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DEVELOPPING POSITIVE VALUE-BASED HEALTH BEHAVIOR OF YOUNG STUDENTS

Abstract

The relevance of the study in this article stems from the problem of shaping the culture of student youth towards a healthy lifestyle, its desire to maintain physical and psychological health to participate actively in the future of society as a whole, as qualified professionals. The purpose of the article is to develop criteria and methods for shaping the positive value-based health behavior at the physical, psychosocial and social levels of student youth. The leading method of research into this problem is a survey of students about influencing factors on their healthcare during their studies, and a method designed to study the peculiarities of the psychological functioning of the personality on the development of O.I. Motkov "Psychological Culture of the Individual" to assess the strength of psychological aspirations by defining existing self-goals, characteristics of self-determination, self-regulation of behavior based on various life situations. The article presents the main criteria and methods for forming in student youth a value-based attitude to health, a culture of psychological healthcare based on a balanced daily regime, a favorable and calm environment during learning, the way of teaching, the opportunity for self-realization, the personal example of a teacher, as well as such criteria as motivational-value, cognitive-informative, creative, creative-communicative, emotional-respectful, cultural-aesthetic. The criteria and methods used to impart knowledge help to develop in future professionals the holistic development of their personality, to preserve psychological, physical and social well-being, which shows the existence of moral values and makes it possible to speak of a trend of their creative, cultural behavior in the framework of psychological health in the future, which has practical significance for the entire educational system.

Keywords: health-preservation, education, axiology, social welfare, new generation.

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ФОРМИРОВАНИЕ ЦЕННОСТНОГО ОТНОШЕНИЯ К ЗДОРОВЬЮ У СТУДЕНЧЕСКОЙ МОЛОДЕЖИ

Аннотация

Актуальность исследования в данной статье обусловлена проблемой формирования культуры студенческой молодежи в отношении здорового образа жизни, ее стремлением поддерживать физическое и психологическое здоровье, чтобы активно участвовать в будущем общества в целом, как квалифицированные специалисты. Целью статьи является разработка критериев и методов формирования позитивного ценностно-ориентированного поведения в отношении здоровья на физическом, психосоциальном и социальном уровнях студенческой молодежи. Ведущим методом исследования этой проблемы является опрос студентов о факторах, влияющих на их здоровье во время учебы, и методика, предназначенная для изучения особенностей психологического функционирования личности по разработке О.И.Моткова "Психологическая культура личности" для оценки силы психологических устремлений с помощью определение существующих самоцелей, характеристик самоопределения, саморегуляции поведения на основе различных жизненных ситуаций. В статье

представлены основные критерии и методы формирования у студенческой молодежи ценностного отношения к здоровью, культуры психологического сопровождения, основанной на сбалансированном режиме дня, благоприятной и спокойной обстановке во время обучения, способе преподавания, возможности самореализации, личном примере преподавателя, а также такие критерии, как мотивационно-ценностный, когнитивно-информативный, творческий, креативно-коммуникативный, эмоционально-уважительный, культурно-эстетический. Критерии и методы, используемые для передачи знаний, помогают развить у будущих специалистов целостное развитие их личности, сохранить психологическое, физическое и социальное благополучие, что свидетельствует о существовании моральных ценностей и позволяет говорить о тенденции их творческого, культурного поведения в рамках психологического здоровья в будущем, что имеет практическое значение для всей системы образования.

Ключевые слова: здоровьесбережение, образование, аксиология, социальное благополучие, новое поколение.

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СТУДЕНТ ЖАСТАРДЫҢ ДЕНСАУЛЫҒЫНА ҚҰНДЫЛЫҚ ҚАТЫНАСЫН ҚАЛЫПТАСТЫРУ

Аңдатпа

Осы мақаладағы зерттеудің өзектілігі студент жастардың салауатты өмір салтына, жалпы қоғамның болашағына белсенді қатысу үшін олардың физикалық және психологиялық денсаулығын сақтауға ұмтылу мәдениетін қалыптастыру мәселесіне білікті маман ретінде қатысуына байланысты. Мақаланың мақсаты – студент жастардың физикалық, психоэлеуметтік және элеуметтік деңгейлерінде денсаулыққа қатысты жағымды құндылықты-бағдарлы мінез-құлықты қалыптастырудың критерийлері мен әдістерін әзірлеу. Бұл мәселені зерттеудің жетекші әдісі - студенттердің оқу кезінде олардың денсаулығына әсер ететін факторларды анықтау туралы сауалнама және О.И.Моткованың адамның психологиялық қызмет ету ерекшеліктерін зерттеуге арналған «Жеке тұлғаның психологиялық мәдениеті» өз бойындағы бар мақсаттарды, өзін-өзі анықтау ерекшеліктерін, әртүрлі өмірлік жағдайларға негізделген мінез-құлықты өзін-өзі реттеуді анықтау арқылы психологиялық ұмтылыстың күшін бағалау әдістемесі болып табылады. Мақалада студенттердің денсаулыққа деген құндылық көзқарасын қалыптастырудың негізгі критерийлері мен әдістері, теңгерімді күнделікті тәртіпке негізделген психологиялық қолдау мәдениеті, оқыту кезінде қолайлы және тыныш орта, оқыту әдісі, өзін-өзі дамыту мүмкіндігін жүзеге асыру, мұғалімнің жеке үлгісі, сондай-ақ мотивациялық-құндылық, танымдық-акпараттық, шығармашылық, шығармашылық-коммуникативтік, эмоционалды-сыйластық, мәдени-эстетикалық сияқты критерийлер берілген. Білім беруде қолданылатын критерийлер мен әдістер болашақ мамандардың жеке тұлғасын жан-жақты дамытуға, психологиялық, физикалық және элеуметтік салауаттылығын сақтауға көмектеседі, бұл бүкіл білім беру жүйесі үшін практикалық маңызы бар болашақта психологиялық саулық аясында олардың шығармашылық, мәдени мінез-құлқында моральдық құндылықтардың бар екендігін көрсетеді және тенденция туралы айтуға мүмкіндік береді.

