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**ANALYSIS OF THE RESULTS OF THE STUDY OF FORMATION OF HEALTH-
SAVING ENVIRONMENT OF INSTITUTIONS OF GENERAL SECONDARY
EDUCATION OF UKRAINE**

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Abstract.

The article analyzes the state of formation of the health-saving environment of institutions of general secondary education of Ukraine. The level of formation of material-technical, content-technological and social components of the health-saving environment and the level of teachers' readiness for the implementation of health-saving technologies in the educational process of institutions of general secondary education of Ukraine is characterized.

Keywords: health-saving environment, health-saving technologies, younger teens, teachers.

Problem statement.

The nation's health is a priority of every state. With this in mind, the reform of the modern educational system is aimed at ensuring conditions for the development of a healthy personality of each student. The achievement of this goal will be facilitated by the creation of a health-saving environment for every general educational institution, the formation of students' value attitude to their own health, the acquisition of skills and habits of healthy lifestyles.

The main tasks of the National Strategy for the Development of Education in Ukraine for the period up to 2021, approved by the Decree of the President of Ukraine on June 25, 2013, No.

344/2013, orient the educators on the need to create a safe educational environment that provides an integrated approach to the formation of all components of the health of children and youth [6].

European strategy for child and adolescent health and development (2005) outlines the theoretical approaches and defines the main priorities for practical work on promoting the health of children and youth. The main objective of this strategy is to create conditions that enable the younger generation to fully realize their potential in health, namely: providing children and young people the opportunity to live in a safe and friendly environment and obtain reliable information on health and development; the implementation of health education programs; the development of organizational structures that promote the health of both students and teachers [3].

Purpose statement: to analyze the state of formation of health-saving environment of institutions of general secondary education of Ukraine.

The statement of basic materials.

Health of children is significantly deteriorating during the period of studying at the institution of general secondary education. The results of scientific research also indicate the deterioration of children's health. According to the international research project "Health Behaviour in Schoolaged Children" conducted in 2011 by the Oleksandr Yaremenko Institute of Social Studies about 30% of the schoolchildren aged 11-17 evaluate their health as "mediocre" or "bad". Their number increases with age, 14% of respondents reported having chronic diseases [5].

The formation of a health-saving environment in an institution of general secondary education is just aimed at overcoming the crisis of children's health in Ukraine. The implementation of conceptual positions and ideas of health-saving pedagogy in the educational process involves the consistent formation of health-saving environment. It can be achieved through the development and provision of all its components, the introduction of health-saving technologies, as well as through the education of students in the culture of health, under which we understand not only knowledge about the preservation and strengthening of personal health, which is achieved through education and training, but also practical implementation of the need to lead a healthy lifestyle, take care of student's own health.

About 100 normative legal acts were adopted in Ukraine in order to improve the health of

children and young people. Their task is to coordinate the efforts of a school, family, public, all concerned central and local executive authorities and local self-government bodies to form a health-saving environment in an institution of general secondary education and establish students' positive motivation for a healthy lifestyle and healthy culture.

The study of the state of the formation of health-saving environment of institutions of general secondary education of Ukraine was started by analyzing and summarizing the experience of 32 institutions.

It has been found that younger teens feel uncomfortable in a cabinet system. They not only lack the ability to rest running between classrooms with heavy school backpacks, but do not have their own permanent, personalized place. Alienation from the environment causes the development of alienation from school, studying and this is a very common phenomenon nowadays.

The analysis of school documentation (work plans, orders, protocols of pedagogical councils, meetings of parents) shows that the influence of educational environment is practically not taken into account. This leads to a violation of the principle of systematic management of a general education institution. The attention to this important factor of the quality of education in normative documents of the educational sector is also insufficient, especially, when it comes to criteria for evaluating the activities of educational institutions [7, p. 128].

Health-saving environment for younger teens is, above all, the world that exists in communication, networking, in the various interactions between children and adults. Zakharenko O. pointed out this aspect of the school environment: "... At school, the student should be the same as in the parent's home. He must not to go but to rush to school, knowing that he is learning at school, opens his essence in this ever-changing world" [4, p. 215].

The conducted analysis of operation of institutions of general secondary education of Ukraine made it possible to conclude that each institution has its own organizational and functional system for organizing the educational process aimed at ensuring a health-saving environment for the education and upbringing of children. However, the attention that is paid to formation and development of a physically, mentally, socially and spiritually healthy personality of a student with persistent beliefs and a system of knowledge about health and a healthy lifestyle is still insufficient [1].

The following components of the formation of health-saving environment of institution of

general secondary educational were determined as a part of the study: material-technical, content-technological, social.

The analysis of material-technical component support was carried out on the basis of annual analytical reports of institutions of general secondary education sent to the authorities of education, as well as by the results of questionnaires of the administration and teaching staff of these institutions.

According to the reports, the classrooms of the selected schools correspond to the Regulation on the classrooms of general educational establishments, approved by the Order of the Ministry of Education and Science of Ukraine No. 601 on July 20, 2004, the State sanitary rules and standards of placement, maintenance of general educational institutions and organization of educational process 5.5.2.008-01, approved by the letter of the Ministry of Education and Science of Ukraine on June 05, 2001 No. 1/12-1459. Therefore they have created the necessary study conditions. Every establishment covered by the study has recreational leisure zones, sports halls that operate in a two-shift basis and provide students with the opportunity to practice physical education at extra-time.

The support of appropriate sanitary and hygienic conditions for the participants of educational process, as well as the microclimate of the working area of the class rooms (in particular, air temperature, relative humidity, air velocity, intensity of thermal radiation, maximum permissible content of harmful substances in the air of working zones of cabinets (classrooms) and lighting of workplaces) were analyzed.

Note that educational activities that are conducted in cabinets (classrooms) are classified as light physical work of category 1a with an energy consumption of less than 150 kcal/h, that is, work performed by sitting and accompanied by insignificant physical activity. Comparison of the obtained microclimate indicators with the normative, determined by the authorities of sanitary supervision in accordance with the established procedure shows that only 27% of the rooms fully comply with sanitary and hygienic standards (air temperature 22-24 °C, relative humidity 40-60%, air velocity not more than 0.1 m/s). Practically in each second classroom (in 9 out of 18 surveyed) minor violations were recorded (air temperature is below 18 °C, and relative humidity is 30-40%); 23% of the classrooms have a high humidity (70-80%), low temperature (18-19 °C) and higher than the permissible speed of air (0.2-0.3 m/s). In the winter, when the air temperature is lower than the normatively permissible, the duration of classes in these rooms is reduced or

they occur in other rooms [1].

Lighting condition of classrooms was also analyzed. It usually consists of natural and artificial lighting. Natural light is created by scattered and partly direct sunlight coming through the windows (each classroom has at least 3 windows each of which has an area of 4 m²). Protection from direct sunlight in all classrooms is created by light blinds. In order to achieve the best daylight, walls and ceilings are painted in light colors (white, pale pink, beige). Artificial lighting of classrooms is created by electric lamps (7-9 for one classroom), as well as table lamps. Aesthetic design of rooms of institutions of general secondary education is carried out in accordance with the normative acts and is observed in a single style.

Consequently, the formation of the material-technical component can be considered as medium or such that predominantly conforms to regulatory rules and requirements.

Due to the fact that the leading role in the formation of health-saving environment belongs to the teacher, we interviewed 209 teachers from different regions of Ukraine regarding their readiness to participate in this process. This was done using a questionnaire that determined motivation and level of their readiness for health-saving activities. In conversations with teachers and class leaders it turned out that one of the components of the content-technological component of the health-saving environment are various traditional forms of extracurricular activities: excursions, contests for students, "Days of Health", promotions, organization of sports competitions; pupil's participation in sections, circles, educational activities of health improvement. That is, it was found that health-saving in these institutions is carried out according to the traditional scheme. Modern forms of educational work, which are most interested among younger teens, are implemented by only one third of teachers.

According to the results, 34.8% of teachers put the "hours of communication", conversations on issues related to health preservation and promotion, disease prevention, hygiene of younger teens, etc. in the first place; 23.8% of them prefer to attract students to mass events of class or school (hikes, promotions, competitions) regarding the formation of their skills in a healthy lifestyle, culture of health. 17.5% of teachers consider participation in the work of students' self-government bodies as the main direction of health-saving activities; 13.9% - the work of sports clubs and sections; 10% of teachers prefer individual work with students and their parents.

The analysis of the obtained results shows that only one third of the teachers interviewed

have a methodology for teaching and upbringing students of healthy lifestyle on the basis of life skills, which takes into account the psychological and age-dependent peculiarities of their development; 30.27% of them implement health-saving technologies in educational process, and 51.4% - do not pay enough attention to this activity.

The general picture that emerged during the evaluation of the formation of the content-technological component, allows us to conclude on the ideas of teachers on the organization of training and education of students on the basis of life skills and habits. They believe that this activity should be carried out in the lessons of biology, chemistry, physics, history, physical culture (49.8%); as well as examples of historical figures, literary heroes (7.8%); due to mass media (16.9%); in the process of communicating and meeting students with famous people of Ukraine (18.6%).

Surveys, questionnaires and interviews with teachers, visits to the cycle of lessons and educational events have shown that most teachers do not quite understand the essence and objectives of health-saving activity. As shown by the analysis of the results of the study, only a minority of teachers have skills of health-saving technologies, design technologies, disputes and discussions, differentiated and multilevel education. In day-to-day practice, they give preference to traditional forms and methods of teaching and upbringing students.

It is revealed that 68.8% of teachers are well aware of the sanitary and hygienic requirements for organization of educational process at the institution, 23.8% - in part, and 7.4% of teachers acknowledge their ignorance of these requirements; 31,19% are informed about the essence and methodology of implementation of health-saving technologies in the educational process; 27.5% - partly aware, however, 41.3% of teachers are not familiar with the methodology of implementation of health-saving technologies, which causes some concern. 94.5% of teachers believe that the condition of the educational environment affects the health of younger teens, only 5.5% of teachers concern about the partial influence of the educational environment on the health of younger teens. Consequently, it was concluded that teachers are well aware of this process.

The analysis of the results of the questionnaires of teachers shows that 53.2% consider themselves as a person with a high degree of responsibility for their own health and children's health; 31.2% of teachers do not consider themselves as a person with a high degree of responsibility for their own health. 66.9% of teachers formed a positive motivation for a healthy lifestyle, 26.6% - partly formed and only 6.4% of teachers recognize that they have not formed a

positive motivation for a healthy lifestyle. 56.9% of teachers have a desire to study scientific papers and experience of modern educators, scientists on health-saving issues.

Thus, the level of teachers' readiness for the formation of health-saving environment of institutions of general secondary education in Ukraine shows that it is necessary to strengthen work with teachers in this direction.

By analyzing the responses of teachers to their participation in creating a health-saving environment, it has been determined that the vast majority of respondents (61.5%) are satisfied with the state of comfort and safety in the educational environment of the institutions where they work; 28.4% of teachers are partially satisfied and only 10.1% are not satisfied; 52.3% of teachers believe that their schools comply with sanitary and hygiene norms regarding the conditions of the school. It was also found that one third of teachers had sufficient experience in introducing health-saving technologies; 51.4% of teachers have little experience, and 18.3% of them do not have it at all. 31.2% of teachers consider themselves as a healthy person and care about their own health, 31.2% are partially care, 37.6% of teachers do not consider themselves as a healthy person and do not care about their own health. 63.3% of teachers participate in organizing activities on health-saving for younger teens, 22% - occasionally take part in events, 14.7% - do not participate at all. 55,9% of teachers have positive results of their own pedagogical activity on the formation of health-saving environment; 33% of teachers acknowledge that they have partially positive results, and 11% do not have positive results at all.

The study found insufficient level of teachers' preparedness for implementation of health-saving technologies, insufficient level of valeologization of educational subjects, and also low level of application of active and interactive forms and methods of teaching and education of students, which is connected with low methodological preparedness of teachers. Extracurricular health-saving activities in institutions of general secondary education are at the level of subject learning of students.

The analysis showed that each of the experimental institutions of general secondary education in Ukraine in its traditional activity is not able to fully use the potential of implementation of health-saving technologies. Some teachers have an ignorance, inability to use them effectively, they lack the knowledge of health pedagogy. In addition, teachers, basically correctly understanding the purpose and objectives of the formation of a healthy person, do not always make efforts for their proper implementation, have insufficient knowledge for the

organization of health-saving activities and the organization of training and education of students on the basis of life skills.

Regarding cooperation with parents in shaping the health-saving environment of these institutions, 39.4% of respondents acknowledge parental assistance, 31.2% report about occasional parental assistance, and 29.3% of teachers do not cooperate with parents in this process at all. 58.7% of teachers find it difficult for them to communicate with students' parents, 21.1% report about difficulties in dealing with parents and only 20.2% acknowledge the close cooperation with parents. Such results indicate an inadequate use of the potential of cooperation and the need for its adjustment. Almost half of the teachers are self-educating in acquiring knowledge and mastering professional skills in implementing health-saving technologies and creating a health-saving environment in the institution, 32.1% do it periodically and 15.5% of teachers have shown that they are not engaged in self-education regarding this question in the absence of time.

So, summing up the results of the questionnaires of teachers about the formation of health-saving environment in institutions (by their knowledge, motivation and participation), it was found that 61% of teachers have a high level of readiness to the formation of health-saving environment - they are professionally competent teachers who exhibit the high degree of knowledge of the basics of health-saving and awareness of the methodical features of the implementation of health-saving technologies, direct their own activities to ensure learning conditions, psychological comfort and safety in the institution, and also have a high degree of responsibility for the formation of health-saving environment in the institution, 23.5% show an average level of readiness to the formation of health-saving environment for younger teens and 15.4% demonstrate a low level.

The effectiveness of formation of health-saving environment in the institution was evaluated by the attitudes of younger teens to health, healthy lifestyle, surrounding persons, and environment. Levels of formation of attitudes were researched through analysis of questionnaires of younger teens, individual conversations, and pedagogical observation.

By exploring the value-based attitude of students to healthy lifestyle, the authors invited the respondents to respond to blocks of questionnaires, test and creative tasks, as well as to reveal their own thoughts about the concept of "health", "healthy lifestyle", identify factors that affect the health state and life activity, components of a healthy lifestyle, etc. Analyzing the responses

of younger teens to the questions put in the questionnaire, the content of their interviews, conversations, creative tasks, as well as tests, we considered correct only those answers that provided complete information that corresponds to the current state of knowledge about health, healthy lifestyle and its components. The second category of responses is partially correct, that is, those containing about 50% of the required information (incomplete answers). Finally, the third category of responses is incorrect answers, that is, those containing less than half of the required information.

The questionnaires showed that the vast majority of younger teens have a superficial idea about what is health and healthy lifestyle, namely: 18.85% of younger teens have a high level of the formation of value-based attitude to a healthy lifestyle. This group of students fully understands the importance of health and healthy lifestyle. They try to adhere to the rules of hygiene in their everyday life, worry about their own physical health, daily exercise, and systematic engagement in certain sports. 31% of younger teens have a sufficient level of formation of value-based attitude to a healthy lifestyle. 28.3% of younger teens - an average level. It should be noted that the subjects do not have unified understanding of the concepts of health and healthy lifestyles.

The study confirmed our assumption that younger teens have certain healthy lifestyle behaviors that are appropriate to their age, adhere to the rules and requirements of healthy behavior, and many of them are ready to accept new, additional knowledge about health activities. Almost every third of them has a stable motivation for a healthy lifestyle, ready not only to live according to the rules of a healthy person, but also to help in complying with these rules to others. But one fifth of respondents have insufficient knowledge about health as the highest personal value.

As our studies prove, younger teens are characterized by a strategy of preventive nature which purpose is to preserve health and does not focus on issues related to health promotion in its comprehensive sense, the awareness that the very health of a person has the highest personal value.

The next step in the study was to determine the formation of the value-based attitude of younger teens to themselves and their own health. Students were offered creative tasks, questionnaires, tests, during which they learned to learn themselves. The obtained data show that 20.2% of the respondents have a high level, 20.3% have an adequate level; 29.6% have an

average level and 29.9% have a low level of the value-based attitude to themselves.

Our studies in institutions of general secondary education of Ukraine prove that not all younger teens have skills in preserving and strengthening health, are concerned about it, adhere to a healthy lifestyle and rules of personal hygiene, are interested in studying issues related to the preservation of health and a healthy lifestyle. An analysis of the results of the experiment showed that among the respondents there is a sufficient and an average level of the formation of value-based attitude to themselves and their own health.

We find out the understanding of younger teens of such universal values as honesty, justice, unselfish help to friends, as well as discovered that the most fully understood is the notion of concept "never go back on your friends, the class", "to show readiness to help those who need it". The understanding of such concepts as "desire", "tact", and "trust" caused difficulties.

The results of the study showed that younger teens with high and sufficient level of interpersonal relationships with peers take an active part in physical education, games, and various activities, help friends unselfishly, respect the opinion of their peers, and understand the importance of warm and trusting relationships.

During the experiment, we also decided to focus more on the study of the level of formation of interpersonal relationships between younger teens with peers. Determination of the state of social health of students was carried out through the clarification of the level of satisfaction of position, which a teenager occupies in a group of peers. The study suggests that 19% of students have a high level, 20.2% - a sufficient level, 28.9% - an average and 31.8% - a low level of interpersonal relationships with peers.

Inability to build socially meaningful relationships with peers, teachers, and parents is often manifested in the behavior of younger teens of institutions of general secondary education; despite some knowledge, they do not want to take responsibility for their own negative actions and actions of their friends.

The level of psychological comfort of younger adolescents in school was also analyzed. The following results are certified: 30.4% of younger teens are in a state of psychological comfort; 43.5% - show negligence, detachment, indifference; 26.1% - almost every fourth, require additional attention by teachers, psychological services for the purpose of correction and psychological rehabilitation. According to the results of the study, the psychological state of younger adolescents and their level of comfort depend on many factors, the main among which is

the relationship between all subjects of educational process. In the process of research such factors acquired the primary importance as: the establishment of dialogic communication; frank and sincere conversations on topics that are of particular concern to students and are based on mutual respect and mutual trust.

The analysis of the experiment showed that readiness of younger teens for health activities, adherence to rules and requirements of healthy behavior, and the skills of healthy lifestyles are determined by their age characteristics, level of knowledge, as well as participation in this activity of parents, teachers and other persons who are significant to them.

Conclusions.

The results of the experiment convincingly showed that the level of formation of health-saving environment of institutions of general secondary education of Ukraine is insufficient, the average level of its formation prevails (62.7% of the total number of studied institutions). It was found that the causes of such a situation are: insufficient level of teachers' readiness for carrying out tasks of health-saving education and upbringing, as well as insufficient participation of parents in the activity of institutions of general secondary education in relation to the formation and development of their children's physically, mentally, spiritually and morally healthy personalities.

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