

## The development of the culture of psychological health care for future pedagogy-psychologists

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### Abstract

The role of the formation of professional competencies of future pedagogy-psychologists in the field of education has been of concern recently. This study aimed to examine the possibilities of the educational process of the university in the formation of an important culture of future pedagogy- psychologists, as well as their ability to use health-saving technologies in professional activities, to consider the risks and dangers of the social environment and educational space. The article presents the results of an experiment conducted with 100 students selected from Kazakh Humanitarian and Legal Innovative University, Kazakh National Women's Pedagogical University, and East Kazakhstan State University named after S. Amanzholov, After the experiment, questionnaires were presented to participants. The results were analyzed using content analysis. The authors conclude that health-saving educational technologies for future pedagogy-psychologists represent a number of pedagogical techniques and methods of work, various technologies and techniques in solving emerging problems in pedagogical activity, and the constant desire of the future pedagogy- psychologist teacher to self-improvement, self-education, self-learning.

**Keywords:** Health-saving; Pedagogy-Psychologists; pedagogical technologies; professional competence.

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## 1. Introduction

Protecting the health of the younger generation can be called a priority for the entire society since only healthy young people can properly assimilate the acquired knowledge and can engage in productive and useful work in the future. Now the efforts of the education system are focused on the impact of schools and vocational education institutions on the health of students, the ability to organize high-quality education, development, and education of the younger generation without compromising physical and psychological health (Gulyakin, 2016).

The problem of forming, preserving, and strengthening the health of the population is one of the priority tasks of the state, recognized as a factor of national security, stability, and well-being of society. The Concept of Health Development of the Republic of Kazakhstan until 2020 notes that, to ensure sustainable socio-economic development of the Republic of Kazakhstan, the priority of state policy is to preserve and strengthen the health of the population through the formation of a healthy lifestyle, and the primary objective of the concept is to create conditions, opportunities, and motivation for the population to lead a healthy lifestyle.

The most important goal of education, including the system of higher professional education, is, of course, to achieve a certain level of education by students. In the field of education, certain measures are being taken to fulfill the state order for the education of people. They are reduced to the inclusion of new educational disciplines in the curriculum, which leads to an overload of students with relevant information. In addition, they can no longer assimilate at a high level, the aspects of social experience offered to them. As a result, there is a decrease in the quality of education. In addition, increasing loads make a real threat of overwork, the consequence of which may be a deterioration in health (Borisov et al., 2012).

A huge number of scientists, including N. K. Smirnov, are engaged in the problem of health-saving and speak about the need to create health-saving conditions in the educational space. The activity of any educational institution is connected not only with the education of their wards but also with the creation of certain conditions that contribute to the preservation of the health of students in the educational process.

Different aspects of future pedagogy-psychologist teacher training are considered in the works of G. N. Serikova, G. K. Zaitsev, A. G. Zaitsev, V. V. Kolbanov, M. G. Kolesnikova, E. A. Ovcharova, L. V. Radionova, and others (Makarova et al., 2013). During the research, we relied also on the following Kazakhstani researchers from this field of study S.M. Zhagypov, Zh.Y. Namazbaeva, H.T. Sheryazdanova, A.R. Yermentaeva, A.T. Akazhanova. G. N. Serikova considers health education as "the unity of the measures undertaken by the participants of education and to improve (not worsening) of the health protection from themselves and partners, as well as to increase the quality of education and (or) professional qualifications".

In the culture of health care, maintaining a healthy lifestyle is not given to a person initially, but is the result of his training, upbringing, self-development (Makarova et al., 2013). In this regard, it is important to understand the essence of the activities. It is well known that the school atmosphere today has become unsafe for the health of children. The deterioration of children's health is directly proportional to the educational overload of students, their dissatisfaction with their teacher, and their negative attitude to some of the subjects studied. Obviously, one of the rules of pedagogical activity should be the following: when teaching and educating, remember whether your actions will not harm the health of your student (Volkova, 2010).

However, for a future pedagogy-psychologist teacher to be qualified to follow this rule, he must know and be able to do a lot in the field of psychology. In addition, the success of the formation of a healthy, harmoniously developed child's personality largely depends on what personal and physical potential the future pedagogy-psychologist teacher himself has, whether he leads a healthy lifestyle. The way of life of a person is a reflection of the sum of his knowledge, skills, worldview, etc. -

all that ultimately forms the culture of the individual (Gulyakin, 2016).

In connection with the above, we raise the problem of forming a health-saving competence of a future pedagogy-psychologist teacher, the components of which are: knowledge, skills, thinking, worldview, and behavior with a psychological orientation, a healthy lifestyle, a culture of feelings (Borisov et al., 2012). We believe that the problem can be solved in a pedagogical university through a set of measures aimed at changing the existing forms of future pedagogy-psychologist teacher training, creating new training programs that have health-saving orientation, structuring educational information differently, and applying it.