Түйін сөздер: денсаулық сақтау, білім беру, аксиология, элеуметтік қамсыздандыру, жаңа буын.

Basic provisions. A healthy lifestyle is the main element of modern man's culture. In our modern world, such tasks of physical education of young people as strengthening and preserving health, forming healthy lifestyle skills are relevant. The effectiveness of solving these tasks directly depends on the degree of development of each person's personal attitude to their health. Understanding and awareness of the phenomena of health and a healthy lifestyle form the foundation on which human behavior should be built. A healthy lifestyle of a student is determined by the value orientations, worldview, moral and social experience. Self-confidence, well-being, strong-willed stability - all these are signs of a student's psychological health.

Introduction. In today's world, it is important to create conditions for the preservation and improvement of the health of the younger generation, and in particular of student youth. After all, only intelligent students, who have shown their abilities and aptitudes for learning get a higher education, and after graduating they will be highly qualified specialists, will occupy key leadership positions and lead the majority of society in guiding them at fundamental moments [1]. Only specialists with higher education may hold managerial positions and work in public organizations as heads of departments or chief specialists, on which the basis of all the activities of companies and organizations depends [2]. Given this national and world scale of the various working sectors, a culture of health-preservation will depend on their values and aesthetic norms for the welfare of the whole society, which is the foundation of livelihood and will concern every person. The problem under consideration is of great value and its objectives become central to the process of education. It is necessary to raise and educate a highly qualified professional, not only with in-depth knowledge in his or her narrow specialty, but also at the level of values for their application in terms of professional skills, in the future practical activities for creation, organization and maintenance of the well-being of society and its life in general, including physical, psychological and social living standards that will influence physical health, the emotional background, the level of morality affecting personal creative attitude towards society, where, on the basis of their creative, professional, athletic and everyday activities, they will give priority to a functional direction with a focus on the social life harmony, in which every person is the key as he or she is a member of society, and the integrity of success, the welfare of the whole society depends on the well-being of every person, which is the main task of each country [3].

Thus, the problem of pupils' health behavior becomes a priority, where the fundamental task is to create values of moral, a creative order with highly aesthetic cultural norms and a high level of psychological health, which will contribute to the preservation of personal behavior to maintain a better, positive component of life at all levels of personal, household, professional, cultural-aesthetic, ecological, energy-saving, sports, creative side of life and other vital signs of living on the physical, psycho-emotional, social level of life of any person [4]. Life is multifaceted, and it is the holistic approach that makes it possible to address all its components, which will be responsible for the health and will create a culture of health preservation, and, in this formulation, every future professional, which is every student in a higher education institution, as well as any child and adolescents who may receive higher education in the future, enabling them to influence the welfare of society with their professional duties, should receive any education and instruction that fosters a high value-based attitude to health, with healthy manifestations, realizations that are any result of creativity, personal image, professional activity, work, hobbies, work skills, communication and many other factors of life [5]. And only a culture shaped on a value-based relationship of value-based psychological healthcare will make it possible to maintain and promote health, which includes well-being at three basic levels of life: physical, psycho-emotional, social, and only with activity, which will improve the quality of life, will be able in the future to improve the social welfare of a country, and taking into account the cumulative influence of the activity of one country on another and the world as a whole [6].

Materials and Methods. The study used a method consisting of interviewing students for factors influencing their health in a course of the educational process and a method for studying peculiarities of psychological functioning of a person developed in 1999 by O.I.Motkov "Psychological Culture of the Individual" [7] which evaluates the strength of the psychological aspirations at the expense of the objectives of the researched person, the characteristics of his self-determination and self-regulation of behavior in different life situations. The diagnostic method is presented in the form of a questionnaire consisting of 18 questions reflecting the expression and quality of cultural and psychological behaviors, which together reveal the motivational values of the student and his level of culture of health-maintenance behavior.

