

PEDAGOGICAL SYSTEM FOR FORMING THE SOCIAL HEALTH OF CHILDREN AND YOUTH

^aOLEKSANDRA TSYBANYUK, ^bNINA SLYUSARENKO,
^cVASYL KUZMENKO, ^dLIUDMYLA TYMCHUK

^a*College of Physical Culture and Public Health, Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine.*

^{b,c}*Communal Higher Educational Establishment "Kherson Academy of Continuing Education" of Kherson Regional Council, Kherson, Ukraine.*

^d*Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine.*

email: ^ao.tsibanyuk@chnu.edu.ua, ^bninaslusarenko@gmail.com, ^ckuzmenkovasiliy@gmail.com, ^dl.tymchuk@chnu.edu.ua

Abstract: The present academic paper is devoted to developing and implementing educational systems for the formation of social health of children and youth. Social health is defined in this context as a multifaceted concept that includes social skills, emotional intelligence, stress management, civic responsibility and tolerance. The primary purpose of the present research is to develop a pedagogical system that would contribute to forming and maintaining the social health of children and youth. Pedagogical approaches in the education system are distinguished, namely: psychological and pedagogical, socio-cultural, health-preserving, interactive, ecological and gender approaches. It has been determined that the formation of children's social health is ensured through such aspects as the development of social skills by means of interactive activities and group work, training of emotional intelligence through professional exercises and learning stress management methods. The conducted research provides a valuable scientific and practical elaboration in the field of developing and implementing educational approaches to the formation of social health of children and youth. It has been emphasized that the established educational system for forming the social health of children and youth is comprehensive and systematic.

Keywords: Social health, Pedagogical system, Children and youth, Interpersonal communication, Socio-cultural adaptation, Innovative methods, Collaboration between family and education

1 Introduction

The social health of children and youth is becoming increasingly significant in society. Health includes not only physical but also social, emotional and psychological components, and it has a significant impact on the quality of life and successful personality development. The pedagogical system for forming the social health of children and youth is a key tool for ensuring their well-being and harmonious development. The present paper aims to examine the relevant aspects and principles of forming children's and young people's social health, identify the variables influencing this state, and offer instructional approaches and techniques that foster the development and positive reinforcement of social health in diverse educational and parental contexts. We are going to explore different approaches to pedagogical influence on shaping the social health of children and youth, including curricula, teaching and training methods, as well as the role of families and educational institutions in this process. The present paper aims to support researchers, educators, and all those interested in the field of education and social work to gain a comprehensive understanding of and effectively influence children's and young people's social health processes.

The problem statement is based on the relevance and importance of developing and implementing effective methods and strategies of training and education aimed at promoting social health among children and youth. The issue lies in the fact that society faces a number of challenges and threats that influence the social health of the young generation. These challenges include deterioration of psychological and emotional state, social isolation, problems in interpersonal relationships, as well as bad habits and negative environmental impact. Social health is a crucial factor for successful adaptation and development of children and youth. It includes the level of communication skills, the ability to resolve conflicts, the development of self-awareness and self-esteem, as well as the ability to adapt to changing living conditions.

The purpose of the present academic paper is to develop a pedagogical system that would contribute to the formation and maintenance of the social health of children and youth.

2 Analysis of recent studies and publications

The scientific article by Kremen V. et al. (2022) highlight the relevance of studying training and teaching in the digital world. In her studies, Sushyk N. (2023) emphasizes the need to form children's health-saving competence and directs research towards implementing the technology of social education of the individual on the education seeker's health. The scholars Shportun O. and Levchuk N. (2022) propose an empirical approach and emphasize its importance in studying the features of the influence of motivation and attitudes on preserving the psychological health of young people. In their publications, Ivanov V. and Shchur V. (2023) define pedagogical conditions and mechanisms for the formation of children's value and sense orientations. Vitchenko A. et al. (2023) focus on analyzing the formation of children's value attitudes towards their own health. A general consideration of the principles of health protection plays a particular role in developing a modern personality (Basic approaches and principles of forming a health-preserving environment of an educational institution, 2023). Sushyk N. (2022) considers the competence-based approach to training and its impact on the formation of a holistic personality. The studies of Levchenko N. et al. (2022) are related to social security. The works of Levytskyi O. (2023) are devoted to the students' health. Rybchych I. (2023) devoted his scientific works to the issues of forming and implementing state policy in the social and humanitarian sphere in the context of preserving individual health among students. Smoliuk I. & Smoliuk A. (2023) considered the formation of humane relations as a component of children's legal socialization. Zelenov Ye. (2020) defines health as a value of planetary training of student youth. His studies are about the values and health of young people. Severynovska O. (2011) explores the current problems in the process of forming the health of student youth. In their studies, Danylko V. & Kravchenko T. (2023) focus on the leading aspects of students' physical education and the formation of a healthy lifestyle, which is crucial for maintaining the physical and psychological health of young people.

