

## Socio-psychological adaptation and communication of children of Primary school age according to the system “Healthy Education – Healthy Nation”

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*The state strategy of the Republic of Azerbaijan in the field of education provides for the implementation of measures to protect and strengthen children's physical and mental health, their socialization and the harmonious development of the individual. Despite this, the state of health of modern schoolchildren is of extreme concern, since there is a steady unfavourable trend associated with the intensification of school workload, limitation of physical activity, the introduction of digital technologies in the educational process, and insufficient pedagogical competence of teachers and parents. Taking into account the above problems, in 2014 the Ministry of Education of Azerbaijan launched the Healthy Education – Healthy Nation project, within which health-saving technologies are being introduced. The main goals of the project are to create conditions for physical development and prevention of school diseases; productive socio-psychological environment, integrative form of education, conditions for successful socialization of schoolchildren. During the school year, specialists conduct constant monitoring and diagnostics of students, organize social events that contribute to the formation of a healthy lifestyle and social skills, as well as the work to improve the pedagogical culture of parents. The aim of the project is to develop healthy educational technologies that serve to protect the physical and mental health of children and adolescents; to apply healthy educational technologies (classroom design and equipment, ensuring children's physical activity, medical and psychological control over their development, use of integrative and problem-based learning methodology), to assess advantages and gaps and to improve them; to contribute to the creation of a learning environment that will ensure the formation of national moral values in children and adolescents.*

*The purpose of our study is a comparative assessment of the health and socio-psychological state of students in the "Healthy Education" classes with students of traditional classes, as well as an assessment of their school motivation.*

**Keywords:** school, education, health-saving technologies, social adaptation, emotional state, socio-psychological monitoring.

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**Introduction.** Education is closely related to the processes taking place in modern society. Changes in economy, the scientific and technical environment seriously affect all spheres of society. Together with society, new needs, values and interests are formed in education. In the context of globalization, it is important to preserve the structure of the individual, further strengthen national values, traditions and necessary stereotypes as a key factor in education. A human being today is under the weight of a huge intellectual burden required by technical modernization, and at the same time capable of doing harm to human health.

**Formulation of the problem.** According to the results, the conditions created in the "Healthy Education" (HE) classes have a positive effect on the physical development, mental and social health of students. The students of the "Healthy Education" (HE) classes, in comparison with the students of the traditional classes, show a decrease in the number of children with physical development, posture and vision disorders. There is also a high level of working capacity, a stable psycho-emotional state of students in the HE classes, they have better developed communication skills, creative thinking, imagination and other mental processes, children adapt more easily to the educational process and society as a whole, and also have higher school motivation. The dynamic mode of the lesson and the conditions created in the "Healthy Education" classes expand the potential of the processes of growth and development of the child's body, which makes it possible to evaluate innovative teaching technologies as potentially useful for the physical and mental health of students, as well as contributing to their successful socialization.

**Materials and methods.** The results of socio-psychological monitoring of primary school children were used in the work as part of a project based on international methods.

**Main part.** The health of the child, his/her social and psychological adaptation, normal growth and development are largely determined by the environment in which s/he lives. For a child, this environment is

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the education system, because more than 70% of the time is associated with staying in educational institutions. At the same time, during this period, the most intensive growth and development takes place, the formation of health for the rest of life. The problems of preserving students' health have become especially relevant at the present stage, since only a small percentage of high school graduates are absolutely healthy, both physically and psychologically. (Balaeva, 2017, p. 2) In the current situation, the active use of pedagogical technologies aimed at protecting the health of schoolchildren has become natural.

