

Fostering the social activity of future specialists in physical education and sports in a health-preserving environment

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ABSTRACT

Aim: The aim of the study is to conduct an analysis of the current state of social activity fostering of future specialists in physical education and sports in a health-preserving environment with the possibility of using social networks by teachers during mixed and distance forms of education.

Materials and Methods: The research was conducted during 2022–2023 of the Luhansk Taras Shevchenko National University, Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council, Poltava State Medical University. There were 320 respondents involved in the experimental work majors 014 «Secondary Education (Physical Culture)», 017 «Physical Culture and Sports» and 227 «Therapy and Rehabilitation». Research methods: theoretical, empirical, methods of statistical data processing.

Results: Education of students' social activity is carried out not only during studies, but also in extracurricular, leisure activities. Educational hours, beauty and health festivals, flash mobs and social projects have been introduced by group advisors in higher education institutions: «My value orientations», «Olympic week», «I am for a healthy lifestyle», «Believe in yourself» festival, «Beauty and health», «Respect by action» training, holding student and student leagues «JuniorS Games» and others.

Conclusions: With the help of Google Forms, we determined the motives and interests in various types of physical activity and sports, the attitude of student youth to the organization of the educational process on various online platforms using various social networks.

KEY WORDS: fostering of social activity, future specialists in physical education and sports, social networks, health-preserving environment, distance and mixed forms of education, quality of the educational process

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INTRODUCTION

The organization of the educational process in institutions of higher education is carried out on the basis of competency-based and student-centered approaches [1]. In recent years, it is necessary to pay considerable attention to «self-realization, development, participation and integration in public life, opportunities to realize one's potential in Ukraine» [2]. The priority task of physical education and sports among student youth for the period until 2025 is to provide participants in the educational and educational process of higher education institutions (HEI) with health-improving physical activity, physical culture and sports for comprehensive harmonious development and health formation, as the highest social value in the state, identifying the reserve capabilities of the organism, forming humanistic values, patriotic feelings, and a positive image of the state in the world community; formation of a valuable attitude towards one's own physical health and sports, physical and spiritual improvement [3]. The forms of manifestation of social activity are: amateur-creative, cognitive-labor, educational-educational, communicative, social-organizational, social-cultural.

Today, civic activism, which is «a form of self-realization and self-activity of an individual as a full-fledged member and subject of civil society» acquires great importance in the education of young people. The effectiveness of the activity of a teacher at a higher education institution is determined by his scientific and research work with students, the ability to involve students of higher education in creative cooperation using modern social networks, to form in them a desire for knowledge with the help of the latest methods and technologies and, in particular, to foster the social activity of future specialists in physical education and sports in a health-preserving environment. Under such conditions, students willingly participate in the discussion of scientific problems held by departments, in scientific competitions, webinars, trainings, scientific and practical conferences of various levels [4-7]. In particular, in the State Institution «Luhansk National University named after Taras Shevchenko», the Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council and the Poltava State Medical University during martial law, mixed and distance forms of education are used.

AIM

The aim of the study is to conduct an analysis of the current state of social activity fostering of future specialists in physical education and sports in a health-preserving environment with the possibility of using social networks by teachers during mixed and distance forms of education.

MATERIALS AND METHODS

The research was conducted during 2022-2023 at the educational and scientific Institute of Physical Education and Sports of the Luhansk Taras Shevchenko National University, Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council, Poltava State Medical University. There were 320 respondents involved in the experimental work. In order to obtain information about the rational use of free time by students, we conducted a study among young men and women of the three above-mentioned institutions of higher education, majors 014 «Secondary Education (Physical Culture)», 017 «Physical Culture and Sports» and 227 «Therapy and Rehabilitation». A choice of several types of extracurricular activities was offered: various types of motor activity, fitness training; travel; internet leisure; hobbies; use of health-saving technologies, recreational activity, rest in nature.

