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PSYCHOLOGICAL ANALYSIS OF THE COMPONENTS OF THE HEALTH STRUCTURE IN YOUTH

Abstract. *In the article, health is considered as a fundamental value, a complex state of mental well-being of an individual, which is characterized by the absence of painful manifestations and ensures the regulation of behavior and activity adequate to the conditions of reality. Health culture is defined as an integrative qualitative formation of a personality, a complex of knowledge, views, beliefs, abilities and skills that contribute to the application of useful information and its transformation into concrete actions.*

The meaningful components of the structure of health are revealed, namely, psychological culture, safety culture, informational culture, spiritual culture, physical culture, nutritional culture, hygienic culture, culture of family relationships, communication culture, culture of using medical services.

The structural components of the culture of health are singled out and highlighted, namely: value-motivational (underlines the importance of forming a system of values for a healthy lifestyle and awareness of health as a priority), cognitive (determines the need for multi-functionality of knowledge and familiarity with various fields of psychology and medicine), active (includes the systematic addition of knowledge and its real application, developing the ability to build individual health development programs), creative (emphasizes initiative, independence and a creative approach to health, which is important for adapting to changes and solving problems) and reflective (includes awareness of responsibility for one's own health and assessment of the effectiveness of health culture formation). These components determine the key aspects of students' psychological readiness to realize health as the main aspect of life. Examining the dynamics of the development of components and their interaction with other aspects of education and upbringing illuminates the processes of self-improvement and preservation of health, which are key for students in a higher education institution. It is argued that the process of developing the components of the health structure contributes to the renewal and filling of meaningful components that reflect the set of knowledge, values, abilities and skills related to a healthy lifestyle.

Key words: *health, health culture, content components, structural components, youth age.*

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ПСИХОЛОГІЧНИЙ АНАЛІЗ КОМПОНЕНТІВ СТРУКТУРИ ЗДОРОВ'Я В ЮНАЦЬКОМУ ВІЦІ

***Анотація.** У статті здоров'я розглядається як фундаментальна цінність, комплексний стан душевного благополуччя особистості, що характеризується відсутністю хворобливих проявів і забезпечує адекватну умовам дійсності регуляцію поведінки та діяльності. Культура здоров'я визначена як інтегративне якісне утворення особистості, комплекс знань, поглядів, переконань, умінь та навичок, які сприяють застосуванню корисної інформації і перетворенню її на конкретні дії.*

Розкриті змістовні компоненти структури здоров'я, а саме психологічна культура, культура безпеки, інформаційна культура, духовна культура, фізична культура, культура харчування, гігієнічна культура, культура сімейних взаємин, культура спілкування, культура використання медичних послуг.

Виокремлені та висвітлені структурні компоненти культури здоров'я, а саме: ціннісно-мотиваційний (підкреслює важливість формування системи цінностей здорової життєдіяльності та усвідомлення здоров'я як пріоритету), когнітивний (визначає необхідність поліфункціональності знань та обізнаності з різними галузями психології та медицини), діяльнісний (включає систематичне доповнення знань і їх реальне застосування, розвиваючи уміння побудови індивідуальних програм розвитку здоров'я), креативний (ставить акцент на ініціативність, самостійність та творчий підхід до здоров'я, що важливо для адаптації до змін та вирішення проблем) та рефлексивний (включає в себе усвідомлення відповідальності за власне здоров'я та оцінку ефективності формування культури здоров'я). Зазначені компоненти визначають ключові аспекти психологічної готовності студентів до реалізації здоров'я як основного аспекту життя. Розгляд динаміки розвитку компонентів та їх взаємодія з іншими аспектами навчання і виховання висвітлює процеси самовдосконалення та збереження здоров'я, що є ключовими для студентів у закладі вищої освіти. Стверджується, що процес розвитку компонентів структури здоров'я сприяє оновленню та наповненню змістовних компонентів, що відображають сукупність знань, цінностей, умінь та навичок, пов'язаних з здоровим способом життя.