Maksymovska N. (2020) examines the issue of the parenthood culture of student youth from a gender perspective, which can be useful for understanding the role of gender in teaching and training. Volkova K., Chusova O. and Lazareva A. (2021) studied current trends in the development of the theory and practice of social education, and describe modern tendencies in social education, which helps understand modern approaches and challenges. Kabanets M. (2020) considers the issue of pedagogical support for gifted children, which is useful for understanding the importance of individualization in teaching and learning. Moseichuk Y. (2023) focuses on the state of students' health and its impact on vocational training. Litvinova T. (2021) pays considerable attention to the issue of health-saving technologies in the process of forming the future specialists' social health during socio-cultural activities. Kurova A. (2022) explores the psychological health of students in conditions of uncertainty, which may be relevant in the modern world. Lushchynskyi Yu. and Shtompel Yu. (2022) outline the problems of forming health-saving competence of education seekers in higher educational institutions. The authors identify the problems of developing students' competence on maintaining health. In his studies, Sukhenko I. (2019) considers the importance of forming a culture of health in training young people and outlines the need for this aspect in modern society. Stopkina A. and Trubnyk I. (2023) focus on the theoretical aspects of social support for children in the foster families and orphanages. Kurova A. (2023) explores the role of optimism and pessimism in of young people's psychological health, which is useful for understanding the impact of personality traits on health. Batsurovska I., Dotsenko N., Gorbenko O. and Kim N. (2021) consider technologies for forming students' competencies in higher educational institutions in the modern digital communication environment.

The analyzed sources include various aspects of students' training, health and personal development, as well as the use of modern technologies in the educational process. However, it should be noted that the pedagogical system of forming the social health of children and youth is not sufficiently studied in the psychological and pedagogical literature.

3 Research methods

The following methods have been used to conduct the research aimed at developing a pedagogical system for the formation of children's and young people's social health, namely:

- Analysis of the scientific literature and studies. The first stage of the research involves an extensive analysis of scientific literature, statistical data, as well as existing methods and practices related to the formation of social health among children and youth.
- Questionnaires and surveys. Conducting a survey among children, youth and teachers in order to identify their opinions, needs and assessments of the status and impact of pedagogical methods on social health.
- Content analysis. Analysis of curricula, training materials and guidelines related to social health education and training in order to identify best practices and requirements.
- Comparative analysis. Comparison of the effectiveness of different pedagogical approaches and methods for identifying best practices.
- Interviews and focus groups. Conducting conversations and discussions with participants in the educational process to identify their opinions, experiences and needs.

- The combination of these methods made it possible to comprehensively explore and develop a pedagogical system that promotes the social health of children and young people, as well as to evaluate its effectiveness in the real conditions of the educational environment.

4 Results

The pedagogical system of social health formation defines a set of pedagogical strategies, methods, tools and approaches aimed at creating conditions for the full development of social competence and ensuring the physical and mental health of pupils or students. This system is aimed at developing individuals who are able to successfully adapt to social conditions, build healthy relationships with others and interact effectively in society.

