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THEORETICAL PRINCIPLES OF DEVELOPING THE CULTURE OF VALUE-ORIENTED ATTITUDE OF FUTURE OFFICERS TOWARDS THEIR PHYSICAL HEALTH

Abstract. *The article discusses the theoretical foundations of culture formation of value-based attitudes towards the physical health of future officers, highlighting its structural components, namely, motivational, cognitive-activity, and personal. The article emphasizes the crucial role of health as a primary life value in human value systems, which significantly impacts the regulation of human life. The ability of individuals to consciously maintain and preserve their health is contingent on their lifestyle. Therefore, leading a healthy lifestyle necessitates not only relevant knowledge and skills but also a certain motivation. In this context, the development of appropriate motives, values, and beliefs is vital for instilling a culture of value-based attitudes towards the physical health of future officers.*

Key words: *health; physical health; physical culture; values; value orientations; physical training; professional training; cadet.*

Introduction. The study of the value and semantic determination of life activity as a fundamental characteristic of human existence plays a significant role in the process of shaping the personality of a military man. Thus, the identification and analysis of personal behavioral determinants, including value-based resources for the development of a culture that values physical health among future officers, is essential for their personal and professional growth.

Military personnel of the Armed Forces of Ukraine perform their duties under extreme conditions that are characterized by danger to their lives and health. As a result, they require individuals with a high level of development of individual psychological qualities, the formation of professionally important qualities, and readiness to perform assigned tasks, among other things. Concurrently, in recent years, the health status of the Ukrainian population has notably declined, which has led to difficulties in the enrollment of cadets into higher military educational institutions, particularly in relation to medical criteria. This, in turn, is likely to have a detrimental effect on the quality of training for future officers and the overall defence readiness of the country. The problem of shaping the culture of value-oriented attitudes towards one's physical health among future officers during their professional training has become particularly relevant

Analysis of relevant research. Values, among other social-psychological constructs, exhibit a unique structure and serve as regulators of behavior in various spheres of activity. As dynamic structures, values cannot be considered autonomously, outside of the context of individual and societal professional development [1–3; 6].

In developing the culture of valued attitudes towards physical health among future officers, important research includes studies that illuminate the conceptual

foundations of implementing a competency-based approach to education and forming professional competence (by I. Zyazyun, V. Kremen, et al.). Scholarly works that address improving the system of military education (by A. Vitchenko, A. Kucheryavyi, S. Poltorak, et al.) are also relevant to this topic. Additionally, researchers such as Ye. Anokhin, S. Romanchuk, O. Petrachkov, Yu. Finohenov, and S. Zhebrowskyi have explored the formation of various aspects of health culture and healthy lifestyles among cadets in military educational institutions.

The analysis of methodological support for the training of future officers has revealed that its contents comprise educational materials pertaining to the detrimental factors affecting health during military service, safe practices during professional employment (including military service), provisions for prompt medical care to the afflicted, and other relevant subjects. The cadets, however, lack a comprehensive system of knowledge about health and ways to preserve it, skills for maintaining their own physical health and the health of others, and the values and motives for a healthy lifestyle, and accordingly, a culture of valuing their own physical health [1; 4; 5].

The aim of the study is to provide the overview of the theoretical foundations for developing a culture of value-based attitudes towards the physical health of future officers.

The research methods employed in this study include theoretical analysis, synthesis, generalization, and systematization of both domestic and foreign scientific publications, as well as comparative analysis.

Results. The formation of a value-oriented culture of future officers' attitude towards their own physical health in Ukrainian higher military educational institutions is characterized by specific factors [1; 4]:

- strict selection of applicants based on medical criteria;
- active physical training of cadets throughout their education;
- annual medical examination of cadets and examination by the psychological service of the higher military educational institutions ;
- combining education with service duties;
- subordination of cadets to the commands of their commanders results in a reduction of opportunities for independent leisure organization;
- studying academic subjects that form basic medical knowledge, skills, and competencies.

The discussed issues and contradictions require the development of content and organizational aspects of working with cadets in higher military educational institutions in order to ensure the development of a value-based culture towards their physical health.