With the help of Google Forms, we determined the motives and interests in types of physical activity and sports, the attitude of student youth to the organization of the educational process on various online platforms using various social networks. Teachers developed distance courses in professional disciplines. Methodical support of the educational process involves, along with traditional forms, the introduction of the latest learning technologies; extensive use of resources of the local network of departments, universities, use of the Internet, modern multimedia software, distance learning site Moodle «Educational portal of Luhansk Taras Shevchenko National University», social networks Viber, Facebook, YouTube, Instagram, Telegram, Skype for active communication and communication; changes in the format of monitoring the use of online tests and performance of creative tasks.

At each of the above-mentioned stages of the experimental program, a set of methods was used:

- *theoretical*: analysis, synthesis, comparison, juxtaposition; generalization (to clarify the key concepts of the study, to highlight the structural components of the studied readiness, to substantiate the methodological foundations of the study, to formulate conceptual provisions and conclusions);
- *empirical*: conversations, interviews, surveys, testing, the method of narratives, pedagogical observation of students; sociological research methods (online surveys using modern social networks and platforms); pedagogical experiment;
- *statistical*: for mathematical processing of pedagogical experiment data, quantitative and qualitative analysis of research results and proving their statistical reliability, graphic visualization.

RESULTS

In today's conditions, due to Russian aggression, a mixed form of education has been introduced in many educational institutions of Ukraine and attention to digital literacy, the value of health-preservation, fostering of personal and moral and spiritual values, the manifestation of an active position and the ability to adapt in society have been intensified. Therefore, the tasks of health-preservation for students of higher education are solved in the process of teaching the following disciplines: «Health-preserving technologies in physical education and sports», «Organization of tourism and health activities», «Pedagogical diagnosis of training in physical culture», «Organization of health and sports and mass work», «Theory and technologies of health-recreational motor activity», «Basics of health and rational nutrition», «Fitness technologies and recreation», «Sports medicine with the basics of physical culture and sports rehabilitation», «Paramedic medical care», «Mobility and recreational games», «Gymnastics with teaching methods», «Musical and rhythmic education and the basics of health fitness», «Technologies of physical culture and health activities for training people with special needs», «New technologies and modern methods of teaching physical culture in educational institutions», «Recreation in physical culture of different population groups», «Physical education», and others. Teachers in practical classes on gymnastics, fitness, health tourism and recreational games with students use systemic, differential and gender approaches to the distribution of the load, taking into account the physical fitness of the students; use modern means of motor activity that reflect social (healthy lifestyle), biological (motor activity, physical condition, physical fitness), psychological (motives, preferences, interests) and other characteristics of the use of means of physical culture and sports with a health-improving orientation to create healthy of a sustainable environment.

In the state institution Luhansk Taras Shevchenko National University, the Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council, the Poltava State Medical University following social networks are used: Facebook, Instagram, You Tube, Tik Tok etc. Moreover, teachers like networks such as Facebook and You Tube the most, while students of higher education are more active on Instagram and Tik Tok. Social networks are an important resource for the work of teachers and students in a higher education institution. One of the requirements for a teacher is the ability to use tools for remote work, including Zoom, Google meet, Microsoft Teams, Skype, Moodle, etc. Therefore, we recommend using the following educational resources: computer programs for correcting the physical condition, diagnosing the state of health and the level of physical fitness, presentations, master classes on various types of motor activity, webinars, video lectures and videos on the implementation of various forms practical and physical education classes.

It should be noted that teachers and students of higher education institutions take an active part in the organization and holding of conferences, including international ones,

which are always held on the ZOOM platform with the invitation of stakeholders, famous scientists, teachers and trainers. During the entire period of study, students are provided with targeted and systematic consulting assistance in the implementation of creative projects, writing theses, articles, and scientific works. In addition, creative groups and student societies are created, their

scientific interests and abilities are taken into account, which are highlighted in social networks.

Next, we will consider the algorithm of actions for using social networks to attract students of pedagogical and medical institutions of higher education to study and exchange ideas and resources regarding health-preservation and sustainable development presented in Table 1.

