

РОЗДІЛ II. ПРОБЛЕМИ ПЕДАГОГІКИ ВИЩОЇ ШКОЛИ

UDC 378/1:37.013

Nataliia Bakhmat
Kamianets-Podilsky National University
named after Ivan Ohienko
ORCID ID 0000-0001-6248-8468
DOI 10.24139/2312-5993/2020.09/098-109

STUDENTS SOCIAL HEALTH FORMATION IN THE CONDITIONS OF DISTANCE LEARNING

The article analyzes the theoretical aspects of the students' social health formation in terms of distance learning, substantiates the issues covered in the scientific literature on improving the level of social health of students.

It is established that formation of students' social health in the conditions of distance learning depends on their readiness to fully realize themselves in society, the ability to unleash their potential in all areas of the social environment, the ability to apply modern technologies for learning and the ability to overcome psychological barriers to communication with a teacher, peers and self-organization.

Key words: health, social health, distance education, distance learning, higher education, students, social environment factors.

Introduction. Unfortunately, the rapid socio-economic changes taking place in our country today are not conducive to improving the health of its people. Each of us is a participant in a complex and continuous process of social reproduction of generations. Note that the biological essence of a man is unchangeable and depends on the function of biological reproduction, and the social function changes with the development of cultures, it is accepted and passed on to descendants. "The sociality of the individual can be represented by the integration (unity and complementarity) of such aspects as: self-awareness as a member of society, the subject of interaction with it, with other people, with groups; conscious fulfillment of the norms of social life adopted by this society; ability to make personal efforts to join social values both for assimilation and for creation; realization of cognitive, labor, family, leisure functions on the basis of humanism and spirituality" (Bondarenko, 2016). Thus, human education is the result of its social reflection.

"Modern youth functions in an extremely complex and dynamic society, which is not just an environment for their existence, but appears before them in the form of various socially significant socio-moral tasks that must be more or less successfully solved by each member of society. Therefore, now it is necessary to clearly find out which of these tasks the society sets for young people" (Bondarenko, 2016, p. 6-7).

Nowadays, "the number of students with certain diseases often complicated by a chronic course is increasing. The problem includes not only the deterioration of somatic health, but also the other components of health – mental and social ones" (*Concept of the project "Distance learning of schoolchildren", 2009*).

Thus, "the number of students leading a healthy lifestyle is declining today, and the health deteriorating limits their academic success and social activity. There is a maladaptation of a part of young people in the society, a decrease in the desire for self-realization; the increase in offenses; decline of sexual culture. All this indicates a decrease in the level of social health of the young generation" (Abashkina, 2016, p. 64-66).

In the conditions of the COVID-2020 pandemic, the countries became hostages to work on the Internet, and education institutions had to actively implement distance learning, which in turn affected the social health of young people. Obtaining high results of distance learning and formation of social health of higher education seekers is impossible without certain conditions: the availability of a modern computer base with Internet access, research and teaching staff must develop digital educational resources, the availability of high distance learning courses and systematic organization of distance learning, etc.

Distance learning has a number of advantages, among which the researchers highlight the following: a higher education seeker can study at a convenient time, in a familiar environment and at a relatively autonomous pace; low cost of training; mobility; individual approach (Babich, 2012).

But along with the advantages, the distance learning system has a number of disadvantages that negatively affect the social health of students. "First, for successful correction of training and adequate assessment it is important to have a direct contact with the student. In addition, it is impossible to accurately verify whether that person is working, performing a task, or someone else does it. Therefore, the final quality control of knowledge is still carried out in a face-to-face session. Also, not all settlements have an access to the Internet. And the most important is the fact that in distance learning the direct contact between a teacher and a student is lost" (Klokar, 2009). From our own practical experience, we can state that in long-term online learning it is quite difficult for a higher education applicant to speak on a particular issue being studied, to be included in the consideration of controversial issues. However, students must be sufficiently motivated in the context of distance learning. A certain asynchrony of learning can turn not into a systematic learning, but into a certain chaos, tasks performing without inspiration and lack of interest in learning and the social environment in general.