One of the requirements of the state educational standard for the level of training of bachelors of pedagogy-psychologists is the awareness of future specialists of the value of health care, orientation of future specialists to the development and formation of "communicative personal qualities, legal self-awareness, attitude to human health as self-worth". Thus, it is necessary to focus the training of bachelors on building a health-preserving environment in school, modernizing the education and training of children of different ages, mastering modern means of assessing student achievements, psychological counseling of parents, working with younger students, adolescents, and older students who find themselves in an extreme situation (Serikov, 1999).

The culture of health-saving, as a result of health-saving education, should be inherent in every person, but for the future pedagogy-psychologist teacher, it is especially significant and necessary, as it is one of the integral indicators that determine the cultural level of society. The process of forming a culture of health care should be carried out in an atmosphere of intellectual, moral, and aesthetic experiences, a clash of opinions, views, the search for truth, and the design of various possible solutions (Syromyatnikova, Romantsov & Shatz, 2009).

At the same time, the main condition is the student's involvement in the critical analysis of the personally significant content of knowledge. The implementation of interdisciplinary connections allows students to see the same phenomenon from different points of view, to get a holistic view of it. Unfortunately, most health-saving training programs exist within the framework of an information and cognitive approach only. Training in health-saving technologies at a pedagogical university pursues the following main goals:

- Formation of motivation, knowledge, and skills for implementing a healthy lifestyle among bachelors;
- The development of the bachelor's abilities and skills necessary for the formation of a healthy lifestyle in future students.

### **1.1. Purpose of study**

This study aimed to examine the possibilities of the educational process of the university in the formation of an important culture of future pedagogy-psychologists, as well as their ability to use health-saving technologies in professional activities, to consider the risks and dangers of the social environment and educational space.

## **2. Materials and Methods**

### **2.1. Participants**

This research selected participants from 1-4 courses, and the number consisted of 100 students from Kazakh Humanitarian and Legal Innovative University, Kazakh National Women's Pedagogical University, East Kazakhstan State University named after S. Amanzholov.

### **2.2. Data collection instrument**

The research conducted an experiment on the study to identify the level of culture of

future pedagogy-psychologists in the field of education. During the experiment, the researchers conducted diagnostics of the social values of the individual and interviews. The participants were also presented with questionnaires after the experiment.

### 2.2.1. Scale

In addition to the method of V. P. Voitenko, to determine the self-assessment of health care, we used the method "SF-36 Health Status Survey", which refers to non-specific questionnaires for assessing the quality of life, it is widely used in the United States and European countries when conducting quality of life studies.

- The questionnaire questions are divided into eight scales: physical functioning (PF),
- role-based functioning, due to a physical condition (RP),
- Pain intensity (BP),
- Overall health care ^N),
- vital activity (UT),
- social functioning (SF),
- role functioning, conditioned by the emotional state (s),
- Mental health (MN) (Makarova et al., 2013)

## 3. Results

This section presents the results of a study conducted among students of Kazakh Humanitarian and Legal Innovative University, Kazakh National Women's Pedagogical University, East Kazakhstan State University named after S. Amanzholov, on specialty "Pedagogy and Psychology," from different courses. During the experiment, we conducted diagnostics of social values of the individual and questionnaire. The majority of students note professional and material values in the first place, and only a few prefer health, even though everything else is achievable only if good health is preserved. Among the proposed values were: material security, health, family, friendship (love), external beauty, knowledge, self-development, etc.

Thus, only 15% of respondents mentioned health in the first place, 37.5% in the second place, and 2.5 % of respondents put health in the third place. The results of the self-assessment of health care (according to V. P. Voitenko) showed that 50 % of respondents rated their health as "very good", 50 % - as "average". The low level of health care was not noted by any of the respondents.

The maximum points scored on different scales are from 0 to 100. Using this method, 100 students participated. As a result of processing the questionnaires, the following data was obtained. According to the indicator "physical functioning" (PF), respondents scored 84.3 points out of a possible 100 points, i.e., the majority assess their health as "very good".

The second indicator "role functioning due to physical condition" (YAR) all respondents scored a significantly lower number of points - 66,3.

The third indicator "pain intensity" (BP) in healthy people must be 0 points, but in our case, this indicator amounted to 16.2 points, which suggests that even healthy students who do not have any disabilities in the state health care, still occasionally experience any pain that interferes with their normal functioning.

The overall health condition is "above average" and averages 66.5 points with a maximum possible 100 points.

The indicator of "vital activity" (UT) is 64.5 points, which, in our opinion, is a fairly low indicator for this age group. The indicator "social functioning" (SF) is at a fairly "high" level and is 81.9 points. In our opinion, this can be explained by a conscious choice of profession and a developed sense of responsibility.

The indicator "role functioning due to emotional state" (YAE) was significantly lower than the previous indicator and amounted to 64.7 points. This can be explained by the high intensity of the educational process in the university, the introduction of innovative projects and technologies, a large volume of special disciplines, and high responsibility.