Table 1. Algorithm of actions for the use of social networks to attract students of pedagogical and medical institutions of higher education to study and exchange ideas and resources regarding health-preservation and sustainable development

№	Algorithm of actions for using social networks	Description of tasks
1.	Analysis of the audience, needs and stakeholders	Thorough analysis of your target audience – higher education seekers and stakeholders. Understand their needs, interests, social habits, etc. Consider their views and interests.
2.	Choice of social networks	Determine on which social networks higher education students are active. Popular platforms include Facebook, Instagram, Twitter, LinkedIn, and others. Conducting a survey and identifying social networks for communication.
3.	Creating content	To develop pedagogically valuable content that will meet the needs of the student audience in a health-preserving environment, increasing stress resistance by means of new types of motor activity (fitness technologies, floorball, ringo, panna, skipping, ultimate frisbee, etc.), creating a situation of success, forming Soft skills. Use of health-preserving technologies (breathing exercises, corrective exercises, meditation, stretching, etc.); participation in webinars, trainings, discussion of interesting articles, viewing of video presentations, interactive tasks, etc.; extensive use of the e-learning system Zoom, Google Meet, Moodle.
4.	Content calendar planning	Regularly publish information on social networks (Facebook, Instagram, Educational portal Moodle, etc.). Communication in chat. Tutoring online. Facilitation (support) online. This will help keep the attention of higher education seekers and keep them interested.
5.	Involvement of students and stakeholders in active interaction and encouragement of activity	Conduct online polls, discussions and debates on sustainable development and health-preservation using social media. Create an incentive system for higher education students who create their own content, for example through hashtags and challenges.
6.	Increasing the availability of information	Provide easy access to information on sustainable development and health-preservation strategies and resources. Post links to social networks on the website of the department, university, and other resources. Conduct online lectures, master classes, round tables, guest lectures, international conferences on the Zoom, Google meet platforms.
7.	Training and non-formal education	To provide higher education seekers with the opportunity to study and deepen their knowledge about sustainable development and health-preservation through online webinars, training programs, training under double degree programs, online courses, video conferences, etc.
8.	Monitoring of current events	Constantly update content and adapt it to current events and issues related to health care and sustainable development. It is important to respond to recent events and include them in your strategy.
9.	Using video and live streaming	Conduct quizzes, online webinars, interactive lectures and interviews on live platforms where youth can interact and ask questions in real time.
10.	Constant communication and feedback	Provide an opportunity for students to ask questions, suggestions and feedback. Respond to their needs and expectations in a timely manner.
11.	Invitation of experienced specialists and experts	Consider inviting experienced specialists to guest lectures, health and sustainable development experts to your pages in social networks to conduct webinars, discussions or interactive lectures. This can enrich the content and provide students with the opportunity to communicate directly with specialists.
12.	Open sources	Use open educational resources (Open Educational Resources, OER) to provide students with access to free materials and textbooks on the organization of a health-preserving environment and sustainable development.
13.	Research projects	Provide higher education students with the opportunity to conduct research on topics related to the use of health-preserving technologies and present the results in the form of a scientific paper or presentation.
14.	Monitoring and feedback	Constantly monitor the reaction of higher education applicants to our content and strategy. Analyze comments, reviews and ratings to improve the quality of the educational process.
15.	Preservation of health and safety of oneself and others	Observance of hygienic measures is the most important feature of people's life in the conditions of a pandemic. And learning online also brought to the fore the ability to protect yourself from cyberbullying.
16.	Cooperation with student and public organizations	Engage students and stakeholders in sharing ideas and resources on health and sustainable development. Find partners for joint projects among educational institutions and public organizations.

The implementation of the process of educating the social activity of student youth takes place through the integration of various types of activities (Table 2).