As a result, there is a growing interest in the problem of forming the social health of students in the context of distance learning, because distance education, which requires constant use of the Internet, restricts students in live communication and affects their social health.

Analysis of relevant research. In the process of solving this problem we relied on foreign and domestic experience, namely: socio-pedagogical technologies for the formation of a healthy lifestyle of young people, especially education of the younger generation and acquisition of professional skills while studying in HEI (S. Arkhipova, Z. Bondarenko, N. Volkova, P. Husak, I. Zvereva, S. Omelchenko, S. Savchenko, I. Trubavina, S. Kharchenko, etc.); computerization of education (V. Bykov, V. Vasiliev, B. Hershunsky, L. Karpenko, N. Kasianova, E. Mashbits, O. Spirin); formation of information culture of higher education seekers and features of information technologies using in the educational process of HEI (V. Bykov, S. Hunko, N. Bakhmat, O. Dubinina, L. Kartashova, V. Liubarets, I. Smirnova, O. Spirin, A. Stoliarevskaya, and others), etc.

The above results of scientific research are of indisputable value and contribute to the need for information technology and learning tools in the educational process, in particular, introduction of distance learning, but also provide an opportunity to think about ways to maintain physical health in active and socially important activities.

The aim of the article is to theoretically study the scientific achievements in forming the social health of students in the context of distance learning.

In accordance with the purpose, the following tasks of the article are defined: to analyze the theoretical aspects of the researched problem; to substantiate the issues on improving the social health of students covered in the scientific literature.

Research methods: general scientific methods of analysis of theoretical aspects of the researched problem: analysis, comparison, generalization.

Presentation of the main research material. Today the problem of social health of young people has become relevant in domestic and foreign research. At the same time, it should be noted that interest in this problem is gaining relevance in Ukraine, as solving of the problem of the modern Ukrainian youth social health forming is more important than in other developed countries.

“Today, the concept of “social health” is considered in the context of understanding the health of the population as a whole (medical aspect). Educators, psychologists, sociologists and valeologists consider “social health” to be “individual social health”. Considering the purpose of the article, we will focus on the analysis of the concept of “social health of students” (Babich, 2012).

“Social health” is considered by scientists as “the functioning of the individual as a full member of society, its conflict-free interaction with the outside world, friendly relationships with peers, family, society, etc.” (Prystupa, 2008); multifaceted and multifunctional factor of a healthy lifestyle, which is a leading link in interpersonal relationships: the individual with society, the adolescent with parents, the adolescent with the environment, etc.” (Goryana, 2009) and others.

In some studies, the concept of “social health” of the individual is considered as a component of mental health rather than social. This is mainly due to the fact that the optimal relationships (with peers, with those around) in terms of social health should be considered more acceptable in society” (Korniichuk, 2013, p. 323).

“Social health is characterized by the level of socialization of the individual, the attitude to the norms and rules adopted in society, social ties with people and social institutions, the acquired social status and the desire to improve it within current laws and moral traditions, sources and income and costs, etc. The social orientation of the individual finds its expression in relation to: other people (kindness, sensitivity, respect, friendship, sympathy, etc.); to their activities (honesty, discipline, diligence, responsibility); to his homeland (patriotism, heroism, devotion to ideals); in relation to oneself (dignity, pride, modesty, selfishness); to nature, things, various phenomena (thrift, accuracy)” (Horiana, 2009).

Thus, “social health is seen as a factor in a healthy lifestyle. This view is valuable to us because such an approach allows us to consider social health as one that encourages young people to strengthen and maintain other aspects of health. Taking into account that today a healthy lifestyle is seen as one that provides not only physical but also mental and spiritual health, in this context, social health can be considered one of the most important components of health, because it depends in some way on the state of formation of its other components” (Babich, 2012).

