0.23	8.06±0.22	2.06	≤0.04
Sense of collectivism	7.59±0.36	6.76±0.43	1.54	≥0.13
Unpleasant life situations	6.56±0.42	4.64±0.45	3.14	≤0.01
Pronenesstoconflict	5.91±0.54	3.52±0.53	3.18	≤0.01

Note: t - Two-sample t-test; P is the level of confidence; $\pm m$ - mean value; $\bar{X} \pm m$ - standard error of the population; statistically significant differences ($\leq$) are shown in bold.

According to the Table 1, there are significant differences in the following indicators: persistence in achieving the goal, working capacity, physical fitness, interest in physical education and sports, businesslike relations with people, knowledge of the moral standards of society, a sense of duty and obligation, condemning violations of moral standards, self-confidence in life, social status, tactful behavior, adaptation to a social group, positive attitude towards people. Moreover, young people with a high level of health are more likely to get into unpleasant life situations and conflict with others. For other indicators, such as honesty and a sense of collectivism, the differences are not significant, but they also have higher values in the group of students with a high level of health.

The revealed differences between the groups with a high and low level of health should be considered as patterns of behavioral, biological, and social factors that increase the likelihood of improving health.

Discussion.

In our previous work (Eganov A.V., Bykov V.S., Romanova L.A., Kokin V. Yu., Nikiforova S.A., 2017), it was revealed that male young people with a high level of health differed in terms of the following significant values: the need for movement, exercise tolerance, interest in physical education, health promotion and an integral indicator of values.

Socially significant values of people transform into personal ones and are manifested in society. Research results by Ibraeva R.Zh., Makarenko V.G. showed that the formation of socially significant values should be based on the results of research, identified patterns, the principle of educational training, which involves the simultaneous solution of educational motor and educational tasks. To this end, the authors recommend the use of various forms of classes that can significantly enhance the socially useful activities of students. These include physical education at a university, attending classes in sports sections, conversations, theoretical studies, etc. (Ibraeva R.Zh., Makarenko V.G., 2009).

Conclusion.

It was revealed that the group of students with a high level of health demonstrated significant differences in the following indicators: persistence in achieving the goal, working capacity, physical fitness, interest in physical education and sports, businesslike relations with people, knowledge of the moral standards of society, a sense of duty and obligation, condemning violations of moral standards, self-confidence in life, social status, tactful behavior, adaptation to a social group, positive attitude towards people. Moreover, young people with a high level of health are more likely to get into unpleasant life situations and conflict with others.

The revealed differences should be considered as regularity and the basis for creating social and pedagogical conditions for the preservation and strengthening of health. The next stage of work should be aimed at choosing forms and means, as well as the content of the pedagogical impact on students to form socially significant values.

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