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ADAPTABILITY IN THE THEORY OF HEALTH-SAVING AND VALEOLOGICAL EDUCATION

Abstract. Adaptive technologies are important tools of modern education, which allow flexibly adjusting the materials of educational disciplines to the needs of students and educational conditions without loss of quality. The quality of education is related to the level of competence formation of graduates. In order to meet the requirements of the state higher education standards, graduates of Ukrainian higher education institutions must develop valeological competence, which will allow them to preserve their health and, if necessary, restore it. The aim of the study was to determine the limits of adaptability of valeological disciplines in the system of Ukrainian higher education. The materials of the study were the curriculum of the discipline "Health Pedagogy", which has been taught since 2019 at the Ukrainian Engineering Pedagogics Academy (Kharkiv city). The scientific publications of other Ukrainian researchers, who deal with the theory and practice of formation of valeological competence among students of higher education institutions of Ukraine, were also studied. It was established that adaptive technologies are used both in the content and in the forms of teaching valeological disciplines. A sign of the successful adaptation of the discipline to the conditions of the COVID-19 pandemic and war is the opportunity to form valeological competence in students at a sufficient level, despite the need to switch to distance and mixed learning. Other signs of adaptability are the ability to teach the discipline to students of full-time, evening and correspondence forms of education, to change the requirements for the levels of competence formation for bachelors and masters, for inclusive and gifted students. The content of the topics of the disciplines can be adapted to the conditions of the time, which was demonstrated by the example of the topic of providing emergency care in critical conditions of the discipline "Health Pedagogy". The limitations of adaptability are the prohibition to violate the principles of evidence-based medicine and the confidentiality of information received from students by teachers of valeological

disciplines. The value of the adaptability of valeological disciplines lies in the possibility of supplementing the general theory of adaptation.

Keywords: adaptive technologies, valeological education, valeological competence.

Introduction. The educational process is the process of transferring knowledge from teachers to students (pupils) according to the rules established by laws and other official directives, and in conditions specially designed for this (educational environment). Directives of the educational process are primarily the laws of Ukraine "On Education" and "On Higher Education", Orders of the Ministry of Education and Science of Ukraine, internal rules of Higher Education Institutions. Taking into account the competence-based approach in education, it is important not only to transfer knowledge, but also to form abilities, skills, motivation, inclusion of what is learned in the value system, and ultimately the ability to perform every day and professional tasks with the help of acquired (formed) competence. It is also a process of organizing educational activities, scientific-pedagogical and methodical activities aimed at the development of the student's personality. Harmonious life and human development are impossible without health, which is one of the greatest personal and social values. Declaratively, the education system of Ukraine envisages the educational process in the conditions of health protection. This norm is enshrined in the laws of Ukraine, national health-saving programs, standards of higher education [1; 2].

Analysis of recent research and publications. In the theory of health and health-saving, the biological sense of adaptability, which, in the case of living beings, adapts to the lesser minds of life, compensating for the negative effects and being less healthy. The adaptation of the organism's adaptive capacities to produce until the sight of compensation and the development of pathology. The adaptive capacity of the body can be improved for the diet of vaccinations, hardening, sports, rational nutrition and other visits, which will lead to a healthy lifestyle. At the same time, giving up bad habits (for example, smoking and using other psychoactive substances that cause

addiction) and practicing safe behavior patterns (in personal life, educational environment, at home and at work) will contribute to greater adaptability [3–5].

Since 2019, the valeological discipline "Health Pedagogy" has been taught at the Ukrainian Engineering and Pedagogical Academy. The discipline contains 14 topics, most of which are devoted to diseases that take the most lives in Ukraine and in the world, but have conditionally controlled and controlled risk factors [6]. The discipline program meets the requirements of the standards of higher education regarding the formation of a healthy lifestyle, because it includes issues of prevention of socially significant infectious and non-infectious diseases, emergency care in critical conditions, sex education and family planning, prevention of chemical addictions [7]. The discipline can be studied in the classroom, distance and mixed forms, by students of bachelor's and master's educational levels, day, evening and correspondence forms of study, which indicates its actual adaptability to the conditions of wartime and the COVID-19 pandemic [8].

"Health Pedagogy" is intended for the formation of valeological competence in students, i.e., "the ability to lead a healthy lifestyle, practice safe behavior patterns and provide emergency medical care in critical conditions of the body." The developers of the discipline emphasize that the study of all topics of the discipline gives the student the opportunity to form valeological competence at the program level, to form the basis for further improvement of this competence during life (Lifelong Learning, LLL), and also to transfer this knowledge along the chain: teacher with medical and pedagogical education → teacher with pedagogical education (pedagogue-engineer) → non-medical student [9].

Other Ukrainian programs of valeological disciplines [10; 11] differ in content, but are also adapted for teaching in conditions of pandemics and war, remotely.

Formulation of the goals of the article. The presence of adaptive components both in the content and in the forms of teaching valeological disciplines in the Ukrainian Engineering and Pedagogical Academy and other higher education

institutions of Ukraine indicates the need to study adaptive technologies that are actually applied in them. Thus, the goal of our research is to determine the limits of adaptability of valeological disciplines for the formation of a healthy lifestyle of students in the conditions of modern Ukrainian education.

Presenting main material. The fact that the amount of health can be measured is important for adaptability, the possibility of which was also emphasized by Academician M. Amosov [12; 13]. The World Health Organization's classification is based on the measurability of health effects, according to which health depends on lifestyle for 50%, health care organization – for 10%, ecology – for 20%, and genetics (heredity) – for 20%. This regularity was established by experts. In fact, it is a qualitative model that is used during the teaching of pedagogical disciplines to measure the success of students in the formation of valeological competence [14; 15].