Elements of the pedagogical system of forming social health can include components aimed at developing social skills, communication and interpersonal skills, the use of game techniques, group work, trainings on the development of emotional intelligence, business games, etc. The involvement of psychologists to provide counseling and psychological support, especially in cases of conflict, stressful situations, and to develop self-regulation resources, is also a significant element in the context of forming social health. This also includes cooperation with parents, social services, and public organizations for the purpose of creating a favorable social environment. Let us consider pedagogical approaches to influencing the formation of social health of children and youth and provide a brief description of them (Table 1).

Table 1. Pedagogical approaches to influencing the formation of social health of children and youth and their brief description

Pedagogical approach	Brief description
Psychological and pedagogical approach	This approach is based on psychological and pedagogical principles. Its goal is to provide psychological support and develop children's and young people's social skills.
Socio-cultural approach	This approach takes into account the socio-cultural context in which education and training are conducted. It emphasizes the formation of values, socio-cultural norms and skills necessary for successful social adaptation.
Health-saving approach	This approach is focused on a healthy lifestyle. It includes physical activity, proper nutrition, prevention of bad habits and stress, contributing to the strengthening of physical and psychological health.
Interactive approach	The emphasis in this approach is on interaction and exchange of experience between students. It promotes the development of children's and young people's communication skills and self-regulation.
Ecological approach	This approach takes into account the impact of the environment on health. It is aimed at developing an environmental culture and responsible attitude to the environment.
Gender approach	The gender approach takes into account the gender features of education and training, striving to reduce gender stereotypes and maintain gender equality.

Thus, the methods and strategies that can be used by educators and specialists in the field of education and training to form children's and young people's social health cover various aspects of life and learning, including the physical, psychological, social, cultural and environmental dimensions. Pedagogical approaches can be adapted and combined to meet specific needs.

Such approaches are important tools for creating a favorable environment for forming the social health of children and youth, and the latter contributes to their successful adaptation in modern society.

Based on the outlined pedagogical approaches aimed at influencing the formation of children's and young people's social health, we have developed the relevant pedagogical system for the formation of social health of children and youth (Figure 1).

1. Supporting the development of social skills. The development of social competencies implies the ability to communicate and understand, as well as the ability to resolve conflicts and make friendly relations. Teachers should actively work on the development of education seekers' emotional and social intelligence and create opportunities for work and teamwork.

2. Developing self-regulation and stress resistance. Modern life is full of stresses and difficulties, and it is important to teach children how to cope effectively with challenges. The education system should facilitate the development of self-regulation skills that would help young people manage emotions and stress: various relaxation techniques, stress resilience training, and other methods that focus on strengthening the mental state.
3. Formation of civic responsibility and tolerance. The education system plays a significant role in the development of civic responsibility and tolerance. In order for modern kids to develop fully as individuals, it is crucial for youngsters to learn the value of respecting others' freedoms and rights, cultural diversity, and the ability to perceive different points of view.
4. Application of interactive technologies and methods of gamification. Modern pedagogy actively uses interactive and gamification technologies to achieve the best results in education. Relevant computer programs, virtual games, and other interactive tools will help develop social skills and help solve interpersonal problems.
5. Interaction with other institutions of the family and society. An effective education system cannot exist in isolation from other important factors, especially the family and other institutions of society. Collaboration with parents, social services, psychologists and other professionals can

- significantly improve the results of developing socially healthy youth.
6. Implementation of project-based learning. Project-based learning is an effective way to educate socially healthy youth. This approach encourages students to actively interact, collaborate and develop group work skills. The objectives of the project can be related to local social issues, which contribute not only to the acquisition of knowledge but also to the development of analytical skills and joint activities.
 7. Supporting mental health. It is necessary to pay attention not only to the body but also to the mental health of education seekers. Games, trainings on emotional intelligence, psychological support – all of these components help students understand their emotions and interact effectively with others.
 8. Formation of values. Promoting social health also includes the formation of values and moral principles of children and youth. Teachers should emphasize the ethical side of the issue, develop students' ability to self-respect and choose a life path that is consistent with their personal beliefs.
 9. Using the method of social work. The modern educational system can also apply methods of social work aimed at identifying and solving problems faced by students.

Collaboration with social workers, group and individual counseling help create a positive social environment in schools.