The problems of maintaining physical health, psycho-emotional state, socialization and the acquisition of academic knowledge and skills, that is, the development of a harmonious personality, require serious renewal and modern reforms in the education system of Azerbaijan. Guided by Article 32.3 of the 10th article of the Law on Education of the Republic of Azerbaijan and the 9th article of the Law on the Rights of the Child, as well as taking into account the tasks set by the National Strategy for the Development of Education of the Republic of Azerbaijan, the Ministry of Education of the Republic of Azerbaijan, starting from the 2014-2015 academic year, the Healthy Education-Healthy Nation project has been launched. Within the framework of the project, health-saving educational technologies are being introduced, the purpose of which is the formation of a physically, mentally and morally healthy creative person from a medical-hygienic, socio-psychological and pedagogical point of view (Balaeva, 2019, p.4).

Building the educational process taking into account the psycho-physiological needs of the child, the formation of a healthy lifestyle, a value attitude towards oneself, one's health, successful socialization, the identification and development of the creative potential of students – all this is the basis of the Healthy Education – Healthy Nation program. The goal of the program is the formation of competitive human capital, which meets the requirements of the order of the President of Azerbaijan Ilham Aliyev "Azerbaijan-2030: National priorities for socio-economic development". According to this strategy document, one of the five priorities is "competitive human capital and modern innovation space" and the successful implementation of this priority involves the achievement of the three goals as follows:

- education in accordance with the requirements of the XXI century;
- creative and innovative society;
- healthy lifestyle of citizens. (Balaeva, 2021)

Within the framework of the project, classes "Healthy Education" were created. In the 2021-2022 academic year, there are already 211 such classes. In the "Healthy Education" classes, each student is provided with an individual area of 2-2.5 m<sup>2</sup> for physical activity, and the student is also provided with a sitting and standing desk adjustable for height. Every 15 minutes of the lesson, students change places and at the same time conditions are created for their learning on the move. During the lesson for warm-ups and exercises for musculoskeletal and visual coordination, as well as for the development of attention and speed of reaction, universal symbol schemes (SUS) located on the ceiling are used alongside special eye simulators (ZEUS) developed by professor, doctor of medical sciences V. F. Bazarny. The results of such exercises are the development of a sense of general and visual coordination and their synchronization, rapid switching of attention, the development of a visual-motor reaction, in particular, the speed of orientation in space, including reactions to extreme situations. In order to expand the visual horizons, develop creative imagination and holistic (sensual-figurative) perception and knowledge of the world, as well as to soften the emotional sphere, the classrooms provide the "panorama effect" technique with images of natural landscapes. The process of lessons includes exercises aimed at the development of fantasy, attention, memory; conversations are held on ethical, psychological and aesthetic topics. In addition, the development of creative activity is stimulated through various extracurricular activities: drawing, dancing, competitions, exhibitions and various kinds of games. Thanks to the agreement drawn up between the teacher and the student, the teacher undertakes in his/her work to always remember that the student is a unique, free, unrepeatable personality, with his/her own development plan and with his/her own methods and terms for mastering the world around him/her, and the student learns to develop responsibility for obligations under which s/he signed in this treaty. Thanks to the successfully launched project "Healthy Education – a Healthy Nation", in addition to developing creative abilities and increasing the level of development of cognitive processes, children studying in these classes also develop curiosity, independence, activity, and initiative; the abilities to observe and analyse phenomena, make comparisons, generalize facts, draw conclusions, and critically evaluate one's activities are formed.

Teaching children according to the project system shows a decrease in the incidence of children, an improvement in the psychological climate in educational institutions, promotes the socialization of children, as well as the active involvement of schoolchildren's parents in health promotion, etc.

In order to ensure emotional activity, psychological stability and socialization of students, these activities are carried out within the framework of the Healthy Education – Healthy Nation project:

- creation of a favourable socio-psychological climate based on the “panoramic effect” created in the classroom;
- development of the psychological characteristics of each student;
- ensuring an individual approach to students;
- creating a favourable environment for communication between students in the learning process and outside of learning;
- providing psychological assistance to teachers and students;
- support workload management to protect students from psychological pressure.