The questionnaire contains questions that make it possible to understand the psychological characteristics of a person and the level of self-esteem, to have constructive communication with different people, which is the basis of the respectful communication on which the positive outcome of any kind of activity depends. This method also makes it possible to identify the level of self-control of one's emotional background, since good self-regulation of one's emotions and actions is reflected in one's ability to control and maintain an adequate level of calm, sobriety of thought in difficult situations, which will make it possible to find the best way to preserve health. The analysis of questions allows defining creative beginnings, the ability to create a creative atmosphere that allows realizing personal talents of others and future colleagues and to this need to have a function of self-organization, which is also reflected in the questions. The ability to plan and manage time and workload is important for a future specialist, and these are important indicators of future success. The questionnaire also contains questions on the harmonizing self-development, expressed in following a healthy lifestyle in all its manifestations, at all levels. A detailed analysis of the data on the personality characteristics of a respondent makes it possible to determine the psychological culture of the individual within the framework of health preservation, his or her level of creative motivation, which is oriented towards the successful development of society, what is important for the formation of a sustainable attitude towards health in general.

Similarly, the survey conducted on the impact of educational factors on health included basic questions based on the criteria that are present in any educational process, for example, an adequate, harmonic daily schedule, including meals, time for hobbies, rest, self-study, lecture and practice classes attendance, sleep. The further questions were to clarify the level of relevance of the information, which is important for motivating the direction of future professional activity for health preservation and for creating the moral foundations, as well as the form of its presentation, the relationship with a teacher and the general emotional background during lectures and practical classes, the possibility of self-realization, creative expressions and the presentation of personal knowledge based on achievements. The level of psychological pressure and repression by teaching staff was also taken into account, as well as the influence of the teacher's personality and example in the formation of cultural-aesthetic, psychological, health functions in various spheres of life. Considering these facts, the survey conducted and the "Psychological Culture of the Individual" method is a reliable and valid tool for studying cultural and psychological aspirations, motivations, future behavior within a psychological culture of health preservation, on the basis of which criteria and methods will be developed to shape the value-based attitude to health at the physical, psycho-emotional and social levels of student youth. In calculating the data, the average scores for each factor and species are considered, and then the average scores and the results are related to the data defined by O.I. Motkov "Levels of harmony of the characteristics of a psychological culture". The survey also identifies the main criteria and methods for the influence of the educational process in shaping attitudes towards the holistic concept of health. A standard method of mathematical counting and graphical representation of the results was used to calculate the results.

The three higher educational institutions of the Republic of Kazakhstan served as the experimental basis of the research, in particular L.N.Gumilyov Eurasian National University, Kazakh Humanitarian Law Innovative University, Shakarim State University Semey. The survey and questionnaire on the chosen method were carried out among 250 students of 1-4 courses of higher education institutions, of whom 116 were women and 134 were men. The age of the respondents was between 18 and 26 years. The study of the problem was carried out in three stages:

1. In the first stage, a theoretical analysis was carried out of existing methodological approaches for the formation of a value-based health behavior of young students in the philosophical, psychological and pedagogical scientific literature and theses on the problem, as well as the theory and methodology of pedagogical research; the problem, objective and methods of research have been identified and a pilot study plan has been drawn up.

2. The second phase consisted of a survey of respondents, refinement of indicators and development of criteria and methods for the development of values for the health of student youth; pilot work was conducted, lessons learned from it were analyzed, validated and refined.

3. The third stage consisted of the completion of pilot work, refinement of theoretical and practical conclusions, synthesis and systematization of the results.

Results. Based on the analysis of the obtained material, the results of the study, as part of the system-activity approach, produced statistical data from questionnaires and surveys of student youth reflecting the personal characteristics of respondents as motivational targets, substantive and procedural, performance-based and their structural types. The performed detailed analysis of the properties and characteristics of their personality, which include hierarchically ordered combination of psychological features, qualities, social, natural, social relations, intellectual, behavioral and emotional properties, belongs to the motivation aimed direction is one of the key indicators that will influence the value-based attitude to health. It has also been shown that the knowledge that students received during their studies greatly influenced and determined the further motivational indicators that they were going to pursue in their professional field [8].

In general, professional activity is a very multidimensional and multi-leveled system and it is more influenced by both personal qualities and acquired motivational directions, which are reinforced by the personal properties of the future specialist. The knowledge that he or she obtains through the personal barrier of perception is based on individual emotions and associations that in the future will incite or encourage neglect of activities that affect both personal and other people health, which to some extent will depend on the outcome of the professional field of the future specialist, and in the present university student relating to student youth [9]. Thus, it turns out that the personal stimulating function will be determined by individual thinking, which is transformed into certain actions and also colored with examples and the direction that are taught and shown. It follows that the awareness of the personality must be based on a detailed analysis of his or her aspirations, goals and visions for the future, and must be seen as the sum of the unique, inimitable, purely individual qualities of the professional, which determine the social status of the individual and differentiate him from other people, both future specialist and trainee, whose duties include shaping the values of students towards health and health preservation. It can be said that the basic and essential values are derived from the internal world of the human being based on his pathophysiological, biological and socio-psychological characteristics, that, under the influence of education, it will shape its self-consciousness and further conscious behavior towards its health and those around it that makeup society. It should also be borne in mind that the professional life of future specialists and student youth will affect the welfare of society as a whole, not only those with whom each individual communicates, due to the widespread of actions in the production area and the production factor [10]. Thus, a detailed analysis of the conducted research allows identifying the criteria and methods that influence the formation of a value-based view of health.