Therefore, education of students' social activity is carried out not only during studies, but also in extracurricular, leisure activities. Educational hours, beauty and health festivals, flash mobs and social projects have been introduced by group advisors in higher education institutions: «My value orientations», «Olympic week», «I am for a healthy lifestyle», «Believe in yourself» festival, «Beauty and health», «Respect by action» training, holding student and student leagues «JuniorS Games» and others. At the same time, the educational portal «Moodle» (83.3%) and Zoom (77.8%) were the most popular among students at Luhansk Taras Shevchenko National University. Zoom (82.4%), Google Meet (64.2%) are popular among students at the Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council.

So, during the survey, we received information about the use of free time by students, taking into account preferences. Indicators of the preferences of student youth indicate,

almost unanimously in all educational institutions involved in the experiment, showed that first place was taken by Internet leisure (social networks) and in second place were health-preserving technologies. The following research results were obtained (Table 3).

Next, we will consider the possession of future specialists in physical education and sports with the skills and abilities of health-preserving activities (Table 4).

The survey showed that future specialists in physical education and sports at the beginning of the experiment possessed skills and abilities in the following percentage ratio: «Recreational activity» by 58.3% of CG respondents and by 58.7% of EG respondents; a small percentage of CG students - 28.1% and EG - 28.3% have «Selection of exercises to restore mental and physical performance» ability; «Independent preparation for recreational and health-oriented classes» (CG - 35.4%, EG - 37.1%); «Application of health-preserving technologies and organization of physical culture and health activities with student youth» (CG - 40.6%, EG - 41.7%); «Control of your physical condition using a self-monitoring diary» (CG - 25.5%, EG - 26.8%);

Table 2. Implementation of the process of educating students' social activity through various activities

Type of activity	Activity content
Game activity using game technologies	Makes the education seeker feel like an equal member of society. Confidence in one's own abilities, in the ability to get a real result, appears in the game.
Research activity	Gives the student the opportunity to analyze events, independently find solutions or refutation of their own ideas.
Educational activity	Satisfies the cognitive interests of young people, to acquire relevant skills and abilities
Observation	Enriches the experience of students of higher education, stimulates the development of cognitive interests, gives birth to and consolidates social feelings.
Communicative (communication), social networks	Unites the teacher and student, users of social networks, meets the various needs of the student community in emotional intimacy with an adult, in his support and assessment.
Project activity	Activates the independent activity of the student of higher education, ensures the combination and integration of various types of activities.
Constructive activity	Makes it possible to form complex mental actions, creative imagination, mechanisms for managing one's own behavior.
Student self-government	A means of organization of the student community's rights and responsibilities, manifestation of leadership qualities, initiatives through decision-making and active cooperation with the management of the educational institution.

Table 3. The results of the study on the rational use of free time of young men and women at the ascertainment stage of the experiment

Preferences	SI LNU Poltava		CI KhHPA Kharkiv		PDMU Poltava	
	n=110		n=106		n=104	
	Boys,%	Girls,%	Boys,%	Girls,%	Boys, %	Girls,%
Different types of motor activity	60.7	55.5	65.0	45.6	49.0	44.8
Travels	8.8	11.1	23.8	28.0	19.6	31.0
Internet leisure (social networks)	51.9	70.3	69.8	64.9	62.7	65.5
Hobbies (activities of interest)	15.2	48.1	33.3	68.4	21.5	51.7
Health-preservation technologies	64.5	62.9	79.3	61.4	74.5	44.8
Recreational activity, recreation in nature	55.7	55.5	55.5	50.8	50.9	58.6

Table 4. Possession of future specialists in physical education and sports with the skills and abilities of health-preserving activities

№	Skills, abilities	The beginning of the experiment	
		CG (n=160)	EG (n=160)
		%	%
1.	Recreational activity	58.3	58.7
2.	Selection of exercises to restore mental and physical performance	28.1	28.3
3.	Independent preparation for health-preservation, recreational and health-oriented classes	35.4	37.1
4.	The use of health-preserving technologies and the organization of physical culture and health activities with schoolchildren	40.6	41.7
5.	Control your physical condition using a self-monitoring diary	25.5	26.8
6.	Cooperation with public organizations, physical culture and sports projects, arrangement of family sports grounds	23.9	27.8
7.	Organization of health days, tourist trips, gatherings	20.3	24.2
8.	Organization of online conferences, webinars, trainings, workshops, flash mobs, beauty and health festivals.	9.4	9.8

