

Distance learning situations and the formation of responsible attitudes to health of school children

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Abstract

The status of a person in society is determined not only by the level of income or education, but also by their health. Therefore, the issues of developing a responsible attitude to health as a public domain and familiarizing learners with a healthy lifestyle is now gaining special significance. The aim of the study was to identify the forms and methods of teaching physical education from the perspective of the formation of a responsible attitude of schoolchildren to their health, consolidating the skills of a healthy lifestyle in everyday life. Schoolteachers and students formed the participants for this research. The research conducted a questionnaire survey of 126 secondary school teachers in Shymkent city. An experiment was also conducted, and data was collected using observation. Anthropometric parameters and component analysis were among the data analysis tools. From the results, the main content of physical education in conditions of distance learning should be the formation of a responsible attitude of learners to their health.

Keywords: health; physical education; pedagogy; school children; schoolteachers

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1. Introduction

The health status of the younger generation is the most important indicator of the well-being of society, therefore, the issues of developing a responsible attitude towards health as a public domain and familiarizing learners with a healthy lifestyle are now acquiring special significance (Abdrakhmanova, 2019; Battakova, Tokmurzieva & Adaeva, 2014). Therefore, today the status of a person in society is determined not only by the level of income, education, but above all, by his/her health. The health status of a person depends on many factors, among which a healthy lifestyle (HLS) is of particular importance (Zaitsev, Kolbanov & Kolesnikova, 1994; Akieva, 1997; Rudyeva & Kulikova, 2006; Torybaeva, 2013). One of the most important components of a healthy lifestyle, especially during the school period, is the formation of a full-fledged physical education and health-improving activity (Dubogay, 1991; Kamaboko, 2002; Suleimenova, 2002).

The current situation both in Kazakhstan and around the world has caused changes in the organization of the education system, due to the pandemic. The increase in the incidence of COVID-19, which currently remains one of the acute and unresolved problems, forced the transition of educational institutions to distance learning (Onyema et al., 2020). The increasing incidence among children and young people is an expression of physical detraining, which develops as a result of limited physical activity in conditions of quarantine and self-isolation of the individual.

1.1. Literature review

One of the main objectives set for the modern general education school is the upbringing of a healthy, cheerful, harmoniously developed person, which, within the framework of the renewing system of school education, makes the issue of formation of a responsible attitude of schoolchildren to health by means of physical education relevant (Sysoieva & Reipolska, 2019). Evidently, health is the most important value of human life, the optimal state of which is achieved through targeted training influences on a person, providing for the use of physical education means. Physical preparedness, psychological stability and social adaptation to negative environmental factors are the main components of the physical environment, they are the main components of physical education of a person and the basis for the disclosure of his/her health potential.

In modern socio-economic conditions, there is a growing need for a fuller use of the opportunities available to the system of physical education for children and young people to prepare them for an independent life (Adambekov, 1995; Seree et al., 2021). The processes that have begun to revise the content and objectives of physical education in the structure of modern secondary education require the advanced development of progressive and methodological justified concepts of pedagogical technologies in the context of the formation of a responsible attitude to health of the individual, which is the key to introducing the individual to a healthy lifestyle.

The research results of Botagariev (1998) and Krauksta (1987) testify of the need to develop a stable position of a person in relation to physical education and sports. This is an effective means of maintaining or strengthening health, which is necessary for the formation of a healthy lifestyle and could help in the development of a responsible attitude of the individual towards his/her own health (Verina et al., 2020). We made an attempt to determine the content and methods of physical education, in the aspect of the formation of a responsible attitude of schoolchildren to their health. Note that the priority of health in physical education does not deny the sports component of this process; it only focuses on the priority objectives of physical education - the maintenance and strengthening of health, the formation of the need for a healthy lifestyle and lifestyle of the growing generation.

Since the formation of the individual's need for physical education and health-improving activities largely depend on whether the student will be active in physical education classes, whether he/she will independently engage in physical exercises during distance learning, whether he/she will continue to independently engage in everyday life (Yarmak et al., 2017). It follows that the physical education of schoolchildren in the formation of a responsible attitude towards health is a purposefully organized system of physical education and health-improving activities of children, in order to include them in various forms in accordance with the components of a healthy lifestyle.