The developers of the Kharkiv curriculum of the discipline "Health Pedagogy" proposed a system for evaluating students' academic success, which meets the criteria for evaluating the formation of competence according to B. Blum, V. Bepalko, the quartile scale and ECTS [16]. It is important to understand the assessment by objective (qualimetric) criteria of all components of competence, which is formed during the study of the discipline. Because without evaluation, it is not possible to adapt the content and forms of teaching subjects based on the principle of feedback.

An example of the adaptability of the program of the discipline "Health Pedagogy" and the methodology of changing the requirements for the levels of competence formation for the bachelor's and master's educational levels is the reduction of requirements for inclusive students and the increase of requirements for gifted students. This approach corresponds to the modern paradigm of building individual educational trajectories.

In addition to the academic success of students, the main thing in valeological education is the formation of commitment to a healthy lifestyle and health-saving. Therefore, among the components of valeological competence, there are no main or

secondary ones: knowledge should be supplemented with abilities, abilities should become automatic skills, interest in discipline and a healthy lifestyle should be maintained throughout life (motivation), and beliefs (values) should become an impetus for choosing safe behavior patterns and abandoning especially dangerous harmful habits (personal component of competence).

During the war, the subject of the discipline "Health Pedagogy" related to the provision of emergency care was adapted. The frequency of severe injuries to the civilian population as a result of shelling of peaceful cities of Ukraine has changed. Injuries with large rapid blood loss and amputation of limbs became more frequent, and in this connection the recommendations to stop bleeding mainly by applying pressure bandages were changed to tamponades, tourniquets and bandages. When studying the topic of emergency care, students are introduced to the concepts and symptoms of terminal states (shock, coma), clinical and biological death, determine the algorithms of actions in case of respiratory arrest, heartbeat, bleeding, painful and other types of shock, burns, electrical injuries, hypothermia, etc. The necessary sequence of actions in providing care depends on the speed with which an unexplained condition can kill a person. For example, massive bleeding can do this in 3 minutes, and cardiac arrest in 6 minutes. Adaptability requires understanding that mastering emergency care techniques can be difficult in distance learning conditions, and also partially inaccessible to inclusive students [16].

The study of valeological disciplines adapts students to the perception of information about health and the prevention of widespread diseases, with which the information space is overflowing. Thus, according to research data [7], even medical professionals believe that there is enough valeological information in the Ukrainian information space, but it is difficult to assess it as high-quality or low-quality. The ability to critically perceive and filter out pseudo-scientific health information (for example, anti-vaccine information that is supposedly supported by scientific research) is especially important.

The adaptability of valeological education has certain limits that cannot be violated. Thus, one cannot refuse to use the principles of evidence-based medicine for the sake of "flexibility" (greater adaptability) of the content of the discipline [17]. It is also not possible to violate the principle of confidentiality of personal information received from students during the determination of the safety of their behavior patterns and their state of health [18].

Conclusions

1. The adaptability of valeological education is used in the formation of both content and forms of teaching. Adapting to the conditions of the COVID-19 pandemic and war with the transition to distance and blended forms of learning without worsening learning outcomes can indicate successful adaptation.

2. The adaptability of the theory of health conservation is related to the determination of quantitative indicators of health and the qualitative assessment of academic success of students in the study of valeological disciplines.

Prospects for further research consist in transferring the result of adaptation of valeological disciplines to modern teaching conditions into the general theory of adaptive education.

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АДАПТИВНІСТЬ У ТЕОРІЇ ЗДОРОВ'ЯЗБЕРЕЖЕННЯ ТА ВАЛЕОЛОГІЧНІЙ ОСВІТІ

Анотація. Адаптивні технології є важливими інструментами сучасної освіти, які дозволяють гнучко підлаштовувати матеріали навчальних дисциплін під потреби студентів та умови освіти без втрати якості. Якість освіти пов'язана з рівнем сформованості компетентностей у випускників. На виконання вимог державних стандартів вищої освіти у випускників українських закладів вищої освіти має бути сформована валеологічна компетентність, що дозволить зберегти здоров'я та за необхідності відновити його. Метою дослідження було визначення меж адаптивності валеологічних дисциплін в системі української вищої освіти. Матеріалами дослідження стали навчальні програми дисципліни «Педагогіка здоров'я», яку з 2019 року викладають в Українській інженерно-педагогічній академії (місто Харків). Також були вивчені наукові публікації інших українських дослідників, які займаються теорією та практикою формування валеологічної компетентності у студентів закладів вищої освіти України. Встановлено, що адаптивні технології використовуються як у змісті, так і формах викладання валеологічних дисциплін. Ознакою успішної адаптації дисципліни під умови пандемії COVID-19 та війни є можливість сформувати у студентів валеологічну компетентність на достатньому рівні, незважаючи на необхідність переходу на дистанційне та змішане навчання. Іншими ознаками адаптивності є можливість викладати дисципліну студентам денної, вечірньої та заочної форм навчання, змінювати вимоги до рівнів формування компетентності для бакалаврів і магістрів, для інклюзивних та обдарованих студентів. Зміст тем

дисциплін може адаптуватися під умови часу, що було продемонстровано на прикладі теми надання невідкладної допомоги при критичних станах дисципліни «Педагогіка здоров'я». Обмеженнями адаптивності є заборона порушувати принципи доказової медицини та конфіденційності інформації, отриманою від студентів викладачами валеологічних дисциплін. Значення адаптивності валеологічних дисциплін полягає у можливості доповнення загальної теорії адаптації.

Ключові слова: адаптивні технології, валеологічна освіта, валеологічна компетентність.

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