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THE ROLE OF INTERNET TECHNOLOGIES IN PREPARING FUTURE SOCIAL PEDAGOGES TO HEALTH-SAVINGS

Abstract. The article highlights the importance of health-preserving activities in the professional activities of social educators and the role of Internet technologies in preparing healthcare. The emphasis placed on the expediency of using Internet technologies for the effective preparation of future social educators for health preservation. Expansion of the presentation on mechanisms of preservation and strengthening of health; formation of a belief system in future social educators about responsibility for their health and lifestyle, aimed at improving the organism, disclosing its reserve capacity; active work and organization of various forms and methods of teaching students a healthy lifestyle. The article substantiates the principles of preparing students for healthcare in a higher education institution. Moreover, the author determines the attitude of students to healthcare through Internet technologies through questionnaires. The result of the survey was that most of the interviewed future social educators have expressed a desire to apply Internet technologies in the preparation for healthcare and for self-improvement in the future professional activities of social educators. Analysis of survey data for future social educators testified about the need introduction to the training of future social workers to health-saving appropriate forms and methods of using Internet technologies in higher education.

Keywords: internet technology; information technology; institutions of higher education; professional training; future social educators; health saving.

Relevance and feasibility of research. Maintenance of health in institutions of higher education requires the solution in a set of tasks related to personnel, information, and material support of this process, organizational and contention and directly related to changes in the content of education, forms and methods for its implementation.

Social educators, as representatives of a new generation of pedagogical workers stimulate the interest of children and youth in preserving and strengthening health, to form an individual culture of health for schoolchildren, teachers, and parents. Socio-pedagogical work includes solving the tasks of social upbringing of the younger generation and creating a healthy preserving environment as a factor in the development and formation of the individual.

Improvement of modern professional training of future social educators is impossible without the use of Internet resources in connection with the active introduction of information technologies, not only in the sphere of higher education, but also in the spiritual and cultural spheres of students. This leads to the tendency for the formation of information culture of future social educators to health preservation.

Analysis of scientific research. The analysis of scientific literature shows the considerable attention of foreign scientists and practitioners to the problems of healthcare: the goals and objectives of the national policy in the preservation of health (L. Anderson, L. Mikintair, K. Mach, P. Paterson). International experience on partnership and cross-sectoral health promotion activities was topic in research of (J. Corbin, E. Midema, G. Spenser, T. Tjørnhøj-Thomsen, K. Frohlich, D. Holt). Ways to self-regulate the personality of their health is main topic in scientific papers of (N. Clark, B. Zimmerman).

In social pedagogy, the role of health preservation in the professional activities of a social teacher is disclosed in the works of foreign authors (A. Mendelson, B. Richan, P. Ronau, A. Sally) and ukrainian scientists (T. Alekseenko, S. Archipova, T. Veretenko,

G. Grigorenko, L. Griciyk, T. Zhuravel, N. Zimivetz, A. Kapska, L. Koval, A. Liakisheva, T. Lyakh, V. Polischuk, A. Strelkova, M. Chaikovska, L. Shtefan, V. Shtifurak).

Some aspects of the preparation of specialists in the social sphere for healthcare are highlighted in the works of modern Ukrainian scholars: a healthy lifestyle as a socio-pedagogical condition for the formation of a person in adolescence (O. Vakulenko); socio-pedagogical technologies of formation of responsible attitude towards health in student's youth (N. Zimovets); promotion of a healthy way of life as a pedagogical condition for the formation of the healthcare-saving competence of future social educators (T. Kostyuchenko); formation of the culture of health of students of the university (G. Krivosheev); theoretical and methodological foundations of the interaction of social institutions of society in shaping the healthy lifestyle of students of secondary schools (S. Omelchenko); formation of readiness to promote the health of children and young people in the process of training future social pedagogues (V. Petrovich); establishing of healthy lifestyle for student youth as a measure of European integration reform (V. Sorochinskaya).