In order to assess the effectiveness of health-saving technologies introduced in the Healthy Education (HE) classes, a number of studies were conducted to assess the students’ physical health, as well as their socio-psychological state. Along with the pupils of the HE classes, students of the traditional classes were involved in the study as a control group.

The study was carried out in three stages. The choice of tests at the first stage of the study, the conduct of tests at the second stage and a comparative analysis of the results obtained at the third stage. In a socio-psychological study, to investigate the impact of healthy learning technologies on the children’s mental processes and emotional state, schoolchildren studied the level of perception and their emotional state, as well as school motivation. The following research methods were used to solve the problems:

- “Encryption” by D. Wexler to assess switching, stability, distribution and volume of attention;
- The A. Etkind Test to determine the emotional relationship of children;
- The Questionnaire “Assessment of the level of school motivation” elaborated by N. Luskanova”.

The study was conducted in elementary grades of nine general educational institutions of Baku city (No. 23, 26, 83, 114, 214, 240, Ankara School, Republican Gymnasium of Arts, Republican Special Boarding School for Children with Disabilities No. 6 named after E. Mirzoev). The study was conducted in October 2018 and May 2019. The study involved 300 students in the classes of HE and 300 students in traditional classes (TC).

1. Comparative analysis of the switching of attention (“Encryption” by D. Wexler) of students in the HE and traditional classes (TC)

Levels	Switching attention HE October-2018	Switching attention TC October-2018	Switching attention HE May-2019	Switching attention TC May-2019	Switching attention of HE and TC difference October-2018	Switching attention of HE and TK difference May -2019
Low	72,7	66,5	30,1	40,9	6,2	-10,8
Medium	19,0	22,7	31,8	28,4	-3,7	3,4
High	8,3	10,8	38,04	30,8	-2,5	7,2

Attention switching is explored at three levels. According to the data received in May 2019,

30.1% of the testes (30) demonstrated the “low” level and 40.9% – those who studied in the traditional classes (TC), while 31.8% of the HE students showed the “medium” level, in traditional classes (TC) it was demonstrated by 28.4% of students.

The indicators of the “high” level in the classes of the HE amounted to 38.04%, while in the traditional classes (TC) 30.8% of students were noted.

The data indicate that the shifting of attention among students in the HE classes was formed under the influence of the productive environment created within the framework of the project. Thus, it should be noted that the “Scheme of Universal Symbols” and “Visual-Vestibular Training System”, used in the classroom, have a positive effect on the development of attention, which is the main one in the students’ cognitive process.

1. The comparative analysis of the emotional state of students in the HE and traditional classes (TC) (D. Etkind's test)

Levels	Emotional state HE October - 2018	Emotional state of TC October - 2018	Emotional state HE May - 2019	Emotional state of TC - May 2019	Emotional state of HE and TC October - 2018	Emotional state of HE and TC May - 2019
Low adaptation	9,9	9,4	8,1	8,7	0,5	-0,5
Medium adaptation	63,7	62,1	59,1	63,9	1,6	-4,8
High adaptation	26,3	28,5	32,8	27,4	-2,2	5,3

The parameter of school adaptation was adopted as the main criterion in the study of the emotional state of the students in the HE and traditional classes (TC). This criterion was evaluated at three levels. According to the results obtained in May 2019, that is, at the end of the academic year:

Low adaptation in the HE classes was 8.1%, and in the traditional classes (TC) – 8.7%.

The medium adaptation in the HE classes was 59.1%, and in the traditional classes (TC) – 63.9%.

If in the classes of HE high adaptation was 32.8%, in the traditional classes (TC) it was 27.4%.