Analysis and generalization of scientific and pedagogical works allowed to *identify the structural components* of the value attitude of future officers towards their own physical health: *motivational, cognitive-activity, and personal*.

The motivational component is expressed in the awareness of the value of health and importance of its preservation, in caring for one's own health and health of other people, in motivation to preserve health and is a core around which the main qualities of the personality of an officer of the Armed Forces of Ukraine should be built, since motivation adequate to the goal of health-preserving activities will ensure

effective professional activity and self-realization of the individual. In addition, the motivational component performs a regulatory function in the professional training of officers.

One of the constituents of the motivational component of the value orientation of future officers toward their own physical health is a positive motivation toward health-enhancing activities.

A person's needs motivate him or her to set specific goals, without which activity cannot be conscious and effective. The attainment of these objectives is facilitated by motives and provides significance to the individual's actions, guarantees the cultivation of cognitive necessities, and promote creativity [6].

Motivation towards protecting one's physical health represents a distinct form of motivation that involves a dynamic integration of needs, motives, and value orientations aimed at promoting the acquisition of knowledge about health preservation, as well as the cultivation of skills and abilities for health-enhancing behavior. This type of motivation affects the effectiveness of learning, as well as the professional and personal development of cadets.

Formation of cadets motivation towards health protection is best achieved by emphasizing the importance of health preservation needs during classes and practical activities. Developing a value-oriented attitude towards health and cultivating a positive motivation for its preservation are important objectives in the training and formation of future officers.

The motives for shaping the culture of value-oriented attitude towards their own physical health in future officers are as follows:

- related to the content of education – aspiration to gain new knowledge about health preservation, to acquire health-preserving knowledge and skills, to elucidate the essence of phenomena, and etc.;

- related to the educational process – aspiration to exhibit intellectual activity, namely, engagement in the process of physical health preservation rather than just its outcomes;

- related to self-development – cultivation of the cadets' motivation towards duty and responsibility for their physical health development;

- self-determination – understanding the significance of acquired health-preserving knowledge and skills for future professional activities.

The motivational component also involves the formed personal qualities of the future officer that direct him/her towards professional activity: consistent behavioral traits repeated in different situations.

The cognitive-activity component presupposes the possession of knowledge about health and the methods of its formation, preservation, and strengthening, as well as the ability to apply them to maintain one's physical health while fulfilling professional tasks.

Knowledge also determines the level of professional mobility of a professional, which manifests in his/her ability to navigate diverse situations, perform tasks quickly and correctly, direct and organize their work in a way that makes sense within the context of their social experience, and thus, opens up opportunities for improvement. Health preservation knowledge is formed during the educational

process, which involves defining the goals and objectives of military service, followed by planning health preservation activities, analyzing its results, and making adjustments to this activity.

We consider health-preserving knowledge to be the understanding of the essence of “health” as a value of a specific individual and society as a whole, the special significance of health for the defender of Ukraine, the essence of social, physical, moral, and spiritual health of a person, workteam, and society, the essence and components of a healthy lifestyle, ways, methods, techniques, and means of preserving, strengthening, and restoring health and work capacity, the concept of the quality of health and the quality of life as risk factors for health, the concept of the impact of social and environmental conditions on the quality of health, and ways to minimize risks in military service.

It should be noted that for effective activities related to the protection of one's own physical health, the future officer must acquire knowledge in medicine and psychology, learn to analyze socially significant problems and processes, use scientific methods in the work, have acmeological knowledge, and develop self-education skills based on them. They must also have an understanding of a healthy lifestyle, possess skills and abilities for physical self-improvement, be able to organize their work, master computer methods for collecting, storing, and processing information, analyze the capabilities, know how to acquire new knowledge through the use of modern educational information technologies, and solve typical tasks in a non-standard way.

The success of future officers in maintaining their physical health depends on their skills and abilities' proficiency that ensure the effectiveness of their activities. Future officers need to learn to analyze the purpose and tasks of their professional training, plan and conduct health preservation activities productively, and analyze the results achieved in order to effectively carry out their service tasks, functions, and duties.

