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CATEGORIAL ANALYSIS OF THE “HIGHER EDUCATIONAL INSTITUTION EDUCATOR’S PROFESSIONAL HEALTH” CONCEPT.

Summary

The article reviews the problem of professional health of an educator of higher educational institution (HEI) on the basis of the analysis of corresponding legal framework of Ukraine in the field of healthcare as a promising area for the formation of health-preserving competence of young people. Emphasis is placed on the cultural and historical experience of mankind, the social practice of treatment from the standpoint of antiquity (health as internal coherence); adaptive (health as an individual's adaptation to the environment); anthropocentric (health as a multifaceted self-realization – the disclosure of the creative and spiritual potential of the individual) standards of healthcare. Theoretical analysis of basic categories / concepts of the actualized problem ("health", "professional health") in the context of philosophical-sociological, medical-biological, psychological-pedagogical discourses is carried out. The specifics of professional and pedagogical activity of an educator of a higher educational institution are determined. The consequences that reduce the effectiveness of his/her professional duties are outlined. Theoretical conclusions on the content characteristics of the professional health of the HEI educator are summarized. From the standpoint of multicomponent health characteristics, the author's interpretation of professional health of the educators of higher educational institutions as a complex characteristic of health in specific conditions of professional activity characterized by adaptation to the influence of professional environment, which is provided with sufficient functional reserves of the organism, manifested through the state of physical, mental, social and spiritual well-being and focused on the

organization of the healthcare process of higher education. The perspective directions of investigating the problem of healthcare of HEI educators are given.

Keywords: health, professional health, educator of the higher educational institutions.

Introduction

The priority area of public policy, as referred to in the Law of Ukraine "Fundamentals of Legislation of Ukraine on Healthcare" (1992, version 2020), the National Strategy for Physical Activity in Ukraine until 2025 "Physical activity – healthy way of life – a healthy nation", the standards and regulators for the implementation of national health programs in all spheres of human life and activity are established. In this context, the problem of professional health of educators is relevant as an important way to ensure the effective performance of their professional duties and their successful life.

Therefore, particular attention is given to the problem of preservation and strengthening of professional health of pedagogical workers of higher educational institutions as their professional activity provides formation of health-preserving competence of youth, lays foundations of health of the future nation in the context of reforming the education sector, as stated in the Laws of Ukraine "On Education" (2017), "On Higher Education" (2014, version 2021), "On Physical Culture and Sports" (1994, version 2018), "National Doctrine development of education and physical culture and sports "(2004, edition 2018).

The study of the professional health of HEI educators showed that at the stage of intensive changes in the field of indicators of education of their physical and mental health, as well as social well-being, comparative characteristics of subjective and objective signs of the quality of life do not match the requirements, which are set in the particular society, for the effective performance of their professional tasks, creative development and self-improvement.

Subject, object and research methods

Peculiarities of the professional health of an educator are studied by T. Andriuschenko, V. Bobrytska, B. Dolynskiy, L. Svashchuk, H. Meshko, N. Myskova and other; provision for conditions for health-preservation of educators is reviewed by M. Lekholetova, V. Moiceciuk, O. Shukatka; V. Hryban dedicated his research to the analysis of the impact of the profession on the health of pedagogical workers.

However, the theory and practice of the problem of healthcare of educators needs to clarify the categorical apparatus in the newly-introduced health policy. Therefore, the *aim* of the article in the context of the described problem is a theoretical analysis of the essence

(content characteristics) of the concept of professional health of the educators of higher educational institutions.

In this context, the *subject* of the study defines the categorical apparatus in the field of healthcare in general and the health of the educators in particular.

To conduct a categorical analysis of the actualized problem and outline the relationship between its basic concepts, we use a number of *theoretical methods* of scientific research, including: analysis, synthesis, comparison, generalization.