The substantive and procedural components of the analysis of the collected data included a review of all the components of the educational process, as well as personal characteristics. It will reveal patterns in the background of learning. The way in which the knowledge is presented, its level, its comprehensibility, which depends on the daily life schedule, the teacher's personal example and the student's own perception of the factors, depending on his or her features, and all of this reflects a future model of how one will relate to the health of one's own and other people, one that predicts how their activities will affect health in the future. And at the same time, it helps to evaluate the teaching methods available and to identify the main criteria and methods that will lead to a high level of health preservation culture as a personal one and to be effective in their future professional circle to maintain and improve health. The results-based evaluation component in the analysis of the data of the study made it possible to analyze the results, to correct, to identify the levels of formation of motivational reactions and subsequent skills expressed in actions based on the identified criteria and indicators for health protection, and shaping valuable attitudes towards it at

the social level. In this way, these components of the study, when considered in a combined, integrated way, explain the organization of the process of developing measures of value for health. The output of the research under consideration is the level of formation of a value-based health behavior at all levels of life: physical, psycho-emotional and social. The implementation of the structured results analysis model involved the following stages of research:

– determining the initial level of formation of a value-based attitude to the health of student youth using the methods of questionnaires, interviews, pedagogical observation and statistical processing of the results of the study;

– development and implementation of methods and criteria for forming a value-based attitude to health that contribute to the successful functioning of the structural and functional model of analyzing the results of the study for subsequent their implementation in the field of practical education;

– defining the level and identifying dynamics of the value-based health behavior.

The study covered a total of 250 students studying in higher education institutions in various fields. The analysis of the results of the diagnostic questionnaire and the survey led to the conclusion that the majority of future specialists do not have an adequate level of value for health. Only 39 (15.6%) of the students have a high level of value to health, 123 (49.2%) have an average level, 72 (28.8%) have a low level, and a pseudo-high level has been found in 16 (6.4%) of the respondents (Figure 1).

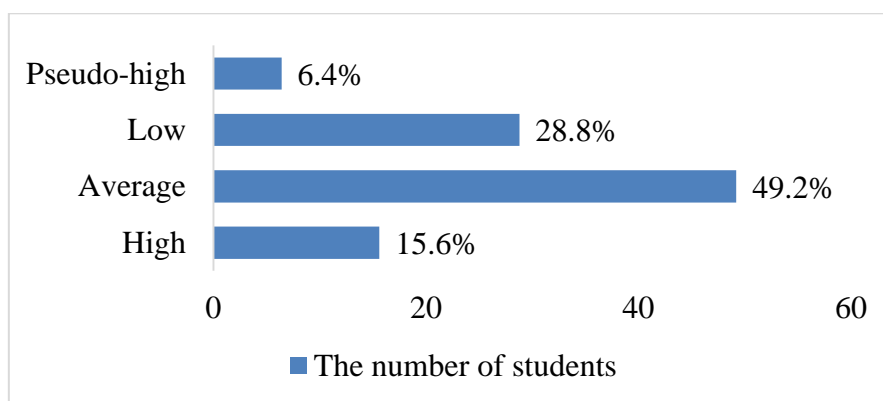


Figure 1. Distribution of students by levels of formation of value-based attitudes towards health

The analysis of the results showed that the majority of respondents did not have an adequate level of values towards health and the culture of health preservation, and only a fifth of respondents had a good, caring health behavior. This suggests that the quality of modern education does not currently take into account the factors and criteria for shaping the value of welfare, which is health in aggregate at the physical, psychosocial and social levels. An analysis of the survey of young students on the factors influencing their attitude towards health, the basic values that help to preserve healthy principles of life and motivate them to have a healthy lifestyle, showed that the teacher's personality (94.8%), ways of knowledge presentation (100%), teaching methods (94.8%), the relevance of information with emphasis on the impact of future professional life on the livelihood of the population, community and society as a whole, depending on professional skills (79%), as well as the respectful attitude towards them (100%), the possibility of discussion without further punitive evaluation-suppressing behavioral reactions by the teacher (82%), balanced daily schedule with time for personal interest and reflection of the studied material (100%), personal example of the teacher (94.8%), as well as the emotionally positive and calm background of the lecture and practice classes (100%), the proper nutrition (100%), optional, voluntary attendance of

physical education and sports classes during education (100%) or their absence, which majority of students say are harmful to the health of students, as the teacher usually follows the curriculum and does not take into account gender, age, state of health, daily schedule, personal fatigue, other activities of the student during the day, presence of all aspects of personal life, that have a high energy demand, and just like young children, relatives in need of care, domestic duties and many others, all this has a great impact on the reduction of stamina and subsequent quality of life of students, and in general all of the above contributes to the development of self-esteem and personal dignity, which are at the heart of health and the creation of a culture of psychological healthcare, and due to the negative effects of the parameters considered, they can be reduced (Figure 2).