The cognitive-activity component carries out cognitive, communicative, and reflexive functions of activities related to the preservation of one's own physical health.

The cognitive function is aimed at a comprehensive analysis of the environment in which the future officer finds themselves and at activities related to the preservation of their own physical health, based on the formed system of knowledge and personal experience. Effective performance in the domain of personal health preservation requires regulation of activities based on established norms. Adherence to these norms helps prevent conflicts and contradictions that may arise during the educational process, while also building confidence in the appropriateness of one's actions. This, in turn, enables the identification of ways to resolve conflicts and promote the wellbeing of one's physical health.

The communicative function is aimed at establishing contacts between the participants of the educational process (teachers, commanders, cadets) to exchange information about health preservation and establish feedback.

The reflexive function provides analysis and comprehension of activities related to the preservation of one's own physical health, correction of its results, search for ways to fill gaps in knowledge, and further self-education.

The personal component reflects individual and psychological qualities that are important for a future officer, such as the ability to reflect and correct the results of his/her activities.

Reflection is one of the mechanisms of self-regulation for officers. The particular feature of reflection in the process of professional training for future officers is its intellectual orientation towards the comprehension of knowledge and methods of activity, as well as the acquisition of skills for planning and self-organization. Reflection involves the process of generating questions by individual to oneself, such as “What goal am I trying to achieve?”, “Why?”, and “By what means?”.

Reflection plays a significant role in the professional development of future officers. By engaging in reflection, they analyze their acquired experience in maintaining their physical health, draw conclusions, and develop plans for the future, taking into account their communication needs and psychological peculiarities.

The personal component is manifested in the ability to consciously control one's behavior, level of personal development and achievements, formation of creativity, initiative, cooperation orientation, joint creativity, and the ability to self-analyze. This component serves as a regulator of personal achievements, search for personal meanings in communication with people, as well as encourages self-knowledge and professional growth, which enables the future officer to develop and self-develop effectively and adequately, apply a creative approach to health-preserving activities, and achieve their maximum efficiency and effectiveness.

The personal component of the value attitude regarding the preservation of one's own physical health of a future officer encompasses a health-preserving orientation towards behavior, as well as the development of behavior self-control, self-correction, and self-evaluation, along with the readiness to engage in activities aimed at preserving one's own physical health.

Besides the ability to reflect, the personal component of preserving one's physical health involves the formation of important individual and psychological qualities necessary for a future officer: responsibility, emotional and volitional stability, demandingness, care, and discipline.

Thus, the presented approach to the essence of the structural components of forming a culture of value-oriented attitude of future officers towards their own physical health allows us to outline the main directions of pedagogical activity for its formation in higher military educational institutions:

formation of a system of values and motives necessary for future officers to preserve their own physical health and the health of others;

providing reliable information necessary for the formation of knowledge about health and ways to preserve it;

stimulating the development of health preservation skills based on health knowledge;

development of personal qualities necessary for future officers to maintain health during professional activities and daily life.

Conclusion. The development of a culture of value-oriented attitudes towards cadets' own physical health should be considered an important condition for professional training in higher military educational institutions in order to ensure the full and effective professional existence of cadets in their future career, based on self-understanding, self-perception, and personal growth. The foundation of such a movement is the professional and personal activity of future officers, characterized by persistence in achieving their goals, self-confidence, trust in their professional experience, and an unquestionably positive attitude towards their own physical health.

The structural components of the culture of value-oriented attitude of future officers towards their own physical health are as follows: motivational (realization of the value of health and the necessity of its preservation, concern for their own health and the health of others, motivation for health preservation); cognitive-activity (knowledge about health and methods of its formation, preservation, and strengthening, ability to use them to maintain their own physical health and solve professional tasks); and personal (individual and psychological qualities important for future officers, ability to reflect and correct the results of their activities).

The acquisition of the aforementioned attributes enables the future officer to possess a clear sense of direction, the liberty to choose their professional path, and a sense of accountability for the consequences of their choices.