***Ключові слова:** здоров'я, культура здоров'я, змістовні компоненти, структурні компоненти, юнацький вік.*

Formulation of the problem. In the light of the latest theoretical, epistemological and worldview changes in Ukraine, there is an increase in interest in promoting the development of a culture of health among young people, which has a positive effect on interpersonal relationships, learning, professional activity and academic success, contributing to personal growth. Health is the foundation of a person's successful life and is considered a fundamental value, an important aspect of both physical and mental well-being of an individual, and its preservation and maintenance are of great importance for achieving success in the future professional field. Adolescence is key to the formation of a healthy lifestyle, because at this time young people enter an independent life and set their life priorities, and the study of their psychological needs and individual characteristics helps to develop effective individual approaches to the development of a culture of personal health. The study of the psychological features of the culture of health will help to develop effective models, programs and measures aimed at the formation of a healthy lifestyle in young people, as well as the identification of new trends and problems arising in the modern educational process.

Analysis of basic research and publications. The analysis of scientific literature proves that scientists have considered certain aspects of the outlined problem. So, in the dissertation of N.Y. Dovgan conducted a cultural-historical retrospective of the issue of personal physical education and determined the conceptual foundations of physical education of students of higher educational institutions in the process of extracurricular sports and mass work (Dovgan, 2018). In the monograph of M.V. Savchyn, the presence of spiritual, moral, social, mental, psychological, and physical components in the structure of health is methodologically substantiated, and the strategies of attitude to health are clarified (Savchyn, 2019). I. Vlasenko, V. Furman, O. Reva and I. Kanyuka in their educational and methodological manual "Psychological health of student youth" testify to the interdisciplinary nature of the psychological health of the individual and present an integrative program aimed at preserving and developing psychological health of student youth (Vlasenko; Furman; Reva; Kanyuka, 2022). As the main role of the functions of health culture on the formation of positive attitudes towards physical and mental well-being among

young people was revealed in detail in the publication of T.V. Kachmar and R.M. Khavula, so the next stage of the research will be the development and disclosure and analysis of the components of the structure of health in youth (Kachmar; Havula, 2023). However, it should be noted that the conducted studies do not cover all aspects of the health problem in youth.

The purpose of the article is to reveal the features of the components of the structure of health in youth age.

Presentation of the main research material. Having analyzed the scientific achievements of psychologists, we emphasize that health is a fundamental value, a complex state of mental well-being of an individual, which is characterized by the absence of painful manifestations and provides adequate regulation of behavior and activity to the conditions of reality.

On the basis of the theoretical and methodological analysis of the problem of the culture of health among students in the works of Ukrainian and foreign psychologists, we define the culture of health as an integrative qualitative formation of an individual, which reflects the experience of his life in the field of a healthy lifestyle in combination with psychological readiness to implement this experience in practice, covers the principles of a healthy lifestyle, the rational use of the capabilities of one's body, the desire for self-improvement and manifests itself in the unity of spiritual, spiritual, moral, social, mental, psychological and physical health.

Psychological analysis shows that youth health culture includes not only objective components, but also subjective experiences and psychological features. This means that the formation of a culture of health is connected not only with the acquisition of knowledge and skills, but also with the conscious perception and integration of these elements into the inner world of the individual. Vlasenko I.A., Furman V.V., Reva O.M., and Kanyuka I.O. in their educational and methodological manual "Psychological health of student youth" consider psychological health as a system of interconnected components: cognitive, emotional, behavioral and value-motivational (Vlasenko; Furman; Reva; Kanyuka, 2022, 11). The student's health culture includes a complex of knowledge, attitudes, beliefs, abilities and skills that contribute to the application of useful information and its transformation into concrete actions. These components reflect the student's experience in the field of a healthy lifestyle and are important for the prevention of many diseases, ensuring the harmonious development of the personality and the formation of a culture of health in institutions of higher education. The psychological characteristics of the student, his psychological experience and needs are also taken into account when forming a culture of health. Psychological and pedagogical support of this process involves taking into account the requirements for the development of psychological competencies, a favorable environment and psychological support. Therefore, the components of the health culture of a higher education student are formed taking into account the existing experience of health preservation, the psychological characteristics of the student's personality and the needs of the educational process. Among the important substantive components of health culture, one can single out psychological culture, safety culture, informational culture, spiritual culture, physical culture, food culture, hygienic culture, family relations culture, communication culture, and the culture of using medical services.

The psychological culture of a student of a higher education institution is a complex system of qualities and competencies related to mental health, which is an integral part of the educational process in the modern information society. Education should be accompanied by the gradual development of the student's psychological culture, which includes the following components, namely psychological competence and cultural maturity at the psychological level. Psychological culture forms the basis of a student's general culture, manifested in various aspects, including adequate self-awareness, self-esteem and mental health, as well as in the ability to effectively communicate, adapt, self-regulate, self-realize and interpersonal interaction. It is important to consider that psychological culture plays a significant role in the formation of a student's health culture, contributing to harmonious development and self-discovery.