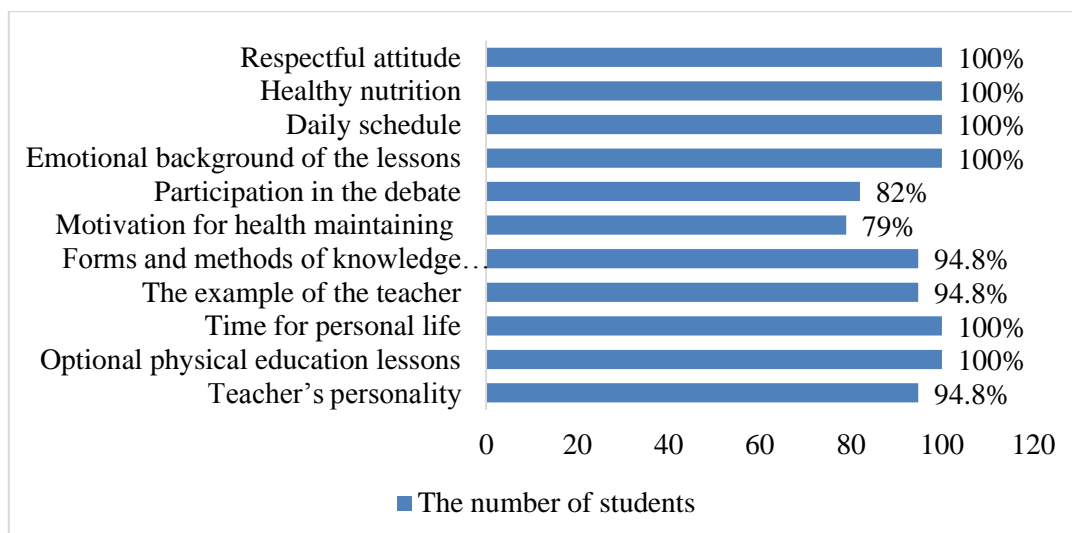


Figure 2. Distribution of students by factors in the educational process affecting their attitudes towards health

Figure 2 shows the distribution of the parameters following the importance of their influence on the value-based attitude towards health, which is directly related to the teacher's self-esteem and dignity, a status which manifests itself concerning the student during the course of his or her education in a respectful manner, the opportunity of self-realization, be able to participate in the discussion freely, with no psychological pressure, to realize him/herself, to count on creative correction and help of the teacher in the development of personal talents, which in general will form status and prestige, a good attitude in society among colleagues, and above all, it will create dignity with a noble message of self-preservation and behavior with a high aesthetic culture of healthcare at all levels. Without the correction of education and the application of methods that influence the formation of a value-based attitude to health and a culture of health preservation, young professionals graduating from higher education will have low self-esteem and an inferior status as dignified members of society, Since they will not be able to fully organize their professional activities for the benefit of society, their work will not be subject to any changes in the level of healthy saving of the population in the sphere of influence of their work, They do not possess the value-based prerequisites for continued behavior for their health to develop and contribute to the development of society towards the strengthening and preservation of health at the physical, psycho-emotional and social levels [11].

The realization of the conditions of the research in the process of developing criteria for forming a value attitude to health required methodical work on the obtained data during the research. A step-by-step analysis of the results made it possible to identify the main components of the process and to identify the main ones, depending on the level of personal qualities and the important factors of the educational process, for the future study of students' educational needs on

the basis of their level of development and the degree of their personal qualities essential for developing their values for health and the culture of health-preserving in a whole. Thus, factors are identified for evaluating the organization of the educational process to form a system of personal, value-based attitudes to health and to understand its importance in their professional field within the framework of a healthy society, having a connection with the teacher and his or her personality and level of formation of a culture of psychological health within the society as a whole, and also to their colleagues and student, and in education influencing the shaping the good health attitude of student youth, which also contributes to the enhancing of knowledge, abilities and skills through reflection, experience, and their understanding of the experience and materials obtained, on the basis of possible different situations in the educational process. Given the above, criteria and methods have been devised for the development of a value-based approach to health, which includes: a balanced daily schedule that includes time for personal life interests, a hobby, and time for comprehending the professional knowledge acquired; a favorable and peaceful atmosphere during lectures, practical exercises, and laboratory sessions; a form of teaching with creative, illustrative examples, with relevant information targeted on sustainable behavior for improving and preserving health; the possibility of self-realization and participation in debates, the abolition of compulsory physical education classes, a teacher's personal example, respectful attitude on the part of teaching staff, healthy nutrition, as well as the criteria of motivational value, cognitive, informational, creative, esthetic, communicative, emotionally respectful and culturally aesthetic, which must be taken into account in the educational process.

The control phase of the study revealed a data change regarding the value-based attitude towards health influenced by the survey and the detailed elaboration of conditions based on the presented methods and criteria from all respondents, and some of them have been introduced into the educational process. The resubmission data of 250 students revealed a significant increase in the level of health preservation culture and in the value-based health attitude in the majority of future professionals. The 194 (77.6%) students showed a high level of value for health, 24 (9.6%) students had an average level, 16 (6.4%) had a low level, which, in a detailed interview, was burdened with family and economic problems, and the pseudo-high score was also retained in 16 respondents (6.4%) (Figure 3).

