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HEALTH PRESERVATION AS A KEY COMPETENCE OF FUTURE SPECIALISTS OF SOCIAL SPHERE

ЗДОРОВ'ЯЗБЕРЕЖЕННЯ ЯК КЛЮЧОВА КОМПЕТЕНТНІСТЬ МАЙБУТНІХ ФАХІВЦІВ СОЦІАЛЬНОЇ СФЕРИ

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Notions of «health», «health-preserving competence» and their main components are determined. Characteristic of professional risks that may arise during the professional activity of social workers is given. Specific knowledge, skills and abilities that necessary for specialists at work with different groups of clients in increased risk work environment are defined. Basic methods of strengthening physical, mental and social health (including employees in the sphere of social work) in everyday life are considered. The main principles of preserving, support and maintaining health of future social workers, orientation of them on a healthy lifestyle in the context of health-preserving competence forming through the studying series of special disciplines relevant direction in higher educational institutions are investigated.

Keywords: health, healthy lifestyle, health-preserving competence, social work, social worker, increased risk work environment, professional risk prevention, socially dangerous diseases, professional «burnout».

Наведені визначення понять «здоров'я», «здоров'язберігаюча компетентність» та їх основних складових. Нада-на характеристика професійних ризиків, що можуть виникати при роботі соціальних працівників. Зазначені специфічні знання, уміння та навички, необхідні фахівцям для роботи з різними групами клієнтів в умовах підвищеного ризику. Розглянуті основні методи зміцнення фізичного, психічного та соціального здоров'я людини (в т.ч. зайнятої у сфері соціальної роботи) в повсякденному житті. Досліджені головні засади охорони, підтримки та збереження здоров'я майбутніх соціальних працівників, орієнтація їх до здорового способу життя в контексті формування здоров'язберігаючої компетентності шляхом вивчення ряду спеціальних дисциплін відповідного спрямування у ЗВО. Визначено здоров'язберігаючу компетентність соціального працівника як інтегративну якість, комплекс біо-психо-соціальних можливостей людини, що забезпечує гомеостаз,

саморегуляцію організму та взаємодію із зовнішнім середовищем, основною ознакою якої є здатність витримувати значні психофізичні та емоційні навантаження, адаптуватися та повноцінно виконувати професійну діяльність у складних умовах.

Ключові слова: здоров'я, здоров'язберігаюча компетентність, фахівець соціальної сфери, професійні ризики, соціально-небезпечні хвороби, професійне «вигорання».

(стаття друкується мовою оригіналу)

Problem statement. Integration of Ukraine into a single European Higher Education Area requires orientation towards the world standards of training of social workers based on a competent approach, which has become more and more relevant in recent years due to the constant transformation of social experience, reconstruction of the sphere of social services, improvement of legislation, development of innovative technologies of social work, changes in public needs in expanding the range of social benefits, increasing the requirements of society for the qualification of specialists. The Higher Education Standard for Training Bachelors in field of knowledge 23 «Social Work» (Kyiv, 2016), stated that the generalized goal of learning, as a result of competencies, is the formation of a holistic (based on holistic approach, morally, physically and spiritually healthy) personality of a specialist, ready for professional activity at all levels of practice, for creative solution of various professional tasks, capable of self-development, self-actualization, self-realization. Thus, health-preserving competence is fundamental for the formation of a competences complex of the future social worker in the process of professional training in high school, on the one hand, and on the other – the basis of becoming and developing the personality of a specialist in the social sphere, which provides the conditions for his professional self-improvement.

Analysis of recent researches and publications.

Issues of health care and health preservation are being researched by domestic and foreign scientists in the context of many humanities sciences and fields: political (T. Semigina, M. Spivak, J. McGinnis, P. Williams-Russo, J. Knickman); philosophical (S. Putrov, M. Sainchuk, W. Griffiths); cultural studies (O. Beloryn-Herrera, I. Korzhenko, T. Falaseni, Yu. Shyika, R. Prima, A. Tsypluk, J. Werth, D. Blevins, K. Tous-saint, M. Durham); ethical (S. Dodd, D. Hardinia, M. Joseph, A. Conrad, R. Landau, F. Lowenberg, R. Dolgoff, M. Mattison, F. Reamer); public administration (N. Ringach, O. Fedko); sociological (O. Yaremenko, O. Balakirieva, R. Hall, S. Nagi, J. Bonnefoy, A. Morgan, M. P. Kelly, J. Butt, V. Bergman, I. Kawachi, L. Berkman); psychological (G. Lozhkin, I. Kotsan, M. Mushkevych, R. Allen, C. Ewalt, S. Segerstrom, G. Miller); economic (I. Zhalinska, F. Nason, T. Delbanco); legal (I. Seniuta); medical and social (N. Stoian); ecological (C. Germain, L. Green, M. Kreuter, K. McLeroy, D. Bibeau, A. Steckler, K. Glanz, N. Krieger) and others.