Research results

Essential, according to the discussed issue, is the concept of "health", which is generally considered as a state of a living organism in which all organs are able to perform their vital functions well [Здоров'я // Вікіпедія: <https://uk.wikipedia.org/wiki/%D0%97%D0%B4%D0%BE%D1%80%D0%BE%D0%B2%27%D1%8F>]. The understanding of health as the highest value of life has a thousand-year tradition. It is known that the relative value of health increases with the growth of human well-being, and the issues of preserving and strengthening human health have taken place in all periods of formation and development of (Hippocrates, Democritus, Heraclitus, Plato, Aristotle, Galen, Quintilian, Ya. A. Komensky, J. Locke, J.-J. Rousseau, K. Helvetius, A. Disterweg, M. Pirohov, K. Ushinsky, V. Bekhterev, P. Lesgaft).

Evaluation of the problem of health through the prism of cultural and historical experience of mankind and social practice of rehabilitation is carried out by O. Vasyleva and F. Filatov, who allowed to identify a number of the most common standards of health: ancient (health as internal coherence); adaptive (health as an individual's adaptation to the environment); anthropocentric (health as a multifaceted self-realization – the disclosure of the creative and spiritual potential of the individual). According to the authors of this approach, this lets us consider the problem of health in three important aspects, namely: the unity of physical and spiritual nature of man (ancient standard); the importance of the body's adaptive resources to maintain health in the environment (adaptation standard); and self-realization and self-improvement as a guarantee of human health (anthropocentric standard) (О. Васильєва, Ф. Филатов, 2001).

We believe that the selected standards should not be distributed in a hierarchical sequence, for all aspects that determine the priorities of each of them have a significant impact on human health. Only a comprehensive consideration of structured scientific and social ideas about health provides a complete understanding of the actual problem and allows to holistically

characterize the phenomenon of health.

In the context of different discourses of health, a number of key characteristics of a particular phenomenon are distinguished and considered in a number of areas: *philosophical-sociological*, which defines it as an integral indicator of culture and social policy of society (S. Omelchenko, L. Suschenko and other.); *medical-biological*, which considers it as hygienic behavior and is based on scientifically-sound sanitary and hygienic (M. Amosov, H. Tsarehorodtsev, Yu. Lisitsyn, D. Izutkin and other); *psychological-pedagogical*, which determines the leading role of motivational and value attitudes, consciousness, behavior and value-oriented activities of an individual in order to create their socio-cultural macro- and microenvironment of life (V. Bobrytska, Yu. Boichuk, M. Honcharenko, V. Horaschuk, V. Orzekhovska and other).

At the present stage of defining an individual and his/her life as a goal and measuring the development of civilization, the importance of health and its semantic characteristics are studied by scientists of various profiles: philosophers (O. Ісакова, 2017), medical workers (I. Holovanova, O. Dmytrenko, H. Dranyk, N. Liakhova, Zh. Minchenko, T. Sharbenko and other), lawyers (Yu. Voronenko, O. Hryshchenko, O. Klymenko, Ya. Radysh, I. Seniuta and other), economists (T. Kamenska), psychologists (B. Ananiev, M. Rubinshtein), pedagogists (T. Andriushchenko, V. Bobrytska, B. Dolynskiy, L. Ivashchuk, H. Meshko, N. Muskova and other).

On the one hand, the interpretation of a selected concept within a particular industry reflects its *subject* component. On the other hand, scientists are increasingly concluding that the most effective is the idea of health as an *integrated system* designed to perform the basic function of the viability of the organism, human life in society as a whole, the integral quality of full harmonious human existence in all its dimensions and aspects (E. Vainer, V. Voitenko, H. Nikiforov, V. Petrenko, 2017).

Thus, I. Brekhman (И. Брехман, 1990), who was one of the first to offer an informational and psychological interpretation of the concept, considers health not as just only the absence of disease, but physical, social and psychological harmony of an individual, which includes friendly relations with other people, nature and him/herself, as well as the human ability to maintain resistance to abrupt changes in quantitative and qualitative parameters of the sensory system, verbal capabilities and structural integrity of the body within the age norms.