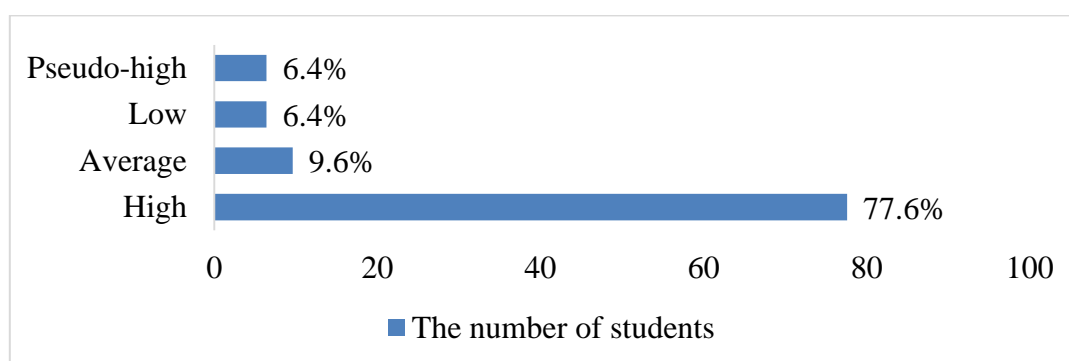


Figure 3. Distribution of students by levels of formation of value-based attitude towards health in the control phase of the experiment

On the basis of the data obtained, it can be said that the factors and methods identified in the educational process, as well as the criteria developed, make it possible to form a value-based attitude to health at the physical, psycho-emotional, social levels, which shows the formation of high moral indicators of personality properties of student youth, which will help them in the future by applying the knowledge gained from the culture of health maintenance during the educational process and by active participating in shaping a prosperous social life. The correctness of the study

was ensured by the fact that the characteristics and data of the questionnaire and the criteria developed were comparable in the study, correct. The analysis of the results of the study revealed that the methods and criteria developed for forming a value-based attitude to health make it possible to develop it in student youth at the stage of the educational process.

Discussion. In today's world, an education program is one of the main pillars of society's welfare [7]. Since future specialists will continue the tradition of preserving the best and try to change many of the lagging factors for the better. Student youth are of particular value as future professionals in all fields that ensure the future course of a society's life and are of high expectations for the well-being of the population and for life in general [12]. The training of moral professionals who will understand the need to lead their professional lives in the framework of improving and maintaining the health of the population is of the utmost importance. Any future professional must be aware of the responsibilities that lie with him and must understand the depth and visibility of his work, on which the lives of many citizens will depend [13]. It is important to raise the level of reflection of student youth, aimed at the benefit of society so that each individual will understand that now the level of society depends on it, the specialist will receive his professional knowledge in this way so that he can initially predict the vast results affecting the lives of the population from his decisions taken or the fruits of his creative activity. It is important to create a creative model of thought and action among student youth, for only by forming a high level of morality positively influencing the well-being of society can one say, that the future specialist has a culture of psychological healthcare and in the future, his professional activity will take place within the framework of health preservation at all levels of activity and contribute to the improvement of the quality of life [10].

It is important to remember that only a worthy person with noble goals and motivation can positively influence the course of life and change it for the better. The self-esteem and level of dignity that students acquire when they get professional knowledge in higher education when they acquire a profession and skills that they will apply in the future, they start to feel themselves already in a different role – in a role of future professionals occupying real jobs, where they will make decisions, often independently, from whom visible changes in the environment and the life of the society of the future will be observed [14]. Young students, while studying at a higher educational institution, acquire another higher status and begin to feel that way and it is very important at this time, to properly direct young people and to adjust their chosen professional path respectfully, with the appropriate placement and high standards for maintaining their physical health, The psycho-emotional and social levels of life, with the acquisition and strengthening of their moral qualities, which were originally conceived at birth at a reflex level of self-preservation, self-reliance and self-protection against harmful factors from outside, that the knowledge of prevention at all levels of life should only be strengthened over the walk of life, with respect for the lives of others and with a constructive quality to maintain healthy, protective behavior with an aesthetic culture of personal behavior [15]. Thus, the problem of research that has been raised has become one of the main issues for solving many problems of modernity, in particular the promotion and preservation of the physical, psychological and moral health on which the social system depends.

Framework characterizing the above-mentioned results will depend on the formation of the general human and professional qualities taught in any educational institution. Everything will depend on the teacher's literacy, personal experience, his personality; it is very important how and what he speaks about, how he presents and what example he sets for future specialists. Any teacher must remember that he is responsible for the upbringing, development and education of, worthy members of society [16]. Students during the educational process become participants in the subject matter, they absorb information and change according to the way how information is presented to them and what quality the knowledge is, as well as their world outlook, which will be reflected in their lives in the future and in the life of society as a whole, which is the most important criterion for the assessment of educational achievement.