In the system of pedagogical education to the problems of health preservation dedicated to the development of health-saving / health-preserving competence – O. Vasiuta, T. Bondarenko, O. Lando, N. Kotsur, L. Tovkun; valeological culture and competence –

Yu. Boichuk, T. Kyrychenko, O. Bondarenko; the use of health-preserving technologies – S. Garkush, Yu. Nosko, Yu. Palichuk. Issuers of valeological education and the formation of health-preserving competence of higher education students in the dissertation research in the field of physical culture, upbringing, sports, and rehabilitation are widely researched: N. Belikova, M. Nosko, L. Suschenko, O. Tymoshenko, O. Gladoshchuk, A. Domashenko, N. Zavidovskaya, N. Zemskaya, V. Elizarov, G. Ivanova, J. Malakhova, G. Ostapenko. The questions of health preservation in training specialists of various specialties in institutions of higher education are devoted to scientific works on forming a culture of health saving (N. Bashavets); positive value attitude towards health activity (T. Ivanenko); axiological settings for a healthy lifestyle (Yu. Boiko); health-preserving competence (O. Antonova, D. Voronin); culture of health (G. Kryvoshieieva); healthy lifestyle culture (L. Sokolenko); professional training of future social workers at US universities for health-preserving activities (L. Kloss).

Domestic scientists consider professional competence as a personal characteristic, for example, communicative competence of a social worker examined: D. Godlevska, L. Volnova, I. Kozych, L. Dolynska, A. Kapska, O. Karpenko. However, current research does not give a clear picture of the application of the social worker's competence in specific professional social work. While in the research of contemporary foreign scientists, the issues of professional competence of social workers are mostly considered in the context of specific activities. For example, in the healthcare field are considered the competences in palliative care: H. Bosma, M. Johnston, S. Cadell, W. Wainwright, N. Abernethy, A. Feron, M. Lou, F. Nelson, L. P. Gwyther, T. Altilio, S. Blacker, B. L. Jones, P. J. Kovacs, L. R. Bronstein, B. Monroe.

The following foreign researchers are devoted to social work in the field of health care: I. Cannon, L. Cowles, K. Kayser, P. Hansen, A. Groves, T. Carlton, R. H. Keefe, J. Lee, J. Lesser, M. S. Miller, H. Rehr, M. Nacman, T. Weismiller, E. Clark, M. Wilson. The problems of healthcare education were studied by P. D. Mullen, D. Evans, J. Forster, N. H. Gottlieb, M. Kreuter, R. Moon, T. O'Rourke, V. J. Strecher; methodological innovations in healthcare education – E. Lawlor, M. Kreuter, A. Sebert-Kuhlmann, T. McBride.

A review of the scientific literature suggests that social work is fraught with risks to the health of social workers: psychological (increased psycho-emotional load, stressful situations caused by the need to act in unforeseen situations, take responsibility for actions, life, and choice of others, etc.) and physical (work with HIV-infected and AIDS patients, tuberculosis, hepatitis, drug addicts, etc.). Therefore, in our opinion, a much important component of professionalism of specialists in the social sphere is health-preserving competence, which is confirmed by a large stratum of research by foreign authors.

The article's aim is to reasoning the health-preserving as a key competence of upcoming professionals in the social sphere.

Main part. Human health is the most valuable and determinative characteristic of human existence. Therefore, being a universal category, the concept of health investigates not only by medicine, valueology and hygiene but also by many social sciences – philosophy, anthropology, gerontology, sociology, psychology, pedagogy, demography, culture and other contiguous and independent sciences.

Today, more than eighty definitions of the concept «health» exist in the scientific circulation at the same time, which, for the most part, consider this concept from the standpoint of individual disciplines and different aspects of human life and therefore cannot fully reflect the essence of such a complex phenomenon.

According to the classification of P. Kaliyu, the variants of health assessment are present by four main models: medical (focuses on the health parameters and characteristics), biomedical (considers the absence of subjective signs for illness feelings and organic disorders); biosocial (combines medical and social definitions, although the last are priorities); valuable-social (health defines as a value and a necessary condition for a full life).

To the last model appertains definition, that given in the Constitution of the World Health Organization (signed by representatives of 61 countries), in our opinion, is the most complete and informative – «Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity»¹. According to this definition, all aspects of health are closely interrelated. Mental disorders seriously affect a person's physical well-being and social relationships, while physical ailments (especially prolonged serious illnesses) can lead to social alienation and mental disorders.