The problem of using information technology in higher education institutions is considered in the works of many foreign and domestic scholars: the development of informatization of education is considered in researches (N. Morse, T. Oliynyk, G. Protsenko, Y. Ramsky, etc.); functions of information technologies in the educational process (T. Gergi, M. Dyachenko, L. Kandybovich, O. Moroz, etc.); use of Internet technologies in the educational process (Y. Briskin, Y. Polat, O. Sobaev, etc.); preparing students for a virtual learning environment (Lee Joseph, N. G. Lai Hong, N. G. Lai Ling, etc.); distance learning of students in higher education institutions (T. Lyakh, T. Spirina, A. Popova, etc.).

At the same time, in the scientific and pedagogical studies, the problem of preparing future social educators for healthcare using Internet technologies in higher education institutions is not properly studied.

Formulating the goals of the article. The purpose of the article is to study the motivation of future social educators to use Internet technologies in the preparation for health preservation.

Presentation of the main material with the justification of the results. Today there is a lot of theoretical material on public health issues. Among foreign scholars, a healthy debate continues as to whether "promotion of health" should be an exclusive and accredited area of social development in private and public services, as well as whether it is an independent educational discipline.

The staff at the University of Alberta School of Public Health, Canada (P. Patterson, L. McIntyre, L. Anderson, C. Mach) argue that the specific goals and objectives of maintaining health depend on the situation in the country, the national policy of its health care system and political priorities set by the government (Patterson, McIntyre, Anderson, Mach, 2016, pp. 871–880). Scientists from the Department of Public Health and Public Research of the Western University of Washington (G. Spencer, J. Corbin, E. Midem), analyzing international experience on health issues, partnerships and cross-sectoral activities, emphasize the central role of the partnership for all activities on Strengthening health at every level of action from individual behavior to a supportive environment, community action and sound public policy. They found that inter-sectoral partnerships are crucial for public decision-making and planning, for health, for promoting political commitment, for resources, and for infrastructure, and for ensuring the relevance of health-improvement initiatives in the socio-cultural context (Corbin, 2017, pp. 923–929).

Scientists D. Holt, T. Tjørnhøj-Thomsen (National Institute of Public Health, University of Southern Denmark, Copenhagen, Denmark) and K. Frohlich (School of Public Health, Montreal University, Quebec, Canada) found that a key strategy for Achieving consensus for partnerships is to position health as a means of achieving non-standard programs. The authors believed that such an approach often leads to small initiatives such as nutrition advocacy and physical activity in educational institutions. Meanwhile, ambitious programs aimed at

addressing more fundamental structural determinants of health are not being implemented (Holt, Frohlich, Tjørnhøj-Thomsen, Clavier, 2016, pp. 881–890).

By studying healthcare through the prism of the reliability of professional activity, the main indicator of effective healthcare scientists determines the ability to work, which reflects in the effectiveness and duration during a certain period of life (Nikiforov, 1993). In this case, professional development of the person provides its individual resources. Moreover, success is determined not so much by the level of productivity of the use of these resources, but by the activity of man as a subject of labor and life in general.

A social educator with a low level of healthcare retaining competence cannot provide his clients with the required level of attention, an individual approach, create a situation of success. He cannot form a culture of health, since this requires a personal example. Disadvantages of health preservation, deformation of the teacher's personality, manifestations of the syndrome of emotional combustion, and pedagogical crises directly affect the health of clients (Meshko, 2008, pp. 399–405). The health of social educators determine the basic rules of health preservation (the value of their own health, day mode, rational nutrition, motor activity, the absence of bad habits, prevention of professional burnout, social interaction, reflection), observance of which will provide their customers with the required level of attention to form a culture of health through a personal example.

The new essence of the integration of learning and information environment in the process of training in higher education institutions reflects Internet technologies. They increase the efficiency of all types of educational activities with the help of information and telecommunication technologies, as well as the quality of training of future specialists that meet the modern requirements of the informational society (Morse, Protsenko, 2013).

Researchers M. Chvanov and M. Khramova believe that any educational system is open, and the use of information and communication technologies has led to its evolution. By signs of such education, scientists include: a) a constant exchange of information / data between teachers and students, the so-called "feedback", new goals, means and methods of training; b) the content of education changes, since it no longer corresponds to the system of students' knowledge and skills at the moment; c) Increasing the information space leads the system of education from a stable equilibrium (Chvanova, Khramova, 2011, p. 108).