1. The results of the questionnaire elaborated by N. Luskanova “Assessment of the level of school motivation”

School motivation	October-2018 HE %	October-2018 TC %	May-2019 HE %	May-2019 TC %	October 2018 difference between HE and TC %	May 2019 difference between HE and TC %
Low	86.3	71.4	90.6	80.5	14.9	10.1
Medium	12.6	28.6	7.3	16.3	-16	-9
High	1.1	0	2.1	3.3	1.1	-1.2

Based on the results of the two monitoring conducted at the beginning and end of the academic year (October and May 2018-2019), a comparative analysis of the obtained indicators was carried out. According to its results, the difference in assessing the level of high school motivation of students in the classes of the HE and traditional classes in May 2018 is 10.1%

The results show that the health-saving technologies used in the HE classes allow students to “softly” adapt to school conditions and reduce their negative emotional state. The analysis of the obtained results indicates that when creating a hygienically healthy learning environment, ensuring the physical activity of students and psychological stability in the learning process, as well as carrying out methodological work to increase their interest in learning, students will feel more physically prepared and psychologically stable, and this, in turn, will positively affect schoolchildren’s academic achievements.

**Approbation of research results.** The main provisions of the article are reflected in the author's theses submitted to scientific conferences in Azerbaijan and abroad, as well as in scientific articles published in various journals in Azerbaijan and abroad.

**Conclusion.** Thus, on the basis of the studies conducted in the pilot schools, we can conclude that a healthy productive environment is created in the classrooms of “Healthy Education” – equipping with ergonomic furniture corresponding to the physiology of children; optimizing the number of students in the classroom, physical activity, lighting in accordance with hygienic standards, the learning process; taking into account the socio-psychological climate and the physical, mental and social state of each child, will have a positive impact on the physical and psychological development of students, creating favourable conditions for their socialization, increasing educational achievements and developing creative abilities.

The dynamic mode of the lesson and a variety of extracurricular activities introduced in the project contribute to the development of students’ mental processes, their creative potential; it enables increasing educational motivation and successful socialization of children, which is the key to the formation of competitive human capital in modern society.

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## Соціально-психологічна адаптація та спілкування дітей молодшого шкільного віку за системою «здорова освіта – здорова нація»

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Державна стратегія Азербайджанської Республіки в галузі освіти передбачає здійснення заходів щодо охорони і зміцнення фізичного і психічного здоров'я дітей, їх соціалізації та гармонійного розвитку особистості. Незважаючи на це, стан здоров'я сучасних школярів викликає вкрай занепокоєння, оскільки спостерігається стійка несприятлива тенденція, пов'язана із інтенсифікацією шкільного навантаження, обмеженням рухової активності, впровадженням цифрових технологій в освітній процес, недостатньою педагогічною компетентністю учнів, вчителів та батьків. Враховуючи вищезазначені проблеми, у 2014 році Міністерство освіти Азербайджану започаткувало проект «Здорова освіта – здорова нація», в рамках якого впроваджуються здоров'язберігаючі технології. Основними цілями проекту є створення умов для фізичного розвитку та профілактики шкільних захворювань; продуктивне соціально-психологічне середовище, інтегративна форма навчання, умови успішної соціалізації школярів. Протягом

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навчального року спеціалісти проводять постійний моніторинг та діагностику учнів, організують соціальні заходи, що сприяють формуванню здорового способу життя та соціальних навичок, а також працюють над підвищенням педагогічної культури батьків. Метою проекту є розробка здорових освітніх технологій, які служать охороні фізичного та психічного здоров'я дітей та підлітків; застосовувати здорові освітні технології (оформлення та обладнання класів, забезпечення рухової активності дітей, медико-психологічний контроль за їх розвитком, використання інтегративної та проблемної методики навчання), оцінювати переваги та недоліки та вдосконалюватись; сприяти створенню навчального середовища, що забезпечить формування національних моральних цінностей у дітей та підлітків.

Метою нашого дослідження є порівняльна оцінка стану здоров'я та соціально-психологічного стану учнів класів «Здорове виховання» з учнями традиційних класів, а також оцінка їхньої шкільної мотивації.

**Ключові слова:** школа, освіта, здоров'язберігаючі технології, соціальна адаптація, емоційний стан, соціально-психологічний моніторинг.

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