However, despite the gradual reorientation of many members of society to healthy lifestyles and the continuous development of various branches of medicine, medical reform, indicators of the overall health of the population in Ukraine remain disappointing², and this problem will remain a serious challenge for the state in the future. The war in the east of Ukraine, which has been going on since 2014, has significantly aggravated the socio-demographic situation. A significant number of people have deep psycho-emotional disorders, and in need of skilled social and psychological assistance. Significant migration of the population and employment abroad also harm the situation.

Ukraine kept a low birth rate and high total mortality (especially among men of working age), the number of deaths is twice the number of live births, life expectancy is 72 years and is one of the lowest in Europe. The main causes of death are cardiovascular disease (67.0%), neoplasms (13.6%), external causes (5.4%).

In the structure of the prevalence of diseases among the entire population of Ukraine in 2016 the

¹ Basic documents (48th ed.), updated to 31 December 2014, p. 1.

² [Демографічна ситуація у січні–липні 2019 року// Експрес випуск 18/09/2019/ Державна служба статистики України]

distribution of rating places, as in previous years, remains unchanged: first place occupied by cardiovascular diseases (30,67%), second place belongs to respiratory diseases the share of which is 20,68%, the third place has given to digestive system diseases (9,74%), fourth place takes diseases of the genitourinary system (5.43%), fifth – diseases of the bone and muscle system and connective tissue (5.39%), sixth – endocrine diseases, nutritional disorders and metabolic disorders (4.96%), seventh – diseases of the eye and its adnexa (4, 78%). The epidemiological situation in the country with AIDS and tuberculosis is also disappointing, which rates several times higher than those in the EU.

The domestic health care system is not capable of overcoming its problems. Researchers see one of the ways of withdrawing a society from such a catastrophic situation in activating social work specialists for disease prevention, forming a conscious attitude of people to their health and life, the orientation of the person to the protection, support, and preservation of their health.

In general, social work as a type of professional activity is very diverse; a wide range of functional responsibilities, it places stringent requirements on the professional compliance of social workers. Therefore, recently increasing attention is being paid to the health-preserving competence of social workers, which is well-justified, because practical activities in this field combined with psycho-emotional burdens and high moral responsibility for the health and life of individuals (population groups and society as a whole).

Typically, clients of social workers are people who are in difficult life circumstances, which can lead to the development of «emotional burnout» syndrome. There are also real threats to the physical health of professionals working with representatives of disadvantaged people, who also have socially dangerous diseases (infectious diseases, including HIV / AIDS, tuberculosis, mental illness, alcoholism, drug abuse, etc.).

Carrying out professional activity in conditions of high risk adversely affects the performance and efficiency of actions performed by a person (up to the loss of work skills) motivational sphere (value disorientation) and psychological state (personal disorders and deformities). Deviations in professional development tend to lead to deprofessionalization and, in some cases, to the desocialization of the individual.

Therefore, given that the professional activity of social workers is associated with certain dangers for the physical, psychological and social health of professionals, an integral task of training future social workers in institutions of higher education is to orient students to a healthy lifestyle, finding ways to physical and psychological self-improvement, formation of responsible attitude to one's health, culture of healthy lifestyle and, thus, establishment of valeological, medical and social foundations of care, support, saving and preserving health in the context of health-preserving competence formation of social workers at whole.

In general, health-preserving competence ensures the organization of a healthy lifestyle in the physical,

social, mental, spiritual spheres, and the organization of their work¹. The main criterion for health-preserving competence is the state of optimal conformity, harmony between biological, psychological and social in human life and activity². The main elements of health-preserving competence researchers called life skills that promote healthy lifestyles by the main components of health (physical, psychical, social) and provide for their implementation in everyday life: the promotion of physical health (rational nutrition, physical activity, sanitary and hygienic regime of work and rest, etc.); mental health promotion skills (self-awareness, self-esteem, self-control, problem analysis, and decision-making, life program and goals, other); social health promotion skills (effective communication, collaboration, conflict resolution, extreme behavior, teamwork, etc.)³.

Health-preserving competence of a social worker should be defined as the integrative quality, complex of bio-psycho-social capabilities of the person, providing homeostasis, self-regulation of the organism, and interaction with the environment. The main feature of competence is the ability of a person to withstand heavy psychophysical and emotional stresses, to adapt and effectively discharge the professional tasks in difficult conditions⁴. Notwithstanding the undeniable importance of health-saving competence, insufficient attention paid to current theoretical studies on the problems of future social work professionals training in the formation of competence aim is saving their health (health-preserving), is given too insufficient attention.