A schoolboy, as a subject of upbringing, is a gradually forming personality, accumulating public consciousness, comprehending ideas, motives and stimuli of behavior, making an increasingly conscious and conscious choice of actions and behavior. Personal qualities, needs, interests, an active life position are gradually formed, which help to carry out their own analysis of influences, relationships, interactions (Fugelova, 2018). There is an opportunity to set goals for conscious self-improvement, to carry out self-education, and the formation of one's own personality. The self-affirmation of a school-age child also occurs gradually, through an increasingly solid entry into social relations, the manifestation of creative, social, intellectual and emotional activity. It was during this period - the period of the formation and development of the learner's personality, the need for maintaining and strengthening health, a healthy lifestyle, an orientation towards observing its norms and principles that persist for life are formed.

At the same time, the researchers note that the process of schoolchildren forming a responsible attitude towards their health with regards to age has its own specific features that require mandatory consideration in educational work. Using the technology of pedagogical modelling by Nurgalieva (2012), based on the methodological provisions of the theory of personality and activity by Kagan (1968), and the research carried out on the issue of physical education of the individual by Adambekov (1985), this research has identified the components that make up the physical education of a person, in the aspect of forming a responsible attitude to own health. In this regard, the formation of a responsible attitude to their own health among schoolchildren becomes urgent based on the use of pedagogical technologies of distance learning, aimed at developing personal-value and activity-practical guidelines for maintaining and strengthening their health (Reeves, Kanan & Plog, 2010; Oksamitny & Aйдapkelov, 2017).

1.2. Purpose of study

The formation of a responsible attitude of the individual to health, which ultimately ensures the optimal level of physical development and introduction to a healthy lifestyle, is one of the most important issues of modern pedagogy, the solution of which today is possible only with the reliance on knowledge and a deep understanding of the human essence and nature, as well as the relationship physical, mental and spiritual health.

To implement the objective of formation of a responsible attitude of learners to health in the process of physical education, it is necessary to organize the physical education and health-improving activity of schoolchildren in such a way that they feel like the main character in the creative process of developing their psychophysical health.

However, considering the specifics of the school discipline "Physical education" in the context of the introduction of distance learning technologies, the implementation of the program in this discipline caused certain difficulties for schoolteachers (Smagin, 2020). The aim of the study was to identify the forms and methods of teaching physical education from the perspective of the formation of a responsible attitude of schoolchildren to their health, consolidating the skills of a healthy lifestyle in everyday life. The objectives of the study were:

- to study the experience of organizing the teaching of the academic discipline "Physical education" in the process of distance learning.

- to identify the possibilities of implementing the objective of forming a responsible attitude of schoolchildren to health and a healthy lifestyle within the educational component of the physical education program.

2. Methods and Materials

To solve the set objectives in the study, we used a set of methods. For theoretical research methods, we used theoretical analysis of scientific, pedagogical and methodological research, analysis of educational and methodological documentation of secondary schools, study of advanced pedagogical experience of physical education teachers, modelling.

2.1. Participants

In this article, we consider it important to address the issues of schoolteachers training for organizing physical education classes in conditions of distance learning, ensuring the preservation and development of learner health. In order to determine the needs of schoolteachers in improving their professional and pedagogical competence and to clarify their interests in the field of health-preserving organization of the educational process and self-assessment of special knowledge, we conducted a questionnaire survey of 126 secondary school teachers in Shymkent city. Our sample for the pedagogical experiment consisted of schoolchildren who were being taught by the teachers who participated in the survey (questionnaire).

2.2. Data Collection tools

For empirical research methods we used survey questionnaire, and interviewing. The research also conducted a pedagogical experiment, and the results were collected using observation. In our opinion, the development of a responsible attitude to health presupposes the formation of its components, such as: motivational, cognitive and Behavioral. We note that the formation of each component cannot occur in isolation from the formation of others, since they are all closely interconnected and aimed at achieving a single goal. Hence, the pedagogical experiment was designed to cover this area.

2.3. Data collection process

The research first started with the survey questionnaires which were distributed to 126 secondary school teachers in Shymkent city. The results were collected, and themes were drawn from the results. Based on the theme that were drawn, a pedagogical experiment was designed and applied to schoolchildren. The children were observed, and the results were analyzed thereafter.

The pedagogical experiment covered motivational, cognitive and Behavioral contents. At the same time, the formation of each component has its own specific objectives, means, and methods. The cognitive component is formed by learners gaining relevant knowledge. The main objective solved in the process of obtaining this knowledge is the development of an individual style of healthy lifestyle. The development of the intellectual potential of physical education should be combined with the upbringing of the cognitive activity of learners, their mastery of methods of searching and using the necessary information, the mastery of methods for analysing the actions performed based on a meaningful attitude to the performed activity.