Another important substantive component is the *culture of security*, which in the conditions of full-scale Russian aggression against Ukraine is extremely important for ensuring personal security and involves not only awareness of potential threats, but also the ability to effectively respond to them and take measures to prevent and overcome them and increase one's readiness to counter various dangers. One of the key aspects of safety culture is students' understanding of the risks associated with Russian aggression, which includes recognizing potentially dangerous situations, identifying threats and being able to make informed decisions about their personal safety and not to ignore air alarms. In addition, a culture of safety requires students to interact with the educational environment

and environment, which promotes information sharing, learning, and mutual support. Students should be actively involved in security initiatives and programs that are designed to provide support and protection, develop skills to detect signs of manipulation and informational influence, and develop psychological resilience.

The third content component is *information culture*, which is manifested in the ability to effectively find the necessary information in various sources and use it for the purpose of maintaining one's own health. The rapid accumulation of knowledge in the modern world requires that the education system develop in the student a constant independent need to acquire knowledge, skills and abilities of self-education, as well as stimulate an individual creative approach to the search for objective information in the future. In today's information world, a person who is studying can consider himself healthy if he has deep knowledge in the field of information culture and knows how to effectively and safely use modern progressive technologies.

The fourth content component is the *spiritual culture* of the individual as a system of worldviews and beliefs that are realized in the attitude towards oneself, other people and the surrounding world and directly determines the spiritual orientation of the individual, which is embodied in spiritual interests, values, orientations and worldview, manifested in the presence of faith, beliefs, ideals, and other spiritual regulations of activity and rests on the will, spiritual sensibility and worldview inherent in the individual (Girlyna N.Y, 2016, 35). Since the student's moral health has a significant impact on his spiritual development, and the problems of spiritual culture are a consequence of the problem of health culture, therefore the formation of a student as a comprehensively developed personality involves the development of spiritual and moral values, which plays an important role in this process.

The fifth content component is *physical culture*, which involves an active and purposeful form of behavior, plays an important role in preserving and maintaining mental and physical health, and also contributes to maintaining the optimal functioning of the body, strengthening muscles and bones, improving blood circulation, and as well as development of coordination of movements and increase of physical endurance. Physical activity is a necessary component of individual development, as it contributes to the implementation of the genetic program of ontogenesis, and regular physical activity helps to strengthen the immune system, reduce the risk of developing chronic diseases, and improve mood and general well-being. In addition, physical education is important in the social sphere, contributing to the formation of team spirit, cooperation, interaction and the development of social skills. It contributes to the creation of a favorable environment for the development of positive relationships between students, contributes to the development of leadership qualities and the formation of personal responsibility. Ukrainian researcher Dovgan N.Y. considers the physical culture of the student's personality as a motivated need and ability of the individual for physical self-improvement, aimed at its versatile and harmonious development, and includes all aspects of physical, mental, moral-willed and spiritual properties that it receives in physical culture classes in the educational institutions (Dovgan, 2018).

The sixth content component is the *food culture*, which includes the choice of a balanced diet and involves a conscious system of views, ideas and knowledge that determine the attitude of the individual to the satisfaction of nutritional needs and provide the necessary energy, good health, the absence of excess weight, which helps to avoid many problems with health and contributes to the healthy functioning of the body.

The seventh content component is the *hygienic culture*, which determines the level of awareness and practical application by a person of the principles of preserving and improving his physical and mental health, ensures the development and use of simple personal hygiene skills, the culture of sexual relations, as well as the hygienic principles of work and rest. That is why it is important to develop a positive attitude towards hygienic practices and ensure a high level of hygienic culture among the population, especially among young people.

The eighth content component is the *culture of family relationships*, which plays an extremely important role in the formation of culture and ensuring the healthy development of each family member and includes not only the creation of optimal conditions for the restoration of physical and spiritual forces, but also harmonious coexistence, mutual understanding, support and respect in the family environment. The lack of harmony in family relationships can have a negative impact on the health of each family member, lack of time for self-improvement and the formation of a culture of personal health.