Maintaining a healthy lifestyle, organizing work based on life safety, requires the social worker to have an arsenal of professionally important skills to preserve, strengthen, and recovery of health.

Formation of health-preserving competences in the process of training of future social workers is carried out in stages through a set of disciplines aimed directly at the development of knowledge, skills, and acquirements in the field of health care, maintenance, preservation of health, and the system of practices.

Professionally-oriented disciplines and practices in institutions of social sphere influence the formation of health-preserving competence indirectly, by increasing the level of integral, general scientific, professional, instrumental, communicative, and other competencies, contribute to the development and consolidation of skills and acquirements.

¹ Успенська В., Здоров'язберігаюча компетентність учителя основ здоров'я як визначальна його професійної компетентності, Педагогічні науки: теорія, історія, інноваційні технології, Суми 2010, № 1 (3), с. 447.

² Воронін Д., Здоров'язберігаюча компетентність студента в соціально-педагогічному аспекті, Педагогіка, психологія та медико-біологічні проблеми фізичного виховання і спорту, Харків 2006, № 2, с. 25-26.

³ Успенська В., Здоров'язберігаюча компетентність учителя основ здоров'я як визначальна його професійної компетентності, Педагогічні науки: теорія, історія, інноваційні технології, Суми 2010, № 1 (3), с. 446.

⁴ Тополь О., Здоров'язберігаюча компетентність як складова професіоналізму соціального працівника, Наукові записки Тернопільського національного педагогічного університету імені В. Гнатюка (Серія: Педагогіка), Тернопіль 2011, с. 73.

Therefore, in the context of this issue (training professionals to perform professional activities in high-risk situations), it is rational to use different forms and methods of training, such as optional courses, training in basic health-preserving.

The knowledge and skills necessary to complete the professional tasks of a social worker must base on the use of health-preserving technologies in work, following the tasks of professional activity and responsible attitude to one's health¹.

Physical health preservation skills include mastering recovery, rehabilitation, self-healing, and health enhancement techniques: using methods of preserving and strengthening personal health; using natural and climatic factors for health improvement, increase efficiency of work and disease resistance; mastering the simpler methods of restoring the organism after psycho-physical stress and prevent premature tiredness during intense mental and physical activity; implementation of self-control for health, physical development and activity of organism functional systems with a view to timely diagnosis the dangerous diseases; forming and maintaining an optimal level of own psycho-physical sustainability to provide an acting ability and confrontation the harmful habits; observance of hygienic and sanitary requirements in everyday life and in practical activity (especially when working with clients which are carriers of socially dangerous diseases).

Equally important are the skills associated with the prevention of occupational degradation and deformation of the self due to mental and emotional overload. To maintain a psychical health social worker should have skills of psychohygiene (emotional self-regulation mechanisms and strengthen their mental health), psychoprophylaxis (knowledge about mental factors of impact on person and especially the psyche, opportunities of psychogenic diseases prevention, general prophylactic measures that improve mental sustainability to harmful influences), psychotherapy (active autosuggestion, occupational therapy) and other methods of psychological discharge and removal of fatigue from professional activity.

When working with different categories of clients (especially high-risk groups), the social worker needs knowledge of protecting their work and ways to protect against socially dangerous diseases, as well as the forms and methods of social work with this category of patients and their environment. When working with clients dependent on alcohol and drugs, the specialist should know about the causes and consequences of abuse of psychotropic substances, have the skills to promote healthy lifestyles, lectures, and discussions of preventive care.

Conclusions. In general, to prevent occupational risks, the social worker must be able to identify the sources and types of hazards, harmful and dangerous factors, to predict the possibility of occurrence of hazards, to determine the level of individual risk, to reduce the risk and the level of probable harm to the minimum accept-

¹ Васиута О., Професійно важливі уміння соціального працівника щодо охорони і збереження власного здоров'я, Актуальні проблеми природничих та гуманітарних наук у дослідженнях молодих вчених «Родзинка – 2012», Черкаси 2012, с. 149-150.

able values. Therefore, health-preserving competence is a necessary component of the professionalism of future social workers. Skills, knowledge, acquirements in the field of protection, preservation, and maintenance of a harmonious balance of physical, mental, social health are extremely important for the successful implementation of the practical activity of a specialist in the social sphere.

Supporting healthy lifestyles, creating favorable conditions for relaxation, a tendency to self-improvement and constant self-development are the key to the high level of working capacity, and professional availability of social workers. The study does not exhaust all the aspects caused by certain contradictions, and further improvements require technologies to build the health-preserving competence of future social workers.

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