The content of the cognitive component, the value attitude to health should be concepts and representations formed based on specific knowledge and motor experience, helping learners to understand their body, the functions of their body, the variety of motor abilities that it possesses; to get an idea of one's own development, means of maintaining health, improving the body, about various parameters of one's own actions. Mastering, in this way, the cognitive component, pupils learn to manage their health and control their condition, development and preparedness. The formation of the ability for self-analysis and the ability to use measuring instruments and simple tests to assess their functional state and psychophysical capabilities allows schoolchildren to conduct self-control over their health. Specific knowledge about various means of physical education and their positive effect on the body creates the prerequisites for their transformation into the need for a healthy lifestyle.

The main objective solved in the formation of the third component of the value attitude of learners to health - Behavioral - is the formation of a healthy lifestyle with the help of special Behavioral attitudes. The main means of solving these problems are physical exercises, with the help of which all other components of a responsible attitude to health are formed. In this context, the development of physical exercises in activity, the deployment of motional actions into semantic formations, contributing to the formation of the value-motivational structure of the personality, becomes an urgent objective of physical education with a health-improving orientation.

The main objective in the formation of the motivational component of a responsible attitude to health is the formation of the need- voluntarily sphere of the student. We consider it expedient to consider the will as a function of the organization of physical education and health-improving activity, which determines its beginning and execution, and the motive is the incentive cause of the will, which contributes to the stimulation of this activity. An important source of the emergence of motives of voluntarily activity is the awareness of social and personal needs and values.

Considering that the transition to distance learning traditionally organized and content-filled physical education of schoolchildren requires transformation from the perspective of maintaining and strengthening health (Aladinskaya, 2020). This circumstance methodologically determines the need for physical education teachers training in the context of solving problems in the field of physical education, the use of its means, providing for the formation of a responsible attitude of schoolchildren to their health and introduction to a healthy lifestyle.

During the work of this workshop, it was envisaged:

- 1) mastering the scientific and methodical foundations and practical skills of health-preserving organization of the educational process;
- 2) mastering the practical skills of conducting physical exercises online;
- 3) study and practical mastering of the skills of rehabilitation work with learners after intense psychoemotional stress;
- 4) study of the psychophysiological foundations of auto-training and the ways of its application in health-improving work with learners;
- 5) mastering the techniques of independent work to preserve and strengthen their own health.

The indicators of the effectiveness of special training, self-improvement of professional competence were the growth of professional knowledge and skills in the field of distance technologies, as well as the focus of physical education teachers on the formation of a responsible attitude of schoolchildren to health.

The effectiveness of our work is evidenced by the criteria, indicators and levels of physical development of schoolchildren, obtained during the control, which included:

- anthropometric measurements. The main indicators of these measurements were the length and weight of the body and the circumference (chest circumference, waist circumference, pelvic circumference and thigh circumference). The assessment of the results of anthropometric measurements was carried out using the assessment tables of the physiological norms of anthropometric parameters;

- a survey of adolescents and their parents using a questionnaire, the results obtained were rechecked during conversations on the topics: "State of your health", "Comparison of the results of self-control of learners and the level of physical activity for a certain period."

All the results of self-observation were recorded in the health diary kept by the schoolchildren. On the basis of the research data obtained, an individual health card for each student was filled out. The diary was divided into sections, each of which was devoted to a separate module of the "Salauattylyq" (Health) program. Each section began with a brief description of a set of physical exercises and a "measure of progress", which reflected the level of physical preparedness at the moment. This was followed by a record of observations and comments on the lesson outcomes.

Self-control consisted of simple, accessible to all observation methods and consisted of taking into account subjective and objective indicators of the state of the body. For example, the following objective indicators: pulse, weight, level of strength development and the magnitude of training loads, and as subjective indicators: mood, sleep, health, appetite, and desire to exercise. In general, self-observation was carried out by schoolchildren at the same time, using the same methods, both during physical education classes and during the recovery of the body after exercise.

2.4. Data Analysis

Monitoring of the educational process of physical education and health-improving activity made it possible to compare the results of observations, surveys, testing and get an idea of the actual trends in the development of psychophysiological, physical education and behaviour, as well as the formation of a healthy lifestyle for each learner. Anthropometric parameters and component analysis were among the data analysis tools. To process the data obtained in the