The ninth content component is the *culture of communication*, which is of great importance for the development and success of young people, is an important tool for expressing thoughts, emotions and needs, as well as for establishing interpersonal relationships with other people. Among the main aspects

of students' communicative culture, an important place is the ability to adapt one's communication style to specific situations and audiences. This involves the ability to change the level of formality of speech, use adequate vocabulary, take into account cultural features and requirements of the interlocutor. Communicative competence allows you to effectively interact with various people and create a favorable atmosphere of communication, and the development of students' communicative culture is an important task that contributes to their personal and social growth.

The tenth content component is the *culture of using medical services*, which is an important aspect of students' healthy behavior and caring attitude to their own health. Responsible use of health services means that students appreciate and understand the importance of medical care and preventive measures, are aware of the importance of vaccination and other preventive measures to prevent the spread of disease in the community, and know that self-medication, misuse of drugs, refusal of professional medical care can harm their health.

The *structural components* of the health culture of students reflect the key aspects of psychological readiness to implement life experience in practice and are the basis for the formation of a culture of health among students of a higher education institution. Based on the analysis of psychological literature, we distinguish the following components of health culture, namely: value-motivational, cognitive, activity, creative and reflective.

The content of the *value-motivational component* of the students' health culture includes: a system of values of healthy lifestyle, awareness of health as the main aspect of an individual's life; a system of conscious value attitudes regarding the preservation of health, success, personal achievements through self-improvement and self-education as priority factors of personal growth; a system of internal and external motives that are related to the future professional activity of forming one's own culture of health and a healthy lifestyle of others; the presence of a need to study innovations in the field of health-preserving technologies in education, current scientific research in the field of health; the need to acquire general and professional competences, abilities and skills regarding the problems of forming one's own health culture and the healthy lifestyle of others.

The content of the *cognitive component* of the culture of health is the multifunctionality of knowledge, familiarity with various fields of psychology, age-related physiology, anatomy, hygiene; availability of basic medical knowledge; assimilation of modern approaches and problems of education in the field of health, psychological and pedagogical aspects of the formation of a culture of health and current health-preserving technologies in education. The cognitive component of students' health culture reflects the level of their theoretical, practical and methodical knowledge. Students need to acquire knowledge about factors that negatively affect the learning process and threaten health, as well as be familiar with educational technologies that contribute to health preservation. This knowledge allows students to understand the importance of a healthy lifestyle and apply appropriate strategies to maintain and improve health.

The content of the *activity component* of students' health culture includes: systematic addition of current knowledge on health care; real application of health care technologies; the ability to present information about a healthy lifestyle as practical attitudes, the ability to build an individual health development program; the ability to independently consider existing methods, principles of forming one's own health culture. The active component of health culture includes the following components: *gnostic* (the ability to find relevant, original and reliable information); *constructive* (the ability to plan educational activities based on the principles of health preservation); *communicative* (the ability to establish interpersonal and professional relationships) and *organizational* (the ability to self-organize and self-control regarding the formation of a culture of health in the learning process).

The content of the *creative component* of students' health culture includes: initiative; independence; individual style of behavior; intuitive prediction of personal health care activities; the need to acquire innovative knowledge; the need to originally implement new ideas and methods of solving problems of health preservation; a creative approach to the development of a healthy lifestyle.

The content of the *reflexive component* of students' health culture includes: self-assessment of the ability and readiness for education in the field of health; awareness of responsibility for preserving one's own health and the health of others; assessment of the effectiveness of the health culture formation process; acceptance of oneself as a subject of the health-preserving educational process; mastering the strong and weak positions of one's own improvement regarding the formation of one's health culture and the healthy lifestyle of others (Horobchuk, 2023).

The scientific approach to the characterization of the psychological and pedagogical result and the indicator of the formed health culture of students involves consideration of the dynamics of the development of its structural components and their interaction with content components.

Conclusions. Therefore, the content and structural components of the culture of health in youth that we have considered contribute to the expansion of scientific ideas about the psychological features of the culture of health and aim at the development of a psychological-pedagogical model for the formation of a culture of health among students.

The development of the structural components of health culture is reflected in the changes that occur in their quantitative and qualitative characteristics. The process of development of the components of the health structure contributes to the renewal and filling of meaningful components that reflect the totality of knowledge, values, abilities and skills related to a healthy lifestyle. It was found that the psychological and pedagogical dynamics of the development of the structural components of health culture is an important indicator of the formation of this culture among students.

Prospects for further research are the development of the concept of the formation of a culture of health, which will include the development of a model of the formation of a culture of health in youth with the aim of preserving and strengthening health and developing internal motivation for self-development.

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