A teacher should be able to understand all the motivational preconditions a student tries to tell him by having a dialog with him and answering the question in order to understand his motivations and to evaluate them from the point of view of applying to the professional field for the improvement of the life of the society, as well as his evaluation and correction should be prerequisites for identifying negative moments to halt them and for guiding the motivation of the student in a creative direction, while at the same time disclosing and developing the talents and knowledge of the student, who is too shy or doesn't want to manifest them due to virtue of his or her personal attributes. The teacher must open up his students and show and explain to them their individual abilities and hidden talents, which he will be able to develop and use in his future work. Therefore, the whole range of studying related activities during the educational process should be based on a culture of psychological health preservation and all the diverse communication and learning in this field, which is the basis for the development, growth, realization with a definition of motivational structures and activities for future actions in the life of students of the educational process. Pupils should be able to realize themselves during their studies and although their paths and goals may differ and come from inner values, dignity, nobility, Personal self-esteem, creativity and the interest to see successful and self-fulfilled people besides, which also depends on personal self-esteem, thus all of the mentioned above forms a set of qualities and characteristics that will influence the final result of education and upbringing a person, a member of society, a prospect professional in any field that will also have an impact on the welfare of the population for the preservation of health in its generalized sense for health at all levels [17].

In turn, each level of education is a stepping stone to adulthood and the development of skills, which will be realized in the future, and this ensures the importance of application of the highest level of knowledge in any form to any person at any age, based on a culture of psychological health-preserving and in healthy behavior. This determines the direct connection between the personal and professional qualities of the future specialist and in the present student, the future well-being of the society, which will depend directly on the development of cultural values of healthy saving in the younger generation. Future specialists, despite their level of education, already have a range of qualities which they acquired earlier when growing up and on the basis of pathophysiological components, which must also be taken into account in the recruitment for the specific course of study, that has particular importance in life. In addition, during the educational process different approaches of studying through which they gain experience are important, as they will then project them in their work. Methodological, integrative and functional approaches, which are interconnected and are responsible for the development of the teacher's professional qualities, a site of interpersonal interactions and together this creates professionalism, referentiality, level of emotional comfort, creates or removes semantic barriers, teaches new and effective, proven in practice and previously used technological tools and methods. Education is carried out as a dynamic, multi-level, integrated process that gradually reveals a system of properties, qualities, various characteristics of the future specialist, student, whose formation within the framework of the norm and successful realization in the future is ensured only in the conditions of a healthy educational environment, including all parameters from motivation and value-based to reflexive evaluative, needed for his future professional success [18].

Thus, in view of the above, the identified features of the educational process on which the success of the formation of a high culture of psychological health and value for health must be taken into account in any educational process due to their enduring influence on the development of personal characteristics and also professional skills in the educational process. One of them is the student's balanced daily schedule, which allows him to pay attention to his studies, to attend lectures and practical exercises, and as well to give him time to rest, to self-study, to spend time on his hobbies, which will enable him to maintain his broad vision and depth of personal development, as well as to create conditions for comprehension and understanding of the knowledge obtained during lessons, and for harmonizing his psycho-emotional sphere, which is important for the

formation of a noble personality [19]. Learning in a supportive, friendly, harmonious, calm environment with no emotional and administrative pressure, will contribute to better learning and improving self-esteem in students. Also, this form of teaching will allow the student to ask the necessary questions and clarify the details and will have an additional motivation to explore the subject at a deeper level, allowing them to become a professional and highly qualified specialist in their field in the future. The form of presentation of knowledge with creative and illustrative examples will increase interest in classes and motivation for further study. Any teacher must assess the motivational premises from the side of which the learner responds in comparison with the results of the alleged action, as well as in their lectures and the theoretical part of practical exercises it is important to present knowledge and professional information with an update on health standards for all basic physical levels, a psychological and social explanation of the importance of acting with values of morality and health maintenance, and, of course, with relevant professional information aimed at building beneficial functions of the future specialist in his further professional career [20].

Bearing in mind that every student is in fact an already formed person with an active, energy consuming personal life, which is often also accompanied by the care of other relatives who already have children, burdening his life with domestic problems and household duties that involve a lot of physical effort, while the student is still studying, spends time on the road, his sports hobbies and the necessary domestic actions, that the additional dosed exercise as part of the training with the criteria relevant to the athlete, at least of amateur order, or even higher, and heavy physical activity during the day despite the stressful personal life situations can be difficult for a student and often aggravates his or her physical and emotional state, and often social, as when a student has no physical energy for doing primary family responsibilities, not to mention homework or self-education, his social life also suffers, and therefore the abolition of compulsory exercise of physical education lessons, and allowing to participate in sports clubs and interest groups on a voluntary basis will only increase motivation to learn and create conditions of health maintenance for student youth, while forming in them association values for their own health, and other people in terms of their future professional duties. There is no doubt that good nutrition will preserve physical health, and it is important to correctly distribute and provide the conditions that will enable young students to eat properly during their studying.

