

Health and Safety in the Structure of Value Orientations and Needs of the Student Youth

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Abstract.

The health and safety of children and young people have recently become a major concern. Students of higher education institutions make up a special social group of the population, united by a certain age, specific conditions of education and lifestyle. The health and safety of students should become a value and a resource necessary for successful personal, social and professional development. At the same time, the need for safety and health rarely acts as an active force and occupies the first place in the hierarchy of value orientations of young people. The paper is devoted to the study of the value orientations of young people and the definition of risk factors for their health and safety. For the study, the method of M. Rokeach and the author's questionnaire were used. It is concluded that it is necessary to form students' understanding of the value of health and safety based on the concept of positive psychology.

Keywords: health, motivation, safety, students, value, youth.

INTRODUCTION

Recently, the problems related to the health and safety of children and young people have become much acuter: social and economic crisis, nationalism, religious extremism, interpersonal conflicts, criminal dangers, deviant behavior, unhealthy living and learning conditions, etc. The state's attention to the problem of preserving and strengthening the health of the nation, understanding the self-value of the person that forms the basis of the value of any society was reflected in the implementation of priority national projects. But no matter how the state organizes its health, educational and demographic policies, an important role in the preservation and strengthening of one's own health and safety is played by the individual needs, attitudes and guidelines, the formation of a person's ability to holistic, integrated behavior aimed at the realization of his/her opportunities in physical and personal improvement, which starts developing from childhood, both in family and in educational institutions. The effectiveness of the formation of a healthy lifestyle is directly related to the increase of subjective involvement of a student in the educational process in the field of health and safety, the formation of an active position in relation to their own health.

Youth is a factor of political, intellectual, creative balance, and reproductive potential of the nation. In Russian science, the special role of youth problems at the present stage of development of our society is increasingly recognized. The alert tone inherent in the research papers on this issue can be explained by the controversy developed in the late XX-early XXI century which was a painful blow to the quality of young people's life. [1, 2].

Students of higher education institutions make up a special social group of the population, united by a certain age, specific conditions of education and lifestyle. Undoubtedly, the education in universities should be defined as the category of specific mental work that requires constant, the long-term active stress of intellectual, emotional, volitional and other functions. The health of students is a necessary condition for studying at a university. High mental and psychoemotional load, forced frequent violations of work, rest and nutrition regime, crisis of moral values, uncertainty in the future, change of residence and many other factors require students to mobilize forces to adapt to new living and learning conditions, the formation of interpersonal relationships outside the family and overcome difficult life situations.

Today, one of the fundamental principles of the state policy in the field of education is humanization, which assumes the priority of human values, life and health. Every person should

develop constructive ways of solution of the extreme and crisis situations with the aim of strengthening health preservation of life, both his and others. That, in turn, requires the creation of the culture of safety and health of children and youth [3-8].

THEORY AND METHODOLOGY

From the point of view of the educational system, the culture of safety includes the system of knowledge, ways of activity, values, norms, safety rules, the main function of which is the formation and development of students' readiness for prevention and minimization of harmful and dangerous factors, the use of social and personal safety factors. There is a similar approach to defining the structural components of health culture. The authors define this category as a system of life values based on knowledge (ways and methods of formation, preservation and strengthening of health) and regulating the behavior of people in the process of life.

In the system of forming the culture of health and safety, the initial link is the motivation of interest and the formation of the need for a safe and healthy lifestyle, i.e. the formation of the value-motivational sphere of a person.

Let us consider the nature of human value-motivational sphere. The concept of "value" is used in philosophy and sociology to refer to objects, phenomena, their properties, as well as abstract ideas that embody social ideals and thus act as a standard of due. As a rule, personal values are characterized by high awareness, they are reflected in the consciousness in the form of value orientations and serve as an important factor in the social regulation of human relationships and individual behavior.

According to dictionaries, value orientations are "a way of differentiation of objects by an individual according to their importance". Value orientations are formed in the process of social learning and are found in the goals, ideals, beliefs, interests and other manifestations of the personality. The system of value relations forms the content side of the orientation of the individual and expresses the inner basis of his/her relationship to reality. In the process of joint activities that determine the relationship of people in groups, group value relationships are formed.

Motivational sphere of a person represents a set of stable motives (subjective causes of a particular behavior) having a defined hierarchy, and expressing the orientation of the personality. The motive is defined as the incentive, the reason for any action, the argument in favor of something, and "motivation" is the active state of brain structures that encourage a person to perform actions aimed at meeting his/her needs.

Theories of motivation are based on the classification of human needs. Maslow's theory of the hierarchy of needs was

widely recognized, and he believed that human needs had a hierarchical structure: physiological needs; the need for safety and security; social needs; the need for respect; the need for self-realization [9].

