

DEVELOPMENT OF STUDENTS SOCIAL HEALTH TECHNOLOGY IN EXTRACURRICULAR EDUCATIONAL WORK AT HIGHER EDUCATIONAL ESTABLISHMENT

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Abstract. In the article author analyzes an important question of pedagogical theory and practice such as students' social health formation. The concept "social health" is reviewed. The author researches different scientific approaches in relation to different types of technologies. Authors determination of students social health technology formation is represented, and it's intercommunication with general pedagogical technology is shown. Technology of students' social health development in extracurricular educational work at higher educational establishment represented.

Keywords: social health, students, technologies, extracurricular educational work, higher educational establishment.

1. Introduction

Today Ukraine faces difficult times of national state formation, national idea searching considering modern concepts of public life, consonant to folk mentality and character. World practice shows, that to solve this problem, we have to consider national systems of education and young generation education.

During university years students are involved very actively in the social values and social healthy existence skills formation. Education of socially healthy personality during student years is extremely important, as student age, marks T.V. Sutyahina, it is a period of own identity searching while looking for a place in the modern world, outlook formation, originality and unicity determination, are the beginning of individual way of life and age understanding formation [8].

Analyzing scientific work, in relation to social health essence, we examine social health as the state of the man harmonious functioning in social, economic, political, ideological spheres, it's plot less interaction with the surrounding world, positive mutual relations in a collective, family, company, which assist personality actualization achievement, and form comfort relationships with reality and predetermine man spiritual development in vital functions.

2. Materials and Methods

Unfortunately, in our time, there is students' disadaptation in a society, healthy values decline, low level of social activity, sexual culture, communication culture, irresponsibility, high level of deviant activities, conflict. All of it testifies to the students' low level of social health. Also, in this context, we fully support opinion of Russian scientist of V.I. Kolysova, which marks that problem of social health is one of the most important problems of modern society [4].

Today during the revival and development of national culture, the main concern is the health of our young people. That's why there is need for in-depth study of the students' social health, because high quality of their training, the ability of social groups to the knowledge accumulation and transmission are influenced by their level of social care,

which is essential for successful social functioning, for young people themselves and society as a whole. Therefore, particular importance in the present conditions of high education is an activity aimed at students' social health forming, which along with the professional level is among the quality indicators of higher education, defining economic prosperity and social well-being of the state.

Author used such methods as: analysis, synthesis, theoretical foundations synthesis of the analyzed problem to determine the nature of the "social care" concept; content comparing and organizing, forms and methods of educational activities for the social health of students technologies development; forecasting students social care improvement to develop means of social care forming in extracurricular educational work of higher educational establishment.

3. Main results

The concept of technology became widespread in the second half of the XX century. It had been a regulator of scientific and practical thinking. Its regulatory effect is that it encourages researchers and practitioners in all fields, particularly in teaching: 1) to find efficiency reasons; 2) to mobilize the best achievements of science and expertise to ensure the desired result; 3) to organize intensive scientific activity that is not based on the extensive form, causing unnecessary expenditure of energy, time and resources; 4) to pay great attention to forecasting and planning activities to prevent future corrections during implementation; 5) to use new information tools to automate routine operations. In other words, technology is the human activity dominant characteristic, it means a transition to a new level of efficiency, optimum knowledge-intensive pedagogical process.

Technology is a style of modern scientific and practical thinking that every teacher must learn and master. The word "technology" is borrowed by pedagogy from industrial production, which meant the process of most effective and most economical production method implementation.

Researchers in the educational field noted that the term "technology" comes from two Greek words - techne

(art, skill, ability) and logos (science education). This allows defining technology as the science of skill and art practice [9, 10].

Such scientists as B. N. Almazov, M. A. Byelyayeva, N. N. Bezsonova underline that applied (practical) technology of local type is ordered, planned for a particular project and consistently implemented actions, operations and procedures that help to achieve the projected instrumental goals in the work of an individual or group in a particular environment [9]. In our study, the technology is treated as a sequence description and especially actions, operations and procedures implementation in the group work to ensure the achievement of projected results in terms of higher education.

The technology of this type is used for one of the pedagogical problems solution - students' social health formation. Technology is essentially focused and specifically organized sequence of actions. While carrying out these activities, we define action steps that ensure that we achieve our (projected) goal. There are several approaches in identifying action stages. We describe one of them. We analyze the ratio of three main phases of general educational technology actions defined by scientists [10; 7] together with the stages that we have developed for students' social health formation in extracurricular educational work of higher education institution (Table. 1).