Social health is characterized by individual characteristics and “social situation: the relationship of the social subject with the social environment at the micro, meso and macro levels, which is expressed in the subjective and objective sufficiency of his social status to meet their own needs, goals and values in accordance with social needs. That is, social health in general determines the positivity of the state or the effectiveness of human functioning as a social object” (Datsenko & Suzanska, 2017).

The normative model of social health of the individual is “a set of parameters that reflects the actual ability of the individual to reproduce his existence through social connections and relationships – this is a passive social

adaptation. It is important to reveal oneself in these social relations (self-realization), to optimize one's personal relationships, to form social creativity, to realize one's social purpose in different social spheres (according to different aspects of the social status)" (Kolpina, 2009).

"Adolescent's social health is a state of a forming personality, which is determined by harmonious relationships with peers, other people, society, culture, which contribute to its effective development, as well as the positive impact that active adolescent personality has on peers, others people, society, and culture in general" (Korniichuk, 2013). This definition reflects only one aspect of the social health of the individual, which focuses on the importance of harmonious and friendly relationships of the individual in society.

Basing on the analysis of these definitions, we will try to define the concept of "social health of students". Thus, *the social health of students is the readiness of the individual to fully realize himself in society, the ability to interact with the micro, meso and macro environment, a high level of social and legal responsibility, the ability to use their potential in all areas of social environment.*

Let's try to structure all the above definitions into interrelated components that will contribute to the formation of social health of students (Fig. 1, adapted from (Babich, 2012).

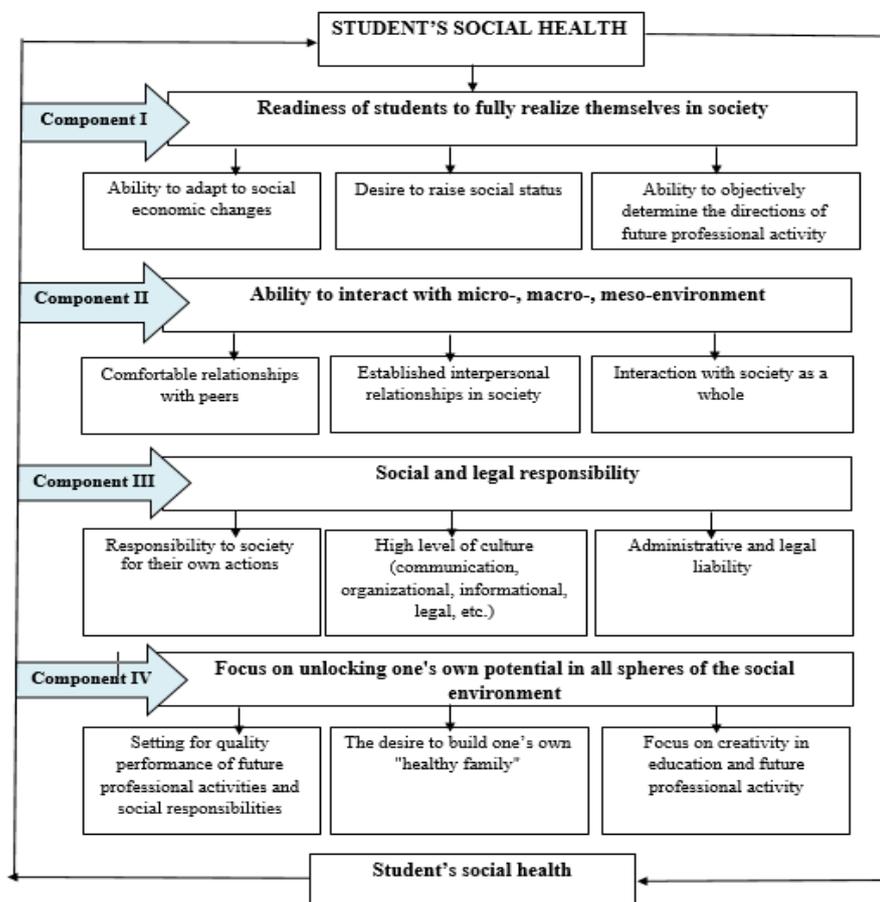


Fig.1. Structural components of the concept of "social health of students"

Fig. 1 shows that each of the components of the studied concept implies the presence of meaningful parts that characterize the essence of each of the components of social health of students.