Table 5. The dynamics of changes in the possession of future specialists in physical education and sports with the skills and abilities of health-preserving activities

№	Skills, abilities	The beginning of the experiment		The end of the experiment		Increase	
		CG	EG	CG	EG	CG	EG
		%	%	%	%	%	%
1.	Recreational activity	58.3	58.7	68.2	84.0	9.9	25.3
2.	Selection of exercises to restore mental and physical performance	28.1	28.3	60.9	76.8	32.8	48.5
3.	Independent preparation for health-preservation, recreational and health-oriented classes	35.4	37.1	70.3	78.3	34.9	41.2
4.	The use of health-preserving technologies and the organization of physical culture and health activities with schoolchildren	40.6	41.7	62.2	77.8	21.6	36.1
5.	Control your physical condition using a self-monitoring diary	25.5	26.8	55.2	66.0	27.7	39.2
6.	Cooperation with public organizations, physical culture and sports projects, arrangement of family sports grounds	23.9	27.8	39.6	54.1	15.7	26.3
7.	Organization of health days, tourist trips, gatherings	20.3	24.2	36.9	50.5	16.6	26.3
8.	Organization of online conferences, webinars, trainings, workshops, flash mobs, beauty and health festivals.	9.4	9.8	35.9	57.7	26.5	47.9

«Cooperation with public organizations, physical culture and sports projects, arrangement of family sports grounds» (CG - 23.9%, EG - 27.8%); «Organization of health days and tourist trips» (CG - 20.3%, EG - 24.2%); «Organization of online conferences of master classes, flash mobs, beauty and health festivals» (CG - 9.4%, EG - 9.8%).

The dynamics of changes in the possession of future specialists in physical education and sports with the skills and abilities of health-preserving activities is presented in Table 5.

Therefore, we observe the greatest increase in the selection of exercises to restore mental and physical capacity (48.5%, EG) and the organization of online conferences, webinars, trainings, master classes, flash mobs, beauty and health festivals (47.9%, EG).

Students and teachers of the Educational and Scientific Institute of Physical Education and Sports of Luhansk Taras Shevchenko National University are representatives of the Public Organization «Sports Union of Schoolchildren and

Students of Luhansk Region» and the Luhansk Regional Branch of the Committee on Physical Education and Sports of MONU, take an active part in public events, such as: #OlympicLab, «Chat with champions» as part of All-Ukrainian sports and health events «Side by Side» with the support of the President of Ukraine Volodymyr Zelenskyi, #sports #unification, #student sport etc. Students of the Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council and members of Kharkiv Regional Children's Public Organization «Sports and Health Center «GRACIA» are representatives of the branch of the NOC of Ukraine in the Kharkiv Region. They are active participants of the Ukrainian-Swiss project «Be active for the sake of peace!».

DISCUSSION

According to health-preservation activities in a higher education institution include monitoring the state of health of students, creating and implementing programs for the formation healthy life-style (HLS), prevention of addictive behavior caused by addiction to false passions, physical culture and health and psychological and psychotherapeutic activities to improve the health of students, etc [5].

On the other hand considers health-preserving education as a pedagogical process during which students of higher education develop a valuable attitude to health, special knowledge and skills, as a result of which they develop skills and abilities to carry out diagnostic, preventive and corrective measures [6].

We support the opinion who considers the health-preserving educational environment of a higher education institution as the creation of pedagogical conditions for educational activities, the implementation of which ensures the preservation of the health of students, as indicators of the effectiveness of the management of a health-preserving environment. This is facilitated by the reduction of student morbidity, the state of comfort during studies at a higher education institution, the increase of their physical and mental capacity, and the formation of a healthy lifestyle [7-10].