Referring to the research of scientists (Suschenko, Putrov, 2012), we define Internet technologies in the preparation of future social educators for the preservation of health as specific means of educational activity, which in a new way organizes the teaching of students through the Internet through their involvement in useful cognitive and licensing activities in the global network. They include:

providing students with free access to the necessary sources of information on healthcare not only in the context of their institution of higher education, but also in scientific, cultural, information centers around the world in order to form their own reasoned thoughts;

the possibility of studying online courses aimed at building health-saving skills;

expanding communication with peers from their region, other regions of their country or other countries of the world for the purpose of cooperation, joining efforts in solving various health-care activities through social networks;

access to training materials and videos, useful links, presentations health-care problems;

possibility of passing test tasks for self-assessment of students' knowledge, skills and abilities in relation to health preservation.

Due to the possibilities of Internet technologies, future social educators will have the opportunity to study using distance education courses devoted to healthcare preservation. Namely: "Introduction to the specialty", "Social-pedagogical prevention and rehabilitation", "Social support of HIV-infected children and their families", "Technologies of social and pedagogical work", "Prevention of professional burnout of social pedagogues", etc. In the process of studying these disciplines, the Internet provides various additional possibilities: access to information for abstracts, reports; participation in online conferences; obtaining consultations in real time, etc.

Creation an informational and communicational environment in a higher education institution will increase the level of preparation of future social educators for healthcare saving, namely: to expand the concept of mechanisms for the preservation and strengthening of health; to form a system of relevant beliefs for future social educators, and a sense of responsibility and responsibility for their health and lifestyle, aimed to improve the body, disclosing its reserve capacity; to carry out active work and organize various forms and methods of teaching healthy lifestyle students.

Scientists T. Lyakh, T. Spirina, A. Popova point to the peculiarities of studying online. Among them: the opportunity for teachers to interact with students in a dialogue; provision of training materials in electronic form; access to knowledge bases on the Internet; Possibility to evaluate students' knowledge in remote mode; holding group training sessions, etc. (Liakh, Spirina, Popova, 2017, pp. 80–88). In turn, Joseph Lee, NG Lai Hong and ND Lai Ling point out that the success of student learning with the use of Internet technologies depends on a large extent on the attitude of future professionals to the technology being used (Lee, Hong, Ling, 2001, pp. 231–242). Therefore, it is important to organize the preparation process, so that the student with enthusiasm worked in the audience or remotely and saw the results of his work.

Students are constantly using the Internet as well as for educational tasks (searching for the right information, literature (search engines), electronic textbooks, on-line dictionaries, e-mail, distance learning courses, virtual libraries) and for personal needs (communication – social services: Facebook, Twitter, YouTube, Instagram, forums, email, movie downloads, music, purchase of goods). In general, the percentage of Internet use for personal needs prevails over the percentage of Internet usage for education.

Considering the student as an active user by means of Internet technologies, or as an entity that actively (consciously, motivated) uses the virtual reality brought to the outside for its own purposes, we must take into account certain information in the process of finding the necessary fragment of the educational activity. Consequently, the beginning of an independent component of the student's educational activity based on theoretical representations on the investigated fragment of physical reality, which is formed, in particular, on certain visual standards. Formed pre-visual templates greatly simplify the recognition of the screen image and identify it as necessary for further activity (Sokolyuk, 2016, pp. 54–57).

Teacher, using Internet technology, should have: the basics of work on a personal computer, with different multimedia programs and the skills of information culture. Internet technologies should also be used during classroom work (multimedia support for lectures, virtual laboratory, excursion) and in non-auditing time (the ability to check and evaluate creative tasks, independent work of students, give time to self-education and self-improvement, etc.).