Consistent with Brekhman's conclusions is the definition of health in the preamble to the Charter of the World Health Organization (WHO), which is derived as a state of complete physical, mental and social well-being, and not just the absence of disease, illness or physical

defects [Здоров’я // Вікіпедія // <https://uk.wikipedia.org/wiki/%D0%97%D0%B4%D0%BE%D1%80%D0%BE%D0%B2%27%D1%8F>].

In general, health is characterized by a number of features (Н. Сидорчук), 2017:

- normal functioning of the organism at all levels of its organization: the organism as a whole with its organs, histological, cellular and genetic structures;
- normal flow of typical physiological and biochemical processes that contribute to the expression and reproduction of the necessary biological functions;
- ability to fully perform basic social functions, participation in social activities and socially useful work;
- dynamic balance of the organism and its functions as well as environmental factors;
- the ability of the organism to adapt to the conditions of existence in a constantly changing environment (i.e., adaptation);
- the ability to maintain normal and versatile vital activity; keeping the living foundation of the body intact;
- the absence of disease, sickness or painful changes, i.e. the optimal functioning of the body in the absence of signs of disease or any disorder;
- complete physical, spiritual, mental and social well-being, harmonious development of physical and spiritual forces of an organism, the principle of its unity, self-regulation and harmonious interaction.

Composition of the concept of "professional health of educators of higher education" will be carried out by considering health as a viable (dynamic) integrated (multidimensional – physical, social, psychological components) holistic system (organism), the way of life which provides a high level of quality of life and its the most possible duration, considering the *given factors* and *conditions*.

The scientific substantiation of the concept of "*professional health*" will be carried out on the basis of a professional approach as a certain system-forming factor in the study of the phenomenon of health. In this sense, its application allows not only to scientifically substantiate the concept of "health" within a particular field, sphere of human existence (science, culture, economics, ecology, ethics, education, politics, etc.), but also to determine its specificity within the implementation of specific professional activities.

The concept of "*professional*" is consistent with the concepts of profession - (Latin *professio* – officially specified occupation, specialty) a type of work (occupation) of a person with a set of special theoretical knowledge and practical skills obtained as a result of special

training, experience and activity (Н. Сидорчук, 2017). According to these ideas, the main features of the concept of "professional health" is the consideration of the same phenomenon of health in the plane of a particular professional activity, the study of the relationship between the performance of professional duties and the dynamics of health.

Thus, in the context of an individual's professional activity in a particular area of human existence, the concept of "professional health" is distinguished, which is interpreted by scientists as an integral component of general health, which combines all its main aspects. (V. Bodrov, E. Viner, E. Zeier, M. Korolchuk, V. Krainiuk, R. Krychevskiy, A. Markova, L. Sushchenko and other); complex characteristics of human health in specific conditions of professional activity (R. Beresovska, O. Dovhopolova, A. Maklakov, H. Nikiforov, V. Podliashanyk, V. Ponomarenko, B. Smirnov and other.).

Therefore, taken into consideration context given, professional health includes the characterization of the functional state of the human body by physical and mental indicators to assess its ability to meet requirements of certain professional activity and ability to perform duties with high efficiency and duration over a period of life, as well as endurance to adverse factors that accompany this activity. The concept of professional health integrates the complex relationship of a person with the professional environment and it serves as a measure of the coherence of social needs and human capabilities in the implementation of professional activities.

Under the following conditions, professional health, which is characterized by adaptation to the influence of factors of the professional environment, is provided with a sufficient functional reserve of the body to perform a certain type of professional activity, and is manifested as a state of physical, mental, social and spiritual well-being. This kind of health is one of the factors of professional suitability, an important condition for effective work and an indicator of the "quality" of professional life.

