

## CHAPTER 3

# THEORETICAL AND PRACTICAL ASPECTS OF MODERN PSYCHOLOGY

## PSYCHOLOGICAL PREDICTORS OF THE FORMATION OF HEALTH-PRESERVING COMPETENTNESS OF FUTURE SPECIALISTS

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**Abstract.** *It is established that human behavior in each situation is determined by many factors: internal attitudes, motivation, skills, understanding of technology, knowledge and genetic predisposition. The concept of competentness is revealed, which is an integral characteristic or criterion that describes the quality of human behavior in a particular activity. It is proved that the competentness approach is taken as the basis of the educational process of a modern specialist. The assessment of students' attitude to personal health and healthy lifestyle was given by the method of questionnaires. As shown by the survey, students believe that the role of the formation of health-preserving competentness in training is high. The results obtained made it possible to note that the necessary integrated approach of the educational process of a higher educational institution for the formation of health-preserving competentness in the training of future specialists allows creating conditions for enhancing the conscious attitude of students to future professional activities. It has also been proven that health-preserving competentness include physical, spiritual and intellectual self-development; emotional self-regulation and self-support; personal hygiene, taking care of one's own health, sexual literacy; internal ecological culture; ways to live safely. Also, a model was developed for the formation of health-preserving competentness of students of higher educational institutions, which includes the following principles: the principle of relevance; the principle of accessibility; the principle of consistency; the principle of consistency; principle of consciousness. Formed health-preserving competentness presuppose the presence of not only knowledge, skills and abilities to effectively manage the style of personal life, but also the development of such psychological predictors as empathy, tolerance, self-control, communication culture, adaptation to changing conditions of existence, the ability to navigate and self-determine in various areas. , adequate behavior in different life situations.*

**Keywords:** *health, psychological predictors, health-preserving competentness, future specialists, competence-based approach, model of the health-preserving competentness formation.*

**JEL Classification:** H10, IO, Y8

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**Introduction.** The upbringing and education of the individual must ensure the ability and willingness of the individual to make and realize his life and social choice, to bear responsibility for it. Creative approach and innovative thinking are a necessary component of life success in today's changing world. The development of vital competentness of the individual is a condition for both its successful,

harmonious life, and professional competentness, constructive transformation and harmonious development of society (1).

**Literature review.** New methods and mechanisms of spirituality, ethics, morality, and morality in a networked society, the center of which is a person capable of infinitely expanding knowledge, a set of connections, directions and ways of interaction, are becoming of fundamental importance. The uniqueness of today lies in the growing harmonization and integration of a large number of different scientific disciplines, which places different demands on the education system. This is primarily the formation of cognitive and systemic abilities, skills of solving complex problems, creating new knowledge and data processing, communication, resource management and personal behavior, the formation of personal qualities of participants in the educational process etc.(2,4,7).

It has become clear all over the world that improving the quality of education is impossible due to the extensive growth of the amount of information to be assimilated. The new information society of the XXI century. revealed the problem of shortage of competent personnel able to work in new conditions. The situation when a specialist with a diploma has a finite amount of knowledge in the absence of the ability to use and replenish it becomes a constraining factor in the development of the productive forces of society (8,9).

Competentness is an integral characteristic / criterion that describes the quality of a person's behavior in a certain activity. As a rule, this is some kind of ideal model of behavioral manifestations that allow him to achieve results, to be effective in this type of activity.

It is clear that human behavior in each situation is determined by many factors: internal attitudes and motivation, skills, understanding of technology, knowledge. And even a genetic predisposition.

Competentness approach is taken as the basis of the educational process of a modern specialist. An in-depth analysis of the basic provisions, principles and place of the competentness approach in modern education was carried out by I. Zymnya (5). According to its interpretation, competentness are internal, potential, hidden psychological predictors (knowledge, ideas, programs, algorithms of actions, systems of values and relations), which are then manifested in human competencies as relevant, active manifestations.

The author identifies the main groups of competentness related to:

1. Social competentness - the ability to take responsibility and make decisions, to participate in joint decision-making, to resolve conflicts by non-violent means, to interact productively with representatives of other cultures and religions;

2. Psychological competentness - the culture of emotional receptivity, skills and abilities of reflection, experience of empathic interpersonal interaction and self-realization.

3. Practical (special) competentness - a high level of knowledge, techniques and technologies.

4. Communicative competentness - the ability to communicate, knowledge of foreign languages, a high level of speech culture;

5. Information competentness - possession of new innovative information technologies in various fields.

6. Environmental competentness- knowledge of the general laws of nature and society, environmental responsibility for professional activities.

7. Health-preserving competentness - the availability of knowledge and skills in the field of health, in matters of healthy living.

An obligatory component of the national education system should be knowledge about the preservation and strengthening of health, which will make it possible to take into account the fundamentally new valeological (from Lat. - valeo to be healthy) requirements for the entire content of education, the formation of valeological consciousness and culture of citizens' health.

A high level of human health is a goal that a modern state must achieve for every member of society. The health of a nation shows the level of quality of life, which is determined by many parameters: social, psycho-emotional, material, the development of physical culture and sports.