Table 1.
Correlation between general educational technology stages and technology of students' social health formation

Main stages of the general educational technology	Stages of social health technology formation
Step 1. Preparatory	Phase 1. Selecting components of social health technologies
Step 2. Direct activity	Phase 2. Stimulation and motivation
	Phase 3. Procedural content
Step 3. Productive activity	Phase 4. Analytical and adjusting

By definition of G.K. Selevko: "Technology - a set of techniques used in any business, trade, art" [7]. Technologization of education allows teachers to carry out the process of social health formation together with defined conceptual framework, principles, content, activities, facilities, and other conditions. The use of different technology types (social, educational, social and psychological) in the teachers' daily work allows educational process to be more systematic; more organized and get more clear result.

The concept of technology reflects applied research orientation and radical human activity improvement, increasing its effectiveness, intensity, instrumentality and technical equipment. The difference of our educational technology from other technologies is due to the specifics of a subject area. Social technologies are usually considered in two aspects. First, they can be interpreted as a means of theoretical conclusions applying for the solution of practical problems. Also social sciences can be associated primarily

with practical tasks on the operation and improvement of social objects, which help to understand social phenomena and processes. Second, under the social technology is a set of techniques, methods and actions used to achieve the social development goals, to address various social problems. Social technologies differ due to the variety of social peace and social life. We are interested in establishing harmonious relations technology between people in the society. It is important to consider the internal structure of these technologies, which are sort of stress relief methods, problem solving, choice of behavioral strategies in the prevention of conflict situations, methods of conflict resolution and others.

The degree of student-oriented technologies effectiveness in pedagogy context usually depends on the extent to which people are involved in its subjectivity variety and subjectivity as it takes into account the psychological characteristics that their development prospects. Today technology experience study allows to identify some trends of technology in teaching: the growth of dialogue, diagnostics, intensity, social gaming, simulations, designing educational functions in conjunction with communication and individual semantic, modularity, subjectivity and selectivity, strengthening the role of the of the teacher creative personality.

The educational technology is strictly justified system of pedagogical tools, forms, methods and its stages, aiming to address specific educational objectives. Each task has the appropriate educational technology [7].

Here are some definitions of different types of technologies. M.V Biryukova defines social technology as a way of social activities, which are based in the rational process of procedures and operations division and their subsequent coordination and synchronization.

Thus, social technology is clearly worked out combination of techniques, methods and sanctions, that are applied by manager or specialist to controls the achievement of social management goals, solving various social problems [2].

B.T. Likhachev gives the following definition: "Educational technology is a formation of psychological and educational settings that determine the layout and a special set of forms, methods, techniques, methods of instruction, educational tools [5]. R.V. Ovcharov argues: "Psychosocial technology is a combination of psychological techniques and methods that specifically affect the mind, behavior and human activities as a member of society in the process of socialization and adaptation to new social conditions and social welfare activities" [6].

The effectiveness of educational work in social health formation depends on purposeful and deliberate choice of situationally grounded methods and forms of pedagogical influence, pedagogical techniques and specific methods of teaching. Technology of social health activity forming allows teachers to be more focused, guided by student-oriented approach to the problems of social education and social health formation. Four stages of students' social health forming are implemented in three stages of traditional experimental work (Table 2).

Table 2.
Correlation between experimental stages and technology of students' social health formation

Stages of experiment of social health formation	Stages of technology formation of social health matter
Stage 1. Establishment	Stage 1. Components selection
Stage 2. Formation	Stage 2. Stimulation and motivation
	Stage 3. Procedural content
Stage 3. Check-list	Stage 4. Analytical and adjusting

Let's define the essence of our research technology as a systematic teaching activities based on the laws of learning, education and personal development that help to provide predictable results. Technology of students social health formation in extracurricular educational work at universities is an ordered set of actions, operations and procedures in social and educational process that instrumentally help to achieve the predicted result. It's main goals is the definition of the social health technologies conceptual bases, diagnostic purposes, phased planning for teacher and student, social health development, creation of favorable conditions for the realization of the goal. We selected criteria for educational activities that characterize its adaptability:

- statement of support between the teacher and the student, based on the realization of their personal functions in this process (free choice, creativity, self-development);
- a clear and definite diagnosis of the intended target, that is correct representation of the measured concepts, operations, activities of students as the expected result of education, use of diagnostic methods for this purpose;
- presentation of the studied systems content as system of cognitive and practical task, oriented foundations and solutions;
- availability of educational processes sequence, logic and certain stages;
- application of new tools and methods during socio-educational processes;
- using active methods and forms of learning.

The strategy of modern educational process is the development of specialist's personality and self-development that will not only maintain existing educational and social technologies, but also go beyond regulatory activities, carry out innovation processes in the broad sense.

This strategy is embodied in the fundamental orientation of content and form of the educational process priority technologies, which are based on the dialogical approach. It defines the subject-increasing interaction and means of communication between partners. Technologies of this type involve the transformation of teacher from the dominant position and student from subordinated position to personal and equal position. This transformation due to the fact that teacher not only teaches but also educates, updates, encourages the student to the overall development and creates conditions for self-development [2].