Thus, given the above, we can say that the social health of students is an integrated concept, which is a set of components that include the ability to realize their potential in all areas of the social environment, interaction with relatives and society, legal responsibility, the desire for continuous self-improvement and other.

“An important task of modern education is ensure that students know and rationally use the potential of their body; were able to regulate their emotions; were environmentally literate and eager to acquire knowledge, skills and abilities to maintain and strengthen their own health. Practice shows that acquisition and consolidation of guidelines for a healthy lifestyle form a spiritually, physically and socially healthy person” (Korniichuk, 2013).

From the point of view of the introduction of distance learning in the educational process of HEI, social and physical health is an important component in the formation of students' professional qualities. In the context of such training, an active role is assigned to the teacher, because he must determine the level of knowledge of the applicant and decide to adjust the curriculum in order to achieve the best mastery of the material studied.

If necessary, the student can get the teacher's advice by communicating with him online, directly using the Internet as a means of communication (web-chat, IRC, ICQ, interactive TV, web-telephony, Telnet). The MOODLE system is successfully used for successful distance learning (Bondarenko, 2016, p.12).

According to L. Voloshko, “distance learning should be holistic, synthetic, integrated, flexible, with widespread use of new information technologies used in three main areas: to deliver educational information, organization of productive independent educational and cognitive activities, control of academic achievements of the students with limited health functions” (Vlasenko, 2017).

Among the basic principles of distance learning, scientists identify the following:

1) “computerization – the first fundamentally necessary condition for the implementation of distance learning. The use of computer telecommunications makes it possible to: remotely transmit information of various types and volumes, store it at the right time, edit, print in the required volume, provide access to various sources of information via the Internet at any time, work with controlled dynamic illustrations and models;

2) learning without obstacles – the distance “student – education institution” cannot be an obstacle to the educational process. A single information computer network provides an opportunity to expand communication skills between a teacher and a student;

3) flexibility of the educational process – the ability to choose a convenient learning schedule and an adequate pace of material processing;

4) modularity – each discipline is divided into a number of meaningful modules; the order of their study meets the individual needs of the student. The training course should have the following blocks: entrance testing, thematic plan according to the individual schedule of attendance, lecture notes with glossary, reference data with comments and tips, control tasks, including assessment and self-assessment of educational activities;

5) parallelism – training, if necessary, may coincide with professional activities.

6) active feedback – the possibility of constant communication with the teacher, the exchange of information in order to timely correct the acquired knowledge. The student must constantly receive information about the correctness of “their movement” in learning;

7) dynamism – the disclosure of students’ abilities for self-determination in future professional activities; development of personal, worldview qualities, their enrichment with specific opportunities for a particular discipline” (Vlasenko, 2017).

Thus, organizing the educational process in HEI on the specified starting points of distance learning, students are given the opportunity to realize their abilities, ensuring the integration of existing professional competence in the social environment.

“In March 2020, the Department of Political, Social and Cultural Studies of the Skovoroda Kharkiv National Pedagogical University conducted an online survey among Ukrainian students and teachers of the HEI to address socio-economic issues during the coronavirus pandemic.

The results of this survey gave the authors of the study the opportunity to identify the difficulties and advantages of the implemented distance learning, among the disadvantages of which were found:

- *technical issues*. Reality has shown that not all higher education institutions are technically prepared, so lectures and seminars were conducted using Google Classroom, knowledge was assessed through text tests, preparation and presentation of projects was conducted via Skype, new platforms, resources and social networks (Moodle, Zoom, Skype, Viber,

Telegram and Messenger). Teachers began to use external distance learning systems, such as the Prometheus platform, as additional material;

- *psychological problems*, where students noted the lack of live communication, the inability to retake missed practical classes, a significant increase in tasks, lack of time to complete tasks, the obligation to fulfill their family responsibilities for control/care of younger brothers/sisters while schools are closed for the period conducting online classes, limited access to a computer, as family members are also transferred to remote work" (*Covid-19 and distance learning in higher education*).