10. The system of assessing social skills. The assessment of social competence should become a more important component of the educational process than the assessment of academic performance. The introduction of a system that takes into account social skills allows students to stimulate the development and improvement of personal qualities.

Taking all the outlined above into account, the educational system for the formation of social health of children and youth is comprehensive and systemic. This is precisely why only such an approach, focused on the individual characteristics of each student, can ensure the creation of conditions for the full development of social services and health, which is an important prerequisite for their successful functioning in modern society. In general, the education system for the formation of social health of children and youth should be flexible, adapted to modern challenges and scientifically grounded. And only in this way can it effectively influence the development of the individual and the formation of a harmonious social personality.

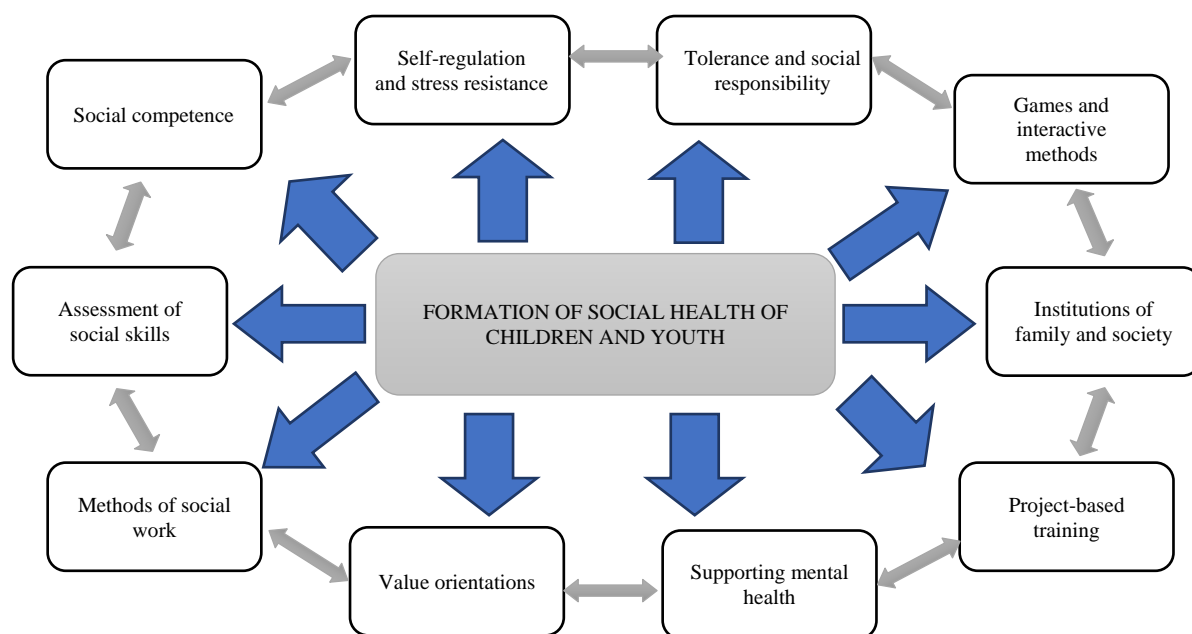


Figure 1. Pedagogical system for the formation of social health of children and youth

5 Discussion

In the context of the research on the pedagogical system of social health of children and youth, several important issues for discussion can be identified:

1. Collaboration between family and school. It implies a discussion on how to ensure more active and productive cooperation between families and educational institutions in the context of social health. What mechanisms and practices can facilitate this interaction?
2. Evaluation of effectiveness. It implies a discussion of methods and criteria for evaluating the effectiveness of the pedagogical system of social health education. What indicators should be used to determine the success or failure of such programs?
3. Adapting to a changing world. It implies a discussion on how the social health care system can adapt to new challenges and requirements in the light of rapidly changing socio-cultural and technological developments.
4. Innovative methods and technologies. It implies a discussion of the role of modern innovative methods and technologies,

such as digital learning, in shaping social health. What opportunities do modern tools provide to improve the effectiveness of educational programs?

5. Cultural differences and diversification. It implies a discussion on how to address cultural differences and diversify approaches to social health promotion, taking into account the diversity of cultures and contexts in which children and youth grow up.