Development of students' social health technologies through active approach helped to plan an independent,

activity of a student, its creative approach to form harmonious relations with others.

For a detailed presentation of this technology teachers can develop process maps. Process map is a description of actions phased sequence together with the definition of the means [1,7].

Based on the structure of educational technology proposed by G.K. Selevko [7] we present the structure of students' social health technologies:

a) conceptual framework (as important part that helps to determine the outlook of the teacher and students);

b) The content:

- Objectives - general and specific (taxonomy purposes);
- Technology content (which is created based on person-centered approach to individual students);

c) the procedural part - technological process:

- The organization of educational process;
- Methods and forms of educational activities in conjunction with the methods and forms of students' educational activities;
- Teacher activities of process implementation and assimilation of acquired skills in everyday life, that will help to create favorable conditions for the existing qualities of the individual student;

- Diagnosis of socio-educational process.

We define classification properties of students social health technologies in extracurricular educational work of higher educational institutions based on the classification made by G.K. Selevko:

- By level implementation: local;
- By philosophical basis: humanist;
- By key ingredient for mental development: complex (bio, socio, psychogenic);
- By the concept of assimilation: associative reflex;
- With a focus on personality structure: KAS (knowledge, abilities, skills), EMS (emotional and moral sphere), MPM (mechanisms of personality management);
- By organizational forms: group, individual;
- By students approach: student-oriented;
- By dominant method: problem-searching, creative, and dialogical;
- By the direction of implementation: strengthening and intensification of students;
- By category of learning: students.

Technology target.

Didactic: students' horizons expanding, knowledge and social health practical skills applying, automatic didactics.

Educative: independence in education; activity; moral values forming based on humanism, education on cooperation, individualism combined with collectivism, self-education.

It contributes to the development of creative and communication skills, empathy, tolerance, reflection, self-development.

It promotes formation of students involvement with the norms and values of society; effective adaptation to environmental conditions, self-regulation.

Conceptual bases of students social health technologies:

- Concept - student-oriented;
- Paradigm - humanistic (man is inherently good, all students are talented);
- Principles - activity, student continuous self-development; harmonious interaction based on cooperation, mutual respect, mutual understanding, mutual support;
- Creating conditions for self-development, self, automatic didactics, and self-efficacy.

Technology features are empirical studies that test the hypothesis. Under the cognitive aspect the technology can be understood as a general method of forming anything in particular empirical research.

The main purpose of social health technologies is an increase of students' social health level.

The development of students' social health technology can be considered through such components: stages, objectives, principles, contents of the teacher activity, the content of student means forming social health, social health conditions of the expected results in their sequence and relationship. This development includes four phases.

The first stage of technology is the choice of social health technology components.

We can distinguish such components of this phase: an objective, principles, contents of the teacher activity, the content of student means forming social health, social health conditions and expected results.

Setting goals at each stage, including benchmarks of subjects, helps to make the process of social health forming appropriate and gradual. With the additional questions, that teacher helps to ask, students are beginning to comprehend the purpose of each session. For each stage of technology we developed general purpose of content such as landmarks of practical exercises.

Defining principles which are common to all phases allows you to perform practical work based on: humanity, nature, democratization, culture, universal reciprocity, complexity. These principles caused further practice content. The combinations of these principles reveals the need for actions planning for all actors in the process of social health development and have the most direct effect on teacher motivation and students encouraging, considering students moral values, living conditions, and physiological characteristics, future life in a democratic society.

The content of educational activities at different stages must answer the goals. Students' contents are focused on independent work and active relationships with teachers, students' social health development

Developed means forming social health meet scientists' goals at every stage and help for the effective implementation of the teacher and student content. Means of education are a number of techniques training; they are objects of material and spiritual culture that are used in the educational process to address specific educational objectives [3].

Developed methods are fiction and nonfiction, other books, newspapers, magazines, multimedia equipment,

television, theater, exhibitions, museums, games, sports, amateur, conversationalist, various means of culture and nature, which we use in practice to achieve this goal.

"Method - (from Greece: method, the path to something, track, research) is a way of goal achieving and set of methods and operations of theoretical and practical understanding of reality, organized in a certain way "[3].

It is important to understand the idea of method communication with appropriate activities. The method is a method of interaction based on certain principles respect that must adjusted, focused on a set of rules under with the help of which scientists can: a) investigate; b) learn; c) change the subject; d) explore, organize material. Therefore, the method is an attribute of purposeful activity opposed to searching through trial and error [3].

Considering the pedagogical and spatio-temporal conditions of social health development improves the technology efficiency. Conditions also help to form certain qualities and skills, especially the conditions contributing to the intended result. In our case, the conditions are the component technologies of students social health. When we select prognosed results at every stage, it helps to more accurately monitor and implement the gradual formation of social health.