Researchers also identified among the main disadvantages of distance learning the impossibility of individual counseling of students, increased time for correspondence with students, as online courses provide a more detailed description of homework than usual in the classroom.

But along with the negative aspects, S. Berezhna and I. Prokopenko note in their study that «among the positive aspects of the use of distance learning, Ukrainian teachers and students (according to the survey) note that the quality of distance education is not inferior to the quality of face-to-face learning. Students note the development of discipline and self-organization, which makes it possible to receive education at a convenient time and place and equal access to education, regardless of place of residence, health status or social status. Teachers point to the renewed role of the teacher, who becomes a mentor-consultant who coordinates the learning process, constantly improving their own courses and skills" (Berezhna & Prokopenko, 2020).

Thus, comparing the components of the concept of "social health of students" and research by scientists concerning determining the advantages and disadvantages of distance learning, we can say that introduction of distance learning in the educational process of free learning greatly affects the formation of social health.

Summarizing, it should be noted that during the introduction of distance learning the role of the teacher changes significantly. It is entrusted with such functions as coordinating the cognitive process, adjusting the course being studied, advising students in organizing an individual curriculum, managing their educational projects, and so on. The teacher acts as a facilitator, he helps students in their professional self-determination.

From the point of view of communication between a teacher and a student, a student and his peers, the following characteristics can be identified:

- self-education as a basis for distance learning, which involves the student's self-motivation for their own learning, as well as a certain level of self-organization of the individual;

- communication between the teacher and the student on the principle of "one to one", which corresponds to the form and content of individual counseling;

- communication and interaction "one to one" does not preclude the interaction of "one to many", because the teacher, in accordance with a pre-arranged schedule, works immediately with a group of students" (*Concept of the project "Distance learning of schoolchildren"*, 2009).

This form of communication during the introduction of distance learning resembles learning in the traditional form (offline).

Communication in the form of "many to many" means that it is possible to simultaneously communicate with many students who share experiences and impressions. This is how the communicative competence of the student is formed and the socialization of the individual takes place, which in the future should be manifested in professional activities.

The use of e-learning courses for distance learning expands the possibilities of traditional learning, makes the educational process more diverse, increases the efficiency of independent work of students, the level of motivation to learn, stimulates the development of their intellectual potential, automates the process of monitoring and evaluating achievements.

Thus, distance learning has a number of advantages over traditional learning: advanced educational technologies, availability of information sources, individualization of learning, convenient counseling system for higher education, democratic relations between the subjects of the educational process, convenient schedule and place of work.

Revealing the structural components of the concept of "social health of students" and comparing with the content, forms and methods of introducing distance learning in the educational process of HEI, we can say that formation of social health of students in distance learning depends on students' readiness to fully realize themselves in society, the ability to reveal their potential in all areas of the social environment, the ability to apply modern technologies for learning and the ability to overcome psychological barriers in communication with teachers, peers and self-organization.

Conclusions and prospects for further research. From the above we can draw the following conclusions:

- introduction of distance learning in the educational process of HEI is aimed at a deeper understanding of the educational material; formation of such personal qualities of students as: the ability to communicate (direct communication with the help of IT tools), critical thinking, self-organization and the ability to learn independently. In addition, distance learning performs an educational function – contributes to the formation of leading qualities of students: activity, independence, self-improvement, creativity;