These debatable issues are crucial for the further development and improvement of pedagogical systems aimed at forming the social health of children and youth.

6 Conclusions and prospects for further studies

Thus, the system of education aimed at forming the social health of children and youth is important for strengthening public health and well-being. An effective system of forming social health requires not only knowledge about health but also the development of social skills, conflict resolution, and support for psychological health. In addition, successful formation of the environment and social health of children and youth requires

active collaboration between families, educational institutions and government bodies. It is important to create a coordinated system of support and interaction between all parties. Different types of educational institutions (schools, universities, extracurricular organizations) may need to adapt the system of forming social health to the specific needs and character of the student. Consequently, further studies are required to gain a deeper understanding of the effectiveness of the education system and to develop best practices.

Prospects for further studies may include systems of adaptation to specific situations, in particular, the adaptation of the educational system to different educational institutions and socio-cultural contexts. Future explorations can also be conducted in the area of developing effective strategies and practices for the social health of students at different levels.

Literature:

1. Basic approaches and principles of forming a health-preserving environment of an educational institution. *Problems of modern transformations*. Series: pedagogy, 2023, 11-16. <https://doi.org/10.54929/pmp-2023-1-01-02>
2. Batsurovska, I., Dotsenko, N., Gorbenko, O., Kim, N.: The Technology of Competencies Acquisition by Bachelors in Higher Education Institutions in the Conditions of the Digital Media Communication Environment. *ICNTLLSC 2021 International Conference on New Trends in Languages, Literature and Social Communications*, 2021. <https://notso.easyscience.education/icntllsc/2021/paper/22?cap=022awwOIUYong3k>
3. Danylko, V., & Kravchenko, T.: Formation of a healthy lifestyle of student youth by means of physical education. *Theory and practice of physical culture and sports*, 2023, 55-61. <https://doi.org/10.31470/2786-6424-1/2023-55-61>
4. Ivanov, V., Shchur, V.: Pedagogical conditions and mechanisms of formation of value-meaning orientations of children in primary school. *Collection of scientific works of the National Academy of the State Border Service of Ukraine*. Series: pedagogical sciences, 32, 87-104. <https://doi.org/10.32453/pedzbirnyk.v32i1.1367>
5. Kabanets, M.: Pedagogical support for gifted children and youth in the regional dimension / Pedagogical support for gifted children and youth in the regional dimension. *Collection of scientific works of the National Academy of the State Border Service of Ukraine*. Series: pedagogical sciences, 2020, 17, 153-167. <https://doi.org/10.32453/pedzbirnyk.v17i2.38>
6. Kremen, V., Sysioieva, S., Bekh, I., Voznesenska, O., Havrysh, N., Honchar, L., ... Shakhrai, V.: The concept of raising children and youth in the digital space. *Herald of the National Academy of Educational Sciences of Ukraine*, 2022, 4, 1-30. <https://doi.org/10.37472/v.naes.2022.4206>
7. Kurova, A.: Peculiarities of psychological health of student youth in conditions of uncertainty. *Scientific journal of the M. P. Drahomanov NPU*. Series Psychological Sciences, 2022, 34-43. [https://doi.org/10.31392/NPU-nc.series12.2022.20\(65\).04](https://doi.org/10.31392/NPU-nc.series12.2022.20(65).04)
8. Kurova, A.: Optimism and pessimism as personal predictors of psychological health of young people. *Scientific Bulletin of the Uzhhorod National University*. Series: Psychology, 2023, 26-29. <https://doi.org/10.32782/psy-visnyk/2023.1.5>
9. Levchenko, N., Panchenko, V., & Kolyada, N.: Public organization as a center of social welfare of youth: management aspect. *Humanitas*, 2022, 91-97. <https://doi.org/10.32782/humanitas/2022.4.13>
10. Levitskyi, O.: Problems of forming a healthy lifestyle of student youth. *Acta Paedagogica Volynienses*, 2023, 59-63. <https://doi.org/10.32782/apv/2022.5.10>