The indicator "mental health" (MN) is 68.5 points, which can indicate problems associated with a high level of stress that respondents experience both in the educational process and everyday life.

In addition to the eight scales, two generalized indicators were calculated using the formulas: "Physical component of health-saving", which was 51.1 points, and "Mental component of health-saving", which was 48.4 points.

In the course of the study, low indicators were identified for role functioning, due to physical condition; vital activity, and a generalized indicator of mental health-saving. To improve these indicators, it is necessary to develop a system of measures that include various aspects of resource conservation. The result of the research was aimed at the formation of professional competencies of future pedagogy-psychologists in the field of education. One of the most important tasks of professional education is to promote students' awareness of the need for a careful attitude to health, to intensify activities to maintain and strengthen it, as well as to create conditions for their development of knowledge and skills in the field of a healthy lifestyle (Borisov et al., 2012).

*At the first stage*, it is planned to train students in the health-saving culture, to form the motivation for health-saving; to draw up individual health-saving programs; to survey students' medical records. This can be done through the inclusion of special disciplines in the curriculum, as well as an in-depth study of the issues of resource conservation of human health in various disciplines. For this, there can be pedagogical readings, advanced training courses, pedagogical councils, the work of methodological associations, etc. In parallel, it is necessary to carry out medical and physiological monitoring of the state of health and physical fitness of future pedagogy-psychologists.

The formation of students' value attitude to their health can be carried out in the educational process by including in the content of education theoretical and practical material that would contribute to the formation of future specialists' skills of self-recovery after overload; ways to relieve psychoemotional stress; prevention of possible personal and professional deformations, etc. (Pazyrkina, Sopko & Zhurina, 2012). For example, when studying, various mental states of a person are considered, including the state of stress. Its influence on the human body, human behavior in a state of stress, ways to overcome neuropsychiatric stress are studied, the level of stress resistance, the level of personal and situational anxiety, self-assessment of mental states (anxiety, frustration, aggressiveness, etc.) is diagnosed (Serikov, 1999).

Students should not only gain knowledge on health care but also acquire the skills and abilities they need in their future professional activities. The success of learning about health depends not only on the content of the discipline, deep knowledge, and skill of the teacher but also on the system of specific relationships of the student himself: his needs, motives, goals. Therefore, a necessary condition for the formation of a value attitude to the study of the basics of health care should be the coordination of learning goals with the motivational and value basis of the educational activity of the individual.

The strategy of forming a value attitude to one's health and the health of others contributes to the independent development of the future specialist's beliefs based on the acquired knowledge and experience. Thanks to beliefs, first a stable motivation for a healthy lifestyle is created, then a

health-saving readiness and activity in maintaining and strengthening one's health-saving (Pichugina, 2015).

*At the second stage*, it is assumed to acquire personal experience in saving resources health-saving and applying knowledge in practice - the implementation of health-saving pedagogical technologies in various types of practices (educational, pre-graduate, etc.), as well as in the educational process of the university. One of the most important tasks of professional education is to promote students' awareness of the need for a careful attitude to health, to intensify activities to maintain and strengthen it, as well as to create conditions for their development of knowledge and skills in the field of a healthy lifestyle.

#### **4. Discussion**

It is necessary to actively use the opportunities of educational and industrial practices, within the framework of the practice program, to perform such activities as studying the state of physical, mental, and social health of future pedagogy-psychologist and students; questionnaires to identify the attitude of participants in the educational process to health, the degree of awareness in the issues of saving human health resources, the level of implementation of health-saving in professional activities, the implementation of health-saving pedagogical technologies in the educational process, etc.

In our research, it was found that in a pedagogical university, most of the health knowledge, methods of its preservation, and strengthening, students receive through self-education. Physical education and training classes play a significant role in the formation of health-saving knowledge among future pedagogy-psychologists. The most useful disciplines in terms of acquiring health knowledge, students call physiology, hygiene, anatomy, and psychology. Here we should note the low efficiency of using only the lecture form of students, to save energy resources (Syromyatnikova, Romantsov & Shatz, 2009).

The attitude of students to their health, according to most researchers, is the basis of health-saving, since, through the motivation of this attitude, it is possible to carry out value-oriented activities to preserve and strengthen personal health-saving. At the same time, the study of this relationship is necessary to improve the educational process and the system of education in professional institutions, as well as the selection and implementation of the appropriate health-saving system as a whole (Volkova, 2010).

#### **5. Conclusion**

An important point is the organization of research work of students on the issues of saving resources of human health (organization of the activities of the student research laboratory, speaking at scientific conferences, holding "roundtables", meetings with specialists, etc.)

The inclusion of various health-saving pedagogical technologies in the content of professional education contributes, on the one hand, to the preservation and strengthening of health-saving students themselves, and, on the other hand, is aimed at mastering their knowledge, skills, and skills in the field of health-saving for the purpose of their further implementation in professional activities.

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