These requirements fully determine the physical (absence of disease; adaptive (adaptive) capabilities of the body), mental (inner world of a person, his/her confidence in his/her abilities, their understanding), moral (the ability to build good, self-improvement, charity, and selfless mutual assistance), social (a set of properties and qualities of personality that allows him/her to successfully adapt to the conditions of modern life) health.

One of the basic needs of an individual is the need for security [9], without the partial satisfaction of which there is no possibility for harmonious development of the individual, the achievement of self-realization. At the same time, the need for safety and health rarely acts as an active force and takes first place in the hierarchy of value orientations of young people, it dominates only in extreme situations, prompting the body to mobilize all forces to fight the threat. For a young person who is not in a state of illness or pre-existing disease, health rarely acts as a value, it is rather considered as an available and inexhaustible resource.

In the context of the formation of students' healthy and safe lifestyle, it is important to note the following about the structure of the content of value consciousness. There are different types of value ideas, in particular, some of them are "significant", but not shared by an individual. In this case, the value representation belongs to the society, social group and is simply present in the consciousness of an individual, allowing him/her to focus on the appropriate formula of social behavior ("Yes, it is important for every person, but for me now it is not important – and this is normal").

Each society offers its own hierarchy of values to individuals, puts forward its priorities, places different accents and demonstrates its own systems of views on a person and the meaning of his/her life.

The following main groups of values can be named: moral (goodness, freedom, mercy, peace, duty, loyalty, honesty, gratitude), intellectual (knowledge, truth, cognitive activity, creativity), religious (holy place, piety, rituals, relics, faith), aesthetic (beauty, feelings, harmony), social (family, ethnic group, motherland, mankind, friendship, communication), material (natural resources and phenomena, dwelling, clothing, tools, equipment, money) physiological (life, health, food, air, water, labor).

The reaction of a person to the limitation of his/her abilities opens for him/her a fundamentally new type of values that belong to the category of the highest. Health should be classified as one of such values. Health means freedom of action, it is a prerequisite for human participation in physical and mental work, in public and private life, the condition of the development of a person as an individual.

Thus, in order for a person to be able to turn the need for activity in the form of active and free deployment of his/her internal forces, health is necessary.

The structure of value-motivational orientations of students is quite traditional and reflects the system of values of society but is always flexible and dynamic. Today, for many young people material goods have become the main value. The number of students focused on achieving personal success and realization of personal interests is steadily growing. The students believe the following criteria to be the success criteria: spiritual comfort, material well-being, power, glory. Education is an increasingly important factor for success.

The difficulty today is that there is a distortion, and sometimes perversion of the category of health and healthy lifestyle which is a result of distortion of motives, needs and

attitudes, especially in the younger generation. One of the reasons for the increase in the number of addictive disorders in our country is the ambivalent image of health and well-being created by the mass media. On the one hand, much is said about proper and healthy nutrition, on the other hand, the image of the ideal woman is presented through the appearance of a fashion model that requires a rejection of normal nutrition. On the one hand, the damage caused to health, a variety of bad habits, and on the other hand, the image of an ideal, successful man as a must-smoker and drinker is widely promoted. On the one hand, family values are promoted, on the other hand, there is total sexuality of the culture.

In the system of forming a healthy and safe image, motivation is vital; the motive without a goal does not induce action. The following hierarchy of motives is distinguished:

- 1) the motivation for health – to be healthy, strengthen health, reduce the impact of the environment on health;
- 2) socially significant motives – "I want to be ready for life, study, achieve high results in training, to form an image for promotion on the career ladder";
- 3) the motive of personality is self-assertion, the creation of positive emotions and self-confidence, self-improvement of oneself as a person, cognitive interest.

The value-motivational orientation of a student in the field of health and safety is self-determination in the field of healthy and safe lifestyle, attitude to health as a value. It is characterized by the attitude to the problem of maintaining and improving one's health, the level of expression of motives, interest in creative issues of health and its preservation, activity in practical actions in this direction [10].

Indicators of development of value-motivational orientations of students in the field of health and safety are:

- the need for safe implementation of production and social activities;
- awareness of the importance of personal and public safety;
- belief in the need for continuous professional self-improvement in health and safety;
- awareness of health as the main value.

MATERIALS AND METHODS

The system of education, in general, and higher education, in particular, is faced with the task of developing students' productive motivation to study health and safety issues. In the process of formation of general cultural competencies of future specialists it is necessary to talk about the implementation of the internal work of an individual to understand his/her personality, the construction of value-motivational sphere in order to preserve and promote health (physical, moral, mental).

In this regard, it is important to study the structure of values; study of the process of emergence and formation of values in the structure of the individual. Diagnosis involves the implementation of a significant number of diagnostic methods and techniques, the purpose of which is to obtain the most adequate and reliable information about a group member's attitude to his/her own health, the degree of desire to maintain and strengthen it, as well as the formation of health values. The reference to the psychological testing carries cognitive and motivational functions for the student because he/she starts to think whether his lifestyle can be called healthy and safe.