11. Litvinova, T.: Health-preserving technologies for the formation of social health of future managers of socio-cultural activities. *Bulletin of the Zaporizhzhya National University of Pedagogical Sciences*, 2021, 2, 78-84. <https://doi.org/10.26661/2522-4360-2020-3-2-12>
12. Lushchynskiy, Yu., & Stempel, Yu.: Problems of forming students' health-preserving competence: theoretical aspect. *New learning technologies*, 2022, 120-124. <https://doi.org/10.52256/2710-3560.2022.96.16>
13. Maksimovska, N.: Formation of the parenting culture of schoolchildren: a gender approach. *Collection of scientific works of the National Academy of the State Border Service of Ukraine*. Series: pedagogical sciences, 2020, 21, 120-133. <https://doi.org/10.32453/pedzbirnyk.v21i2.424>
14. Mondich, O.: Current problems of implementation of health protecting technologies in educational space. *Scientific Bulletin of Izmail State Humanitarian University*, 2023, 189-198. [https://doi.org/10.31909/26168812.2023-\(62\)-21](https://doi.org/10.31909/26168812.2023-(62)-21)
15. Moseichuk, Y.: Deterioration of the health status of student youth as a determinant of updating the professional training of future teachers of physical culture in higher education institutions in the direction of the formation of subject-methodical competence. *Physical culture and sport: scientific perspective*, 2023, 1, 29-34. <https://doi.org/10.31891/pcs.2023.1.4>
16. Rybchich, I.: Formation and implementation of state policy in the social and humanitarian sphere regarding the preservation of individual health among student youth. *Taurian Scientific Herald*. Series: Public management and administration, 2023, 17-23. <https://doi.org/10.32851/tnv-pub.2022.6.2>
17. Severynovska, O.: Modern problems of forming the health of student youth. *Zaporizhzhya Medical Journal*, 2011, 13, 11-15.
18. Shportun, O., & Levchuk, N.: An empirical study of the peculiarities of the influence of motivation and attitudes on the preservation of the psychological health of young people. *Dnipro Scientific Journal of the Public Administration of Psychology of Law*, 2022, 145-152. <https://doi.org/10.51547/ppp.dp.ua/2022.4.21>
19. Smolyuk, I., & Smolyuk, A.: The formation of humane relations is a component of the legal socialization of children. *Acta Paedagogica Volynienses*, 2023, 10-17. <https://doi.org/10.32782/apv/2023.4.2>
20. Styopkina, A., & Trubnyk, I.: Theoretical principles of social support for foster families and family-type children's homes. *Personal spirituality: methodology, theory and practice*, 2023, 1. <https://doi.org/10.33216/2220-6310/2023-106-2-205-213>
21. Sukhenko, I.: Formation of a culture of health is a necessary component of youth education. *Physical education, sports and health culture in modern society*, 2019, 29-36. <https://doi.org/10.29038/2220-7481-2019-01-29-36>
22. Sushyk, N.: A competent approach in the implementation of social education technology "formation of life skills" of children of adolescent and youth age. *Humanitas*, 2022, 131-137. <https://doi.org/10.32782/humanitas/2022.1.19>
23. Sushyk, N.: The formation of children's health-preserving competence in the implementation of the technology of social education of the personality "learning to live together". *Humanitas*, 2023, 118-125. <https://doi.org/10.32782/humanitas/2023.3.16>
24. Vitchenko, A., Lysenko, L., & Voedilova, O.: Analysis of the formation of value attitudes of children of primary school age towards their own health and the health of others. *Bulletin of the National University of Chernihiv Collegium named after T. G. Shevchenko*, 2023, 176, 183-187. <https://doi.org/10.58407/visnik.232027>
25. Volkova, K., Chusova, O., & Lazareva, A.: Modern trends in the development of the theory and practice of social education. *Social Work and Education*, 2021, 8, 164-174. <https://doi.org/10.25128/2520-6230.21.2.3>
26. Zelenov, E.: Health as a value of planetary education of student youth. *Personal spirituality: methodology, theory and practice*, 2020, 98, 103-114. <https://doi.org/10.33216/2220-6310-2020-98-5-103-114>

Primary Paper Section: A

Secondary Paper Section: AM, FQ