The creative potential of future physical education teachers can be revealed if they master modern health-preserving technologies aimed at forming the student's health-preserving competence, which is based on the principles of prioritizing the health of the subjects of the educational process [8].

We consider the health-saving competence of students of higher education as a multifactorial personality quality that integrates knowledge, abilities, skills, experience and personal qualities, which are very important factors for achieving high results in future professional activities; motives, attitudes and values aimed at realizing the importance of health, a healthy lifestyle for the life of an individual, creating a health-preserving environment and health-preserving behavior of students in a higher education institution and improving one's own creative potential [11-15].

Various innovative technologies can be used in the training of future physical education teachers to improve the quality

of education and increase student motivation. For example: 1) interactive learning methods - video lessons, online tests, virtual laboratories, etc.; 2) special training and data analysis software that allows you to access and explore large amounts of information; 3) internet resources for expanding learning opportunities (video lectures, e-books, magazines, etc.); 4) the latest technologies - virtual and augmented reality, allowing you to immerse yourself in a certain situation; 5) social networks and platforms for learning and communication, which allows you to discuss certain material, exchange ideas and receive feedback from colleagues [16-18].

As Shynkaryova notes, the content of the extracurricular activities of future specialists in physical education and sports in the health-preserving environment of the educational and scientific institute of physical education and sports of the State Institution «Luhansk National University named after Taras Shevchenko» is implemented in the field of «leisure and recreational activities» and has the following functions [11]: acquisition and expansion of knowledge; deepening of acquired knowledge; overcoming the disadvantages of classroom training; improvement of professional skills of bachelors of physical culture and sports for leisure and recreational activities; development of intelligence and personality; involvement in cultural values; reasonable spending of leisure time; self-education and self-development; satisfaction of communication needs; engaging in scientific research activities in health fitness and recreational tourism (Table 6).

So, for example, in the state institution «Luhansk National University named after Taras Shevchenko» the Educational Portal «Moodle» and the Digital Repository of LNU are widely used, which significantly help students to master the educational components of academic disciplines faster, perform practical and creative tasks qualitatively, improve self-control and self-education skills. In the Municipal Establishment «Kharkiv Humanitarian Pedagogical Academy» of Kharkiv Regional Council «interactive lectures or practical classes are becoming more and more relevant in the conditions of distance learning, which allow you to combine the leadership role of the teacher with the high activity of students based on the use of modern interactive technologies (the popular application Zoom, where you can lectures and practical classes interactively or with a video demonstration of a personal example)» [10-12].

CONCLUSIONS

Social activity of students of higher education is a key factor in the social success of student youth. We proposed introducing webinars, trainings, challenges, social and international projects, the method of specific situations, modern ICT tools, the latest technologies in the mode of mixed and distance learning into educational work with students; creation of a health-preserving environment in institutions of higher education with the mandatory condition of active socialization of the individual.

In the conditions of distance learning, various forms of online classes in the form of video conferences, master

Table 6. Integral combination of types of classroom and extracurricular activities of future specialists in physical education and sports in a health-preserving environment

Improvement of educational components of educational disciplines	Work in recreation camps, fitness centers, rehabilitation centers	Research and scientific work	Creative laboratory	General institute and faculty events
Health-preserving technologies in physical education and sports. Pedagogical diagnosis of training in physical culture. Organization of recreational and sports mass work. Theory and technologies of health and recreational motor activity. Organization of tourism and health activities. Basics of health and rational nutrition. Fitness technologies and recreation. Active and recreational games. Sports medicine with the basics of physical culture and sports rehabilitation. Paramedic medical care, etc.	Involvement of students in the future profession of a teacher, lecturer, trainer, rehabilitator, fitness instructor, etc. Improvement of professional skills.	Culture of health. Development of moral and personal culture. Formation of an active life position. Involvement of student youth in the creative process. Increasing the culture of mental work. Inculcation of scientific and research work skills. Participation in institute, All-Ukrainian, International scientific conferences.	Increasing students' interest in future professional activities. Values of health care and successful use of health care technologies in practical activities. Improvement of professional skills. Self-education and self-development. Satisfying communication needs, including in social networks. Active leisure time.	To contribute to the comprehensive development and education of the social personality. The prestige of the profession of physical education and sports specialist, rehabilitator. Improvement of abilities and skills that form valuable qualities of the student's personality. Development of general erudition of students. Experience of collective activity and cooperation. Formation of «soft skills».