Considering the whole system of principles in the conditions of a holistic educational process of institution of higher education, scientists emphasize the principles of healthcare of students in institutions of higher education, which regulate:

the activity in the field of education - general-social principles (promotion of a comprehensive harmonious development of the individual and health-oriented one); general-pedagogical (designed to reflect the general patterns of organization of education and upbringing it in a holistic educational process of a higher educational institution); special principles that reflect the specific laws of certain types of education (consciousness and activity of those who study, visibility, accessibility and individualization, systematization, strength of progression) (Bashavets, 2008, pp. 10–11);

the process of forming a value attitude to the health of young people - the principle of environmental compatibility, humanization, cultural conformity, continuous general and professional development of personality (Yezhova, 2011, p. 133);

reflect the specific features of the problem of healthcare – the principles of interdisciplinarity, integrity and significance (Vasilieva, Philatov, 2005);

Formation of the healthcare-saving competence of teachers – the principles of systematization; continuous healthcare; orientation on internal mechanisms of self-

development; scientific (increase of professional competence of teachers on healthcare); cultural conformity (Mityaeva, 2008; Shatrova, 2012).

Taking as a basis the analyzed work of scientists on the study of the principles of healthcare of students in higher education institutions, we adapted them to the calculation of the use of Internet technologies in training students to healthcare:

The principle of systematization and consistency. Provides the training of future social educators for healthcare through the means of Internet technologies in a systematic way, in a certain order, so that each element of the educational material logically binds to another.

Principle of collective interaction in the process of using Internet technologies. Mutual conditionality and connection between all subjects of the process, which contributes to their personal growth and development. Interaction will be effective in case of organization of the training of future social educators for healthcare, in the form of dialogue based on personal experience of students, joint work on the research material using Internet technologies.

Principle of reflexivity. Conducting by future social educators` self-analysis of healthcare-saving activity, its evaluation by means of Internet technologies.

To determine the attitude of students to healthcare through Internet technologies, we used a questionnaire survey of future social educators.

Experimental work on the investigated problem was conducted on the basis of higher educational institutions of Ukraine, namely: Boris Grinchenko University of Kyiv; Cherkasy National University named after Bogdan Khmelnytsky; State Pedagogical University "Pereyaslav-Khmelnytsky State Pedagogical University named after Gregory Skovoroda". The survey was attended by 252 students studying in the educational program "Social Work (Social Pedagogy)" of the first (Bachelor) educational level.

For future social educators was proposed a form that included 15 questions that were evaluated in grades from 1 to 5 and expressed a positive or negative attitude of students towards the forming of their health-saving skills and abilities with the use of Internet technologies. Here is an analysis of answers to some of the questions.

For example, to the question "Do you think that your future professional activity with the use of practical health-care skills will enable you to maintain and strengthen your own health and health of your future clients?" 23.0% (58 persons) of the respondents answered "yes", and 77.0% (194 persons) answered "Rather yes, than no".

Answers of respondents to the question "Are the tasks aimed at the formation of health-saving skills and abilities should be accompanied by the use of Internet technologies? distributed as follows: 49.20% (124 persons) students chose the answer "yes"; "Rather yes" than 30.15% (76 persons) and answered "no" to 20.63% (52 persons).

To the question "Do you consider Internet technology as an opportunity for new ideas, methods aimed at creating health-saving skills and abilities?", Most of the future social educators answered "yes" - 82.53% (208 people), while others 17.46% (44 persons) of the respondents chose the answer "Rather no, than yes".