- among the advantages of distance learning, we highlight: the ability to learn at any time (the student builds an individual study schedule); an opportunity to study at your own pace (you can always return to the study of more complex issues, watch video lectures several times, reread correspondence with the teacher, and already known topics can be skipped. The main thing – to successfully pass intermediate and final certifications); the opportunity to study anywhere (students can study without leaving home or office, being anywhere in the world); high learning outcomes (as shown by studies of American scientists, the results of distance learning are not inferior or even superior to the results of traditional forms of learning. Most of the study material is studied independently. This improves memorization and understanding of topics, and the ability to immediately apply knowledge in practice. In addition, the use of the latest technologies in the learning process makes it more interesting); mobility (communication with teachers is carried out in different ways: both on-line and off-line. Consulting a tutor by e-mail is sometimes more efficient and faster than making a face-to-face meeting in person or by correspondence); availability of educational materials (access to all necessary literature is opened to the student after registration on the site of the education institution, or he receives educational materials by mail); distance education is cheaper (the student does not have to pay for travel, accommodation, and in the case of foreign HEI do not need to spend on a visa and passport); convenience for the teacher (teachers engaged in pedagogical activities remotely can pay attention to more students and work while, for example, on maternity leave); individual approach (the student chooses the pace of study, he can quickly get the teacher answers to all questions);

- introduction of distance learning in the educational process of HEI allows students to realize their creative abilities, to ensure the integration of existing professional competence in the social environment;

- formation of social health of students in distance learning depends on the willingness of students to fully realize themselves in society, the ability to unleash their potential in all areas of the social environment, the ability to apply

modern technologies for learning and the ability to overcome psychological barriers in communication with teachers, peers and self-organization.

Prospects for further research. Prospects for further research on the formation of social health of students in the context of distance learning is to develop an appropriate model and justify the method of its implementation.

REFERENCES

- Abashkina, R. A. (2016). The attitude of students to physical culture and sports as a way of forming a healthy lifestyle. *Proceedings of the 1V All-Russian with international participation scientific-practical conference «Current issues of physical culture, sports, tourism and recreation»*, 64–66.
- Babich, V. I. (2012). Contents and structure of the concept of “social health of adolescents”. *Public education: electron. specialties type*, 1 (16). Retrieved from: <http://www.narodnaosvita.kiev.ua/vupysku/16/index16.htm>.
- Bykov, V. Y. (2015). Distance learning in Europe and the United States and prospects for Ukraine. *Information support of the educational process: innovative tools and technologies*, (pp. 77-140).
- Bondarenko, Z. (2016). Modern approaches to the education of student youth in a higher education institution, *Pedagogy of higher and secondary school*, 3 (49), 3-17.
- Vlasenko, I. H. (2017). Implementation of distance learning – a requirement of modernity. *Distance learning as a modern educational technology: materials of the interuniversity Webinar* (Vinnytsia, March 31, 2017). Vinnytsia: VTEI KNTEU, (pp. 12-14).
- Voloshko, L. (2004). Distance education as a form of education for students with special needs. *Current problems of education and upbringing of people with special needs*, 1 (3). Retrieved from: <http://ap.uu.edu.ua/article/441>.
- Horiana, L. (2009). Social health as an indicator of communication culture. *Native School*, 4, 36-41.
- Datsenko, H. V., Suzanska, Z. V. (2017). Distance learning as a means of stimulating self-education. *Distance learning as a modern educational technology* (Vinnytsia, March 31, 2017). Vinnytsia: VTEI KNTEU, (pp. 17-20).
- Experimental study of the positive attitude of pupils and students to a healthy lifestyle* (2009).
- Klokar, N. (2012). Methodological bases of introduction of distance learning in the system of advanced training. *The way of education*, 4 (46), 38-41.
- Kolpina, L. V. (2009). Social health: normative model and reality. *Middle Russian Bulletin of Social Sciences*, 3, 53-59.
- Concept of the project “Distance learning of schoolchildren” (2009). *Information technologies and teaching aids*, 5 (13). Retrieved from: <http://www.ime.edu-ua.net/em.html>.
- Korniichuk, O. P. (2013). Social dimension of health development indicators. *Family Medicine*, 2, 6-9.
- Maltseva, O.V., Melega, K.P., Dub, M.M. (2018). Raising the level of social health of university students by means of physical education. *Scientific Bulletin of Uzhgorod National University. Series: Pedagogy. Social work*, 1, 323-327. Retrieved from: http://nbuv.gov.ua/UJRN/Nvuuped_2018_1_73/.
- Prystupa, E. N. (2008). *Socio-pedagogical prevention of deviations of social health of the schoolboy* (DSc thesis abstract).
- Svyrydenko, S. (2007). *We teach to be healthy: extracurricular activities: 5-9 classes*.
- Berezhna, S., Prokopenko, I. (2020). Higher Education Institutions in Ukraine during the Coronavirus, or COVID-19. Outbreak: New Challenges vs. New Opportunities. *Revista Romaneasca pentru Educatie Multidimensionala*, Vol. 12, Is. 1, Sup. 2, 130-135.