The teachers themselves, who take on the professional skills of future professionals, must have a maturity, which is also determined by his or her desire to realize his or her personal potential, self-actualize and develop his or her talents, hidden talents, creative impulses, potentials, the need to embrace oneself, and thereby it will be reflected in his or her active performance aimed at success at work and interesting presentation of material, it is also an additional factor that inspires respect among learners and colleagues and creates prestige in the institution of higher education, and it will also contribute to the development of the learner. The criteria for forming a value-based attitude to health are designed to be comprehensive to develop moral qualities among young students, as a cohesive system and harmonious interaction of all its components in education at all levels for all categories of the population. Therefore, motivational value, cognitive informative, creative, communicative, emotionally respectful, and culturally-oriented criteria that reflect a health preservation culture and form a value of health are important to apply in the educational process and at the learning stage, it is necessary to develop the skills and abilities of future workers in this field to improve the health of the whole society.

Conclusions. It has been established that the formation of a high level of value-based attitude towards health and a culture of health maintenance among young students will contribute to a successful educational process, as a result of which the learner will become a dignified human being with high self-esteem, with creative motivations and goals, and a future professional who will perform professional duties for the positive development of society. On the basis of such criteria developed, as motivation and value-based criteria, cognitively informational, creative and

communication, emotionally respectful, cultural and aesthetic, it is possible to form a level of value attitude to health, which will contribute to the preservation and improvement of the health of all those involved in the educational process, as well as of the population as a whole, based on the future prerequisites discussed above. Young students who have developed the value of maintaining their health will have the same knowledge of leading a healthy lifestyle, which they will introduce into the personal philosophy of the healthy lifestyle of their colleagues and, in fact, of the whole of micro-society in their domestic and private lives, with the choice of creative motivating factors for improving life and preserving it, as well as the good physical, psycho-emotional and social attitude towards her, which will have a positive impact on all social life. With a high level of value for health and a function of health-saving, specialists will implement the experience gained in this field into their professional lives, which will be in the nature of promoting health maintenance skills.

The methods, directions in the educational process, and the criteria developed will have a preserving and reinforcing impact on the health of young students, which will help to increase and maintain their working ability and efficiency in future work, and given that many of the students still work in parallel with their studies. This humane area of research makes a great contribution to the field of education, with many interrelated logical chains leading to the preservation of health, the development of values towards health, and the formation of a culture of healthcare. Thus, the indicators identified and considered in the educational process of prospect specialists make it possible to fulfill the integral and personal potential for forming a value-based attitude towards health. The materials of this article are useful for educators and can be applied in practice, which will contribute to the enhancing and introduction of a healthy environment in society.

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БОЛАШАҚ ГЕОГРАФИЯ ПӘНІ МҰҒАЛІМДЕРІНІҢ КӘСІБИ-ПӘНДІК ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

Аңдатпа

Мақалада болашақ география пәні мұғалімдерінің кәсіби-пәндік құзыреттілігін қалыптастырудың мәселелері зерттелген. Географиялық картамен жұмыс жасауда кеңістіктік ойлауды дамыту және мұғалімнің кәсіби өсуінде картографиялық құзыреттіліктің маңызын айқындау зерттеудің өзектілігін құрайды. Бұл зерттеудің мақсаты - болашақ география пәні мұғалімдерінің картографиялық құзыреттілігін қалыптастырудың педагогикалық негіздерін айқындау. Зерттеу әдісі – болашақ география пәні мұғалімдерінің картографиялық құзыреттілігінің педагогикалық негіздерін модельдеу арқылы қалыптастыру.

Зерттеу мәселесін айқындауда педагогикалық бағытта білім алатын студенттерінің кеңістіктік ойлау туралы білімдерін анықтау үшін сауалнама жүргізілді. Кеңістіктік ойлаудың картографиялық құзыреттілікті қалыптастырудың алғышарт бола алатынына талдау жасалды. Зерттеу жүргізу барысында картографиялық құзыреттіліктің қалыптасуына әсер ететін үш мәселе анықталды: кеңістіктік ойлау, кеңістіктік деректерді талдау мен түсіну, картографиялық құралдарды пайдалану. Кеңістіктік ойлау мен картографиялық құзыреттілік өзара тығыз байланысқан жүйе болып табылады. Географиялық карталар және құралдармен жұмыс жасау кеңістіктік байланыстардың қалыптасуы мен дамуына ықпал ететіні анықталды. Болашақ география пәні мұғалімдерінің картографиялық құзыреттілігін кеңістіктік ойлау мен модельдеуге бағытталған тапсырмалар жүйесін құру арқылы қалыптастыру зерттеу жұмысының практикалық маңызын құрайды.

Түйін сөздер: география пәні мұғалімі, кәсіби құзыреттілік, пәндік құзыреттілік, картографиялық құзыреттілік, кеңістіктік ойлау.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНО-ПРЕДМЕТНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ГЕОГРАФИИ

Аннотация

В статье рассматриваются проблемы формирования профессионально-предметной компетентности будущих учителей географии. Развитие пространственного мышления в работе с географической картой и значимость картографической компетентности в профессиональном росте учителя определяют актуальность исследования. Целью данного исследования выявить педагогические основы формирования картографической