The promising direction for further research involves the exploration of ways to enhance the professional training of future officers, particularly the development of the content and organizational aspects of shaping a culture of value-oriented towards their own physical health.

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РЕЗЮМЕ

Владислав Суспо,
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ТЕОРЕТИЧНІ ЗАСАДИ ФОРМУВАННЯ КУЛЬТУРИ ЦІННІСНОГО СТАВЛЕННЯ МАЙБУТНІХ ОФІЦЕРІВ ДО ВЛАСНОГО ФІЗИЧНОГО ЗДОРОВ'Я

Постановка проблеми. Військовослужбовці Збройних Сил України виконують службові завдання в екстремальних умовах, які характеризуються небезпекою для життя і здоров'я. Водночас в останні роки істотно погіршився стан здоров'я населення України, що ускладнило можливість комплектування вищих військових навчальних закладів курсантами за медичними показниками, що надалі негативно впливатиме на якість підготовки майбутніх офіцерів та обороноздатність країни в цілому. Саме тому особливої актуальності набуває проблема формування культури ціннісного ставлення майбутніх офіцерів до власного фізичного здоров'я у процесі професійної підготовки.

Метою статті є висвітлення теоретичних засад формування культури ціннісного ставлення майбутніх офіцерів до власного фізичного здоров'я.

Методи дослідження: теоретичні – аналіз, синтез, узагальнення та систематизація вітчизняних і зарубіжних наукових публікацій, порівняння.

Основні результати дослідження. У статті розглянуто теоретичні аспекти формування культури ціннісного ставлення майбутніх офіцерів до власного фізичного здоров'я та визначено її структурні компоненти: мотиваційний, когнітивно-діяльнісний та особистісний. Наголошено, що здоров'я є основною життєвою цінністю у системі ціннісних орієнтацій людини і регулює її життєдіяльність. Можливості кожної людини свідомо зберігати й підтримувати своє здоров'я залежать від способу її життя. Водночас розумна організація життя потребує не лише відповідних знань та умінь, а й певної мотивації. З огляду на це формування культури ціннісного ставлення майбутніх офіцерів до власного фізичного здоров'я потребує розвитку відповідних мотивів, цінностей і переконань.

Наукова новизна та практичне значення результатів дослідження. *Висвітлений підхід до сутності структурних компонентів формування культури ціннісного ставлення майбутніх офіцерів до власного фізичного здоров'я дає змогу окреслити основні практичні напрями педагогічної діяльності для її формування в умовах ВВНЗ, а саме: формування системи цінностей і мотивів, необхідних майбутньому офіцеру для збереження свого фізичного здоров'я та здоров'я інших людей; забезпечення достовірною інформацією, необхідною для формування знань про здоров'я та шляхи його збереження; стимулювання розвитку умінь здоров'язбереження на основі знань про здоров'я, розвиток особистісних якостей, необхідних майбутньому офіцеру для збереження здоров'я під час професійної діяльності та у повсякденному житті.*

Висновки та перспективи подальших досліджень. *Важливою умовою професійної підготовки курсантів у ВВНЗ, яка забезпечує їх повноцінне існування у професійній діяльності на основі саморозуміння, самосприйняття та особистісного зростання, слід вважати формування культури ціннісного ставлення майбутніх офіцерів до власного фізичного здоров'я. Основою такого руху є професійно-особистісна активність майбутніх офіцерів: наполегливість у досягненні поставлених цілей, впевненість у собі, довіра до свого професійного досвіду та, безумовно, позитивне ставлення до власного фізичного здоров'я. Перспективним напрямом подальших досліджень є пошук шляхів удосконалення професійної підготовки майбутніх офіцерів, зокрема розроблення змістових та організаційних аспектів формування культури ціннісного ставлення майбутніх офіцерів до власного фізичного здоров'я.*

Ключові слова: *здоров'я; фізичне здоров'я; фізична культура; цінності; ціннісні орієнтації; фізична підготовка; професійна підготовка; курсант.*