Various aspects of the health of students have been and remain the subject of close attention of researchers (3,6).

**Aim.** The aim of the article is to present the results of the development and substantiation of the influence of psychological predicts on the formation of health-preserving competentness of future specialists.

**Methods.** In modern life conditions, there is a steady deterioration in the health and physical development of student youth. There is a general increase in the number of cardiovascular diseases, deterioration of the body's functional reserves, systemic posture disorders, the presence of various defects of the musculoskeletal system, a decrease in the level of physical fitness, and resilience.

To conduct a realistic assessment of students' attitudes toward personal health and healthy lifestyles, we conducted a survey. Students filled out a questionnaire, which consisted of the following questions:

1. Do you know about a healthy lifestyle?
2. Do you lead a healthy lifestyle?
3. Assess your health.
4. Do you think that the teacher has a responsibility to keep the students healthy, ie. for organizing health-promoting education?
5. Have you ever been informed about the consequences of a sedentary lifestyle?
6. Are measures taken to prevent the consequences of a sedentary lifestyle?
7. How often are educational activities carried out to prevent the consequences of a sedentary lifestyle for students?
8. What measures are taken to protect students' health in the learning process? List them.
9. Do you think that the wellness measures are sufficient?
10. Are parents involved in the organization of health-preserving education of students?

**Results.** The results of the survey are listed in table. 1.

**Table 1. Results of the survey of first-year students in relation to personal health and healthy lifestyle (n=273)**

Lifestyle components	Students' answers to the questionnaire	Results, %
To be in fresh air	practically never	16,2%
	no more than 2 hours a day	83,8%
Physical activity	do not go in for sports and physical education	33,4%
	sometimes doing morning exercises or physical exercises	14,1%
	engage in physical activity 2 times a week	46,3%
	attend training classes in sports clubs	6,2%
Diet	irregular	47,5%
	the diet is dominated by fatty and starchy foods	23,5%
	don't eat liquid foods at all	17,5%
	do not eat more than once a day	11,5%
Sleep	go to bed before midnight	28 %
	sleep for less than 6 hours	35,4%
	sleep disorder, insomnia	36,6%
Smoking	smokers at the time of the survey	33%
	have smoked before, but have stopped or are trying to do so	47,1%
	have never smoked	19,9%
Alcohol	алкогольные напитки употребляются регулярно	73,7%
	только на праздники	12,7%
	do not drink at all	13,6%
Health awareness	note that they are not sufficiently aware of healthy lifestyle issues	27,2%
	regularly find information about health on the Internet	38,4%
	are not at all interested in health	34,4%
Taking care of your health	take their health seriously	9,1%
	understand that they are not doing everything necessary to improve health	68,1%
	they do not care about their state of health at all	22,8%

According to the survey, students believe that the role of the formation of competence in health issues in their preparation is high. Students have a desire and want to use healthcare technologies professionally, but assess their level of knowledge and practical skills in this area at an average and low level.

The results obtained made it possible to note that the necessary integrated approach of the educational process of a higher educational institution for the formation of health-saving competence in the training of future specialists allows creating conditions for enhancing the conscious attitude of students to future professional activities.

**Discussion.** Health-preserving competence are ways of physical, spiritual and intellectual self-development; emotional self-regulation and self-support; personal hygiene, taking care of one's own health, internal ecological culture; ways of safe living. Competence are embedded in the educational process with the help of: learning technologies; content of education; lifestyle of an educational institution; type of interaction both horizontally and vertically.

We use the following principles as the basis of the model for the formation of health-preserving competentness of students of higher educational institutions:

- the principle of relevance, reflecting problems related to health, cultural, social norms and values;
- the principle of accessibility, according to which students receive the optimal amount of information about human health for assimilation, components of a healthy lifestyle, social and psychological characteristics of the health process. This principle assumes the use of the most diverse situational tasks with the obligatory need to choose and make a decision, role-playing games, information retrieval, a positive orientation towards the stylistics of life, which has a beneficial effect on health;
- the principle of consistency, providing for the allocation of basic stages and blocks in the implementation of the process of formation of health-preserving competentness;
- the principle of consistency allows you to master knowledge related to well-being through an integral system;
- the principle of consciousness, considered possible only with a full understanding of responsibility for one's own well-being and the well-being of others.

The analysis of scientific and methodological literature and the survey shown that the existing health-preserving competentness presuppose the presence of not only knowledge, skills and abilities of effective personal style management, healthy environment management, but also the development of such professional and personal qualities as empathy, tolerance, self-control, culture adaptation to changing conditions existence, the ability to navigate and self-determine in different spheres of life, adequate behavior in different life situations.

**Conclusion.** Thus, in the context of the competentness paradigm, the issue of the formation of health-preserving competentness is considered in the unity of the bodily, mental and spiritual components of a person. In the modern interpretation, the emphasis is on ways to achieve a balance of sufficient psycho-emotional and somatic health.

It was stated that the main qualities of a competitive specialist that shape his health-preserving competentness include social motives, social orientation, social activity, values, tolerance and empathy, level of demands and emotional intelligence, ability to self-esteem, self-control and self-control.

**Author contributions.** The authors contributed equally.

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