In general, the analyzed data suggest that future social educators have not finally been determined with their own professional position and place of health-saving activity in it. Despite this, most students expressed a desire to focus and apply Internet technology to prepare for their health-saving and future careers in social pedagogy. At the same time, students admitted that they are not ready for such activity now due to lack of knowledge and experience. The analysis of the results of the survey on the motivation of future social educators to use Internet technologies clearly depicted in Fig. 1
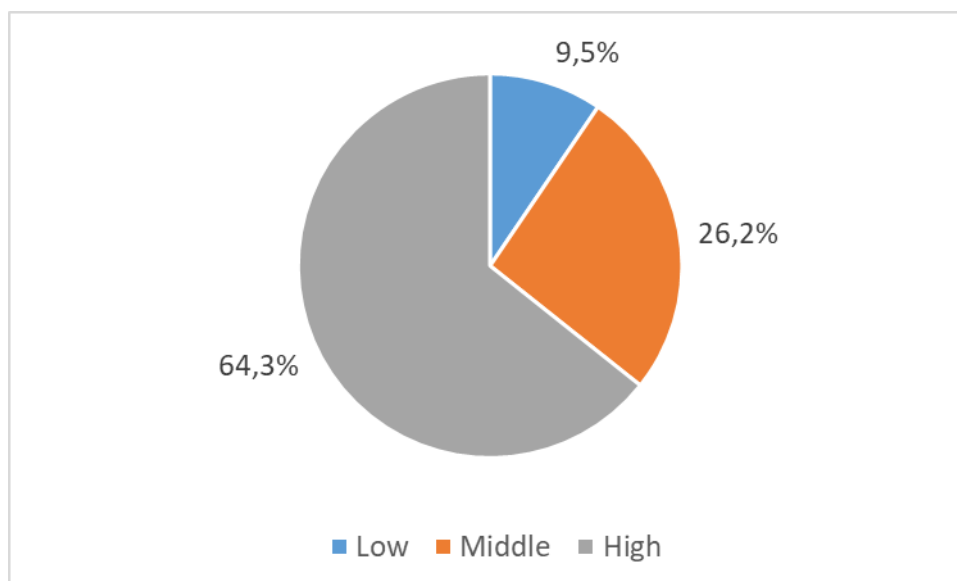
Fig. 1. The level of motivation of future social educators to use Internet technologies in the preparation for healthcare.

So, according to the results of survey, the low step of motivating to use Internet technology in preparation for health-saving was in 9.5% (24 individuals) of 252; the average step – 26,2% (66 individuals); a high step of motivation – 64.3% (162 individuals).

Conclusions and perspectives of further research. The obtained results urge to direct the content of further work on the training of future social educators to healthcare for the formation of motivation for students, to increase personal responsibility for their own health and health by other means of Internet technologies. The use of Internet technologies in the process of preparing future social educators for health preservation will give an opportunity to increase their healthcare-saving competence.

Development of distance courses in educational disciplines, the content of which studied the topics of health preservation, will increase awareness and better prepared future social educators for healthcare. Among them: "Introduction to the specialty", "Social-pedagogical prevention and rehabilitation", "Social support of HIV-infected children and their families", "Technologies of social and pedagogical work", "Prevention of professional burnout of social educators".

The perspectives in further researches consists in introducing forms and methods of work for the training of future social educators to healthcare through the use of Internet technologies in higher education institutions.

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РОЛЬ ІНТЕРНЕТ-ТЕХНОЛОГІЙ У ПІДГОТОВЦІ МАЙБУТНІХ СОЦІАЛЬНИХ ПЕДАГОГІВ ДО ЗДОРОВ'ЯЗБЕРЕЖЕННЯ

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Анотація. У статті висвітлено значення здоров'язбережувальної діяльності у професійній діяльності соціальних педагогів та роль інтернет-технологій у підготовці до здоров'язбереження. Акцентовано увагу на доцільності застосування інтернет-технологій для ефективності підготовки майбутніх соціальних педагогів до здоров'язбереження. Розширення уявлення щодо механізмів збереження та зміцнення здоров'я; формування у майбутніх соціальних педагогів системи переконань щодо відповідальності за своє здоров'я та спосіб життя, спрямований на оздоровлення організму, розкриття його резервних можливостей; здійснення активної роботи та організації різних форм та методів навчання студентів здоровому способу життя. Обґрунтовано принципи підготовки студентів до здоров'язбереження в умовах закладу вищої освіти. Визначено ставлення студентів до здоров'язбереження засобами інтернет-технологій шляхом анкетування. У результаті анкетування було з'ясовано, що більшість з опитаних майбутніх соціальних педагогів виявили бажання застосовувати інтернет-технології у підготовці до здоров'язбереження та для

самовдосконалення в майбутній професійній діяльності соціального педагога. Аналіз анкетних даних майбутніх соціальних педагогів засвідчив про необхідність впровадження у підготовку майбутніх соціальних педагогів до здоров'язбереження відповідних форм та методів роботи із застосуванням інтернет-технологій у закладах вищої освіти.

Ключові слова: інтернет-технології; інформаційні технології; заклади вищої освіти; професійна підготовка; майбутні соціальні педагоги; здоров'язбереження.