Covid-19 and distance learning in higher education: an analytical review of scientific publications in international journals. Retrieved from: <https://nubip.edu.ua/node/79877>.

РЕЗЮМЕ

Бахмат Наталья. Формирование социального здоровья студентов в условиях дистанционного обучения.

В статье осуществлен анализ теоретических аспектов формирования социального здоровья студентов в условиях дистанционного обучения, аргументированы освещенные в научной литературе вопросы о повышении уровня социального здоровья студентов. Установлено, что формирование социального здоровья студентов в условиях дистанционного обучения зависит от их готовности к полной реализации себя в обществе, умения раскрыть свой потенциал во всех сферах социальной среды, умения применять современные технологии для обучения и умения преодолевать психологические барьеры при коммуникации с преподавателем, сверстниками и самоорганизации.

Ключевые слова: *здоровье, социальное здоровье, дистанционное образование, дистанционное обучение, высшее образование, студенты, факторы социальной среды.*

АНОТАЦІЯ

Бахмат Наталія. Формування соціального здоров'я студентів в умовах дистанційного навчання.

У статті здійснено аналіз теоретичних аспектів формування соціального здоров'я студентів в умовах дистанційного навчання. Обґрунтовано висвітлені в науковій літературі питання щодо підвищення рівня соціального здоров'я студентів.

Уточнено поняття «соціальне здоров'я студентів», яке включає в себе такі ключові дефініції, як готовність особистості до повної реалізації себе в суспільстві, уміння взаємодіяти з мікро-, мезо- та макросередовищем, високий рівень соціальної і правової відповідальності, уміння використання власного потенціалу в усіх сферах соціального середовища.

Установлено, що формування соціального здоров'я студентів в умовах дистанційного навчання залежить від готовності студентів до повної реалізації себе в суспільстві, уміння розкрити власний потенціал у всіх сферах соціального середовища, уміння застосовувати сучасні технології для навчання та вміння долати психологічні бар'єри під час комунікації з викладачем, однолітками та самоорганізації.

З'ясовано, що впровадження дистанційного навчання в освітній процес ЗВО спрямоване на глибше розуміння навчального матеріалу; формування таких особистісних якостей студентів, як: уміння здійснювати комунікацію (безпосереднє спілкування за допомогою ІТ засобів), критичне мислення, самоорганізація та вміння навчатись самостійно. Окрім того, дистанційне навчання виконує й виховну функцію – сприяє формуванню провідних якостей студентів: активність, самостійність, самовдосконалення, творчість.

Визначено, що серед переваг дистанційного навчання виділяють: можливість навчатися в будь-який час; можливість навчатися у власному темпі; можливість навчатися в будь-якому місці; високі результати навчання; мобільність; доступність навчальних матеріалів; дистанційна освіта дешевше; зручність для викладача; індивідуальний підхід.

Ключові слова: *здоров'я, соціальне здоров'я, дистанційна освіта, дистанційне навчання, вища освіта, студенти, фактори соціального середовища.*