We agree with the conclusions of A. H. Maklakov (A. Маклаков, 1996), who identifies the professional health as a certain level of characteristics of a healthy individual, which meets the professional requirements and ensures high efficiency and productivity.

The peculiarity of the "professional health" category in the context of the reviewed problem is its clearly expressed professional *pedagogical* orientation, thus this issue was and is subject of many scientists' researches. Moreover, in the post-Soviet space the active study of the problems of professional health of educators, conditions and mechanisms of professional maladaptation in them dates back to the beginning of the XX century (Т. Майтак): the opening of a labor laboratory in Pavlograd in order to develop healthcare tools (V. Bekhteriev, 1918 y.);

the creation of the Central institute of labor (A. Hastev, 1920 y.); study of the impact of occupations on the life expectancy and physical and mental health of the subject of professional activity (I. Mechnikov). The mentioned initiatives replenished with scientific achievements of V. Kashkadamova, S. Rubinstein, M. Rybnykova, which prove that the teaching profession can be classified as a "risk group" with low physical and mental health.

Thus, pedagogical activity, as one of the professional type, is carried out in the field of "individual-individual" interaction. This gives grounds to attribute it to the so-called helper professions and determines its features associated with a number of functional responsibilities (Н. Бещук-Венгерська, 2015; Т. Зайчикова, 2005; Н. Перегончук, 2011): the situation of constant communication; intensity of loads while preparing for the implementation of the educational process in the specialty; the need to master innovative forms, methods, teaching aids; use of modern information and communication technologies; intensive interpersonal communication with different groups of people (students, colleagues, parents, administration, etc.), providing them with support and assistance; personal improvement of pedagogical space, emotional loadings; the need to make decisions related to human life; personal responsibility for the decisions made, including the physical and mental health of students, reproduction and development of intellectual and cultural potential of society as a whole.

Scientific studies dedicated to the analysis of the educator showed that high emotional tension, potential affectogenicity, the presence of a large number of risk and stress factors that constantly accompany him/her at work, negatively affect the well-being, efficiency and quality of his/her professional activity (N. Kuzmina, A. Markova, L. Mitina, V. Slastonin and other). This point of view confirms the opinion about the consideration of professional health as a component of the spiritual and moral foundations of professional activity. A physically and mentally healthy educator has favorable conditions both for his/her own spiritual development and for the development of his/her students/pupils. Thus, professional health is one of the factors of professional suitability, an important requirement for work efficiency and an indicator of the "quality" of professional life.

The professional activity of HEI educators is carried out in accordance with a clearly defined system of functional responsibilities, which are determined by the specifics of professionally oriented tasks that correspond to the profession, including the features of specific educational components, namely: time, emotional load, etc. In terms of our research of the issue of the health of the educators, we do not single out a specific occupation of teachers, taking as a basis for the final author's conclusions N. Nazaruk's results of dissertation research (Н. Назарук, 2007), and the state of professional health.

As a result of categorical analysis of the problem of healthcare, taking into account the subject of our research, the concept of professional health of educators of higher educational institutions is considered as a complex characteristic of health in specific professional conditions, which is characterized by adaptation to the influence of professional environment. type of professional activity, exploits functional reserves of the body, and is manifested through the state of physical, mental, social and spiritual well-being and focused on the organization of the health process of higher education.

Conclusions

The presented analysis of the conceptual space is the basis for further research of a number of issues in the field of health of educators of higher educational institutions, including the following:

1. improvement of the structure of professional health of an educator of higher education and the content of its components in the context of modern requirements for the formation of life-preserving skills of a healthy lifestyle concept;
2. development of modern forms and methods of healthcare focused on the integrated use of active social and natural environments;
3. substantiation of the health potential of recreational human resources as a modern means of preserving and strengthening their professional health.
4. forecasting and scientific substantiation of the system organization of the healthcare process of pedagogical workers of higher educational institutions.

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