classes, trainings, and online programs on various types of motor and physical activity are used in classes on physical education of student youth. Following can be designed for this:

- a) online fitness program: this can be a program with various exercises and exercises for muscle development, cardio, stretching. This program can be hosted on a learning platform and made available to students who can do these exercises at home;
- b) organize virtual yoga and meditation classes: this can help students reduce stress and focus, as well as strengthen muscles and increase body flexibility;
- c) provide exercise and training advice: teachers/coaches can send instructions for various exercises that students can do at home. These instructions may include videos, images, and textual descriptions of the exercises;
- d) develop a special program of healthy nutrition: healthy nutrition is an important element of physical education, as it helps to strengthen health and preserve energy. Learners can receive healthy eating tips through an online learning platform or emails;
- e) promote physical activity at home: teachers can provide advice on physical activity at home and during active leisure activities;

- f) organization of therapeutic groups: students can become participants in therapeutic groups that contribute to the maintenance of the psychological state and the development of social-emotional skills. Activity groups can include different forms of work, such as: discussion, role-playing and recreational games, meditation, relaxation techniques, stretching and others. Relaxation techniques such as yoga, meditation, breathing exercises (oxysize, bodyflex, etc.) contribute to improving the work of the cardiovascular system and reducing stress;
- g) psychological trainings with the invitation of a psychologist: discussions to discuss issues related to the support and development of the psycho-emotional state of young people during martial law.

In order to increase the effectiveness of classes following should be implemented:

- a) to activate the participation of teachers, students and scientists in the development and implementation of projects and programs for the creation of a health-preserving environment;
- b) successfully develop and deepen international, inter-university cooperation based on the implementation of joint scientific programs, grants, trainings;
- c) training exercises to focus on relaxation, mutual understanding, communication, empathy;

- d) use information and communication technologies and social networks for professional development and self-development, improving the quality of the educational process in higher education institutions;
- e) to inform the international environment about the activities of higher education institutions through the official website, social networks, information booklets in English;
- f) participation of teachers, students and scientists in international projects, forums, conferences with the involvement of foreign specialists for the exchange of experience.

Expected results: active marketing policy overcoming the negative impact of the war on the development of the university; participation in grant projects, international educational programs; publications of articles in international scientific journals, which are indexed in the international databases Index Copernicus, Scopus, Web of Science; fundraising; involvement of resources necessary for the implementation of projects and grants; the positive influence of the university on the sustainable development of territorial communities, regions, countries, etc.

Among the proposals for teachers of higher education institutions, one can single out: create a group or page for the course (educational component of the academic discipline); provide students with video recordings of lectures and online consultations; discussion of the topics of lectures and practical classes; joint work on projects through social networks; informing learners about important events and updates; encouraging students to interact and engage in research work; consulting on writing theses and articles; participation in conferences, online webinars, trainings, master classes; monitoring of students' success; receiving feedback.

Therefore, in order to create a health-preserving environment in a higher education institution, it is necessary to constantly self-develop and self-improve, to maintain a positive atmosphere, be ready for changes, analyze, master the skills of modern information and health-saving technologies, provide the possibility of online consultations through social networks, encourage young students to give feedback on the course and the way it is delivered through online surveys on social networks. This will help to significantly improve the quality of education.

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CONFLICT OF INTEREST

The Authors declare no conflict of interest

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