The study of health and safety motivation is based on the definition of the specificity of students' understanding of the essence of health value. For this purpose we use a questionnaire comprising the following questions:

- the value of health is...
- is there a relationship between the formation of health values and health? - what is the process of health saving?

- what do you know about healthy and safe lifestyle? - do you consider your lifestyle healthy and safe?
- what reasons don't let you call your lifestyle healthy and safe?
- what skills of healthy and safe lifestyle do you have? etc.

Also, the method of studying the value orientations of M. Rokeach was used. As M. Rokeach believed, a person usually has tens or hundreds of thousands of beliefs, thousands of attitudes, but only a few tens of values. Each person highlights the main thing that he/she would like to strive for. This defines the goals to be achieved (values – goals) and the very specific qualities of the individual to be used to achieve them (values – means) [11].

RESULTS AND DISCUSSION

We conducted a study in which 450 students of the Russian State Social University and Ivanovo State University between the ages of 18 and 22 took part.

The study of students' value orientations by the method of M. Rokeach has allowed to establish that the main ones in the hierarchy of terminal value orientations of students are: love (78.13%), financially secure life (70.83%), health (68.75%), happy family life (54.17%), the presence of good and faithful friends (54.7%), interesting work (42.71%).

Health, as the main condition for achieving personal and professional success, is at the top of students' value orientations. Most students consider education, as well as emotional and humanistic properties of a person (cheerfulness, honesty, responsibility) as a means of achieving the goals. However, self-control as a necessary condition for the preservation and promotion of health and as a criterion for achieving professionalism occupies an intermediate position in the hierarchy of instrumental values for future teachers.

In the structure of the study of value-motivational orientations of students, the necessary element is to assess the level of their starting abilities and needs in the field of health and safety of life. The obtained data of the first-year students' lifestyle diagnostics showed that most of them do not have a formed need for a healthy and safe lifestyle. Evidence of this is that only 35% of them evaluate their lifestyle as healthy. Among the surveyed girls, this figure is 27%, among boys 42%. The factors that do not allow them to call their lifestyle healthy were attributed to the following: irrational nutrition (58%), sedentary lifestyle (40%), smoking (37%), alcohol consumption (28%), sexual problems (6%).

More than half of the surveyed students believe that the safety of a person in the surrounding society depends primarily on the person, his/her behavior, knowledge of the rules of personal safety (58%), the opinion of the other half of the respondents was divided equally: 22% - from the work of law enforcement agencies, security organizations; 23% - from the state of the social environment (the presence of social tension, criminal groups, etc.).

The majority of students (78%) noted that they care about their safety. At the same time, the concern of students about their safety in the surrounding society is manifested in the following forms:

- learn the rules of personal safety: read special literature, train, watch programs, consult with specialists (19%);
- observe the rules of personal safety (rules of conduct) in dangerous and emergency situations (38%);
- are vigilant in relation to what is happening around (pay attention to suspicious people, suspicious objects, ownerless things) (47%);
- avoid potentially dangerous places (unlit streets, rallies, pickets, etc.) (42%);

- avoid contact with people who are dangerous (alcoholics, drug addicts, extremists, sectarians, etc.) (55%).

CONCLUSIONS

Thus, the survey showed that students recognize the need for human skills in safe behavior in order to ensure safety in dangerous situations, and point to the lack (in most cases) of these skills; students express the need for education in the field of safety of life.

It should be noted that the orientation of the individual to a healthy and safe lifestyle is an essential element of professional training at the University [12, 13].

The process of developing an understanding of the value of health can be based on different concepts (approaches). In our opinion, the education of interest in health and personal safety should be closely linked to the formation of a positive attitude to the preservation of health and a healthy and safe lifestyle, with the implementation of an optimistic nature, which is designed to form students' confidence in overcoming bad habits, risk factors, the possibility of disease prevention, etc., with the proposal of alternative behavior in this social and cultural environment [14]. This approach is consistent with the methodology of positive psychology [15].

The experience of numerous studies has shown that the impact of activities implemented in a positive approach and aimed at promoting positive actions that can reduce the risk of using psychoactive substances has been slow, but in the long term has led to a stable consolidation of the target group's promoted behaviours. This approach is the most effective, so it was implemented through activities that are designed to cause positive emotions and show an alternative to risky behavior.

One of the important aspects of such work is a specially organized work to increase the value of public health as a national priority. It includes: the use of factual material is the analysis of the real social situation in terms of the health of Russians, the identification of attitudes and motives of labor activity, the system of existing life values, the place of the value of health in this system and, on the basis of such analysis, the construction of corrective work on a group or individual basis. The priority should be the formation of moral qualities that are the foundation of health and safety of the personal and public.

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