The second stage of social health technologies development is stimulating motivation. The purpose of this phase is to motivate students to acquire knowledge and skills on social health, skills how to build harmonious relationships with others, and skills that will promote student awareness of the socially healthy personality need.

Let's determine content nature and teaching activities of the student.

The content of the teacher activity in the second stage is to project and communicate. The teacher plans activities based on student characteristics and realizes their plans through communicative function. Communication skills should be well developed. Teacher must convince students in the possibility and feasibility of acquiring social health skills that will lead to healthy existence.

The contents of the student activity are estimated. Students are beginning to realize the need to acquire knowledge and skills regarding social health.

Methods of forming are conversations, stories, problem situations analysis. It is important to use active methods to motivate and stimulate help to implement the second stage of social health technologies.

Terms formation are teachers and students training. The teacher should be trained not only in terms of professional competence, but also have the knowledge and skills regarding social health. The student should understand the need for socially healthy life. This is the expected outcome of the technology second phase.

The third stage of technology is a procedural content. The purpose of this phase is to provide the necessary information on the theoretical foundations of students social health and mechanisms of people harmonious interaction in society. Teacher must create conditions for students' acquiring practical skills on healthy social behavior. Thus

the aim of the student is a practical implementation of the acquired knowledge.

The principle of universal communication is the most important during this stage. The motives of the student, based on this principles, ensure that the student will be able to implement new knowledge into practice and will have the ability to build harmonious relationships.

The content of the teacher's activity is organizational, communicative, epistemological and constructive work. The teacher organizes all kinds of classes, with the adjustment mechanisms of harmonious interaction between actors in terms of higher education, constructs necessary situations with regard to subjects personal characteristics and uses advanced communication skills, that regulates the process of transcribing your knowledge and skills acquired by students in everyday activity.

The contents of the student's activity are the cognitive, self-involvement in the activities organization on the acquisition of skills harmonious interaction. It promotes self-development. The student is actively involved in various events that are organized for the establishing purpose and knowledge developing. The student becomes a participant in the process of social health development.

The primary method for social health development at this stage is the implementation in extracurricular educational process of students'. It is called club "Compass". It is the structure where two programs are aimed at comprehensive and harmonious process of students' social health development. The first program is «Fundamentals of social health" is more theoretical in nature, the second - "Harmonious interaction is the key to social health" is focused on gaining practical skills. Classes are held at the club using active methods and forms (conversation, brain-rings, games, round tables, debates, brainstorming, assistance in different social and volunteer projects, training, multimedia equipment), which encourages students to master certain skills of harmonious interaction.

We define the necessary conditions of the technology at this stage. First of all it is joint presence of the teacher with students for active cognitive process, organizing interviews, brain-rings, games, round-table discussions, debates, brainstorming, and assistance in different social and volunteer projects, training, and use of multimedia equipment). It is necessary to have facilities for training. The teacher is the organizer at this stage of pedagogic technologies.

At this stage, students acquire the ability to build harmonious relationships with others, to communicate, to have active social views, to know how to choose healthy behavior. All of these are the expected results of the fourth phase.

The fourth stage of technology is analytical adjustment. Its goal is to check the development of students' social health. We must organize tests for the students to understand the level of their social health. Also it is important to make corrective work and encourage students' self-correction. Teacher must improve the methods of social health development.

The basic principle at this point is complexity. During diagnosis it is necessary to use complex diagnostic

methods and to analyze all the changes that occurred during technology use.

The content of the teacher's activity is diagnostic, epistemological, projective and prognostic work. Students' diagnosis will identify their level of social health development, their reasons at a certain levels, and methods of further social health development.

A content of the student's activity is to consolidate their knowledge and acquired skills and to improve the level of social health. Students must continue their activities in everyday life, using spontaneous situation to improve self-efficacy.

Methods used in the fourth stage of technology are observation, interviews, questionnaires, testing. The teacher monitors technology for the changes in the students' behavior. Also teacher directs pedagogical staff to observe, and analyzes the data on the entire complex using methods, that determine the level of students social health development and draws conclusions on the technology effectiveness.

We define the conditions for this stage of technology: teacher competence, diagnostic material availability, space, time.

The expected result at this stage is the presence of different levels of students' social health development with the dominance of high and medium levels of formation as the lowest. The teacher analyzes the changes and improves the technology of students' social health in extracurricular educational work at higher educational establishment.

4. Conclusions

The developed technology of students' social health aims to develop students' healthy social activity, self-efficacy for proper functioning in the society and the ability to establish harmonious relationships with others. Development and introduction of social health technologies in extracurricular educational work of higher educational establishment will increase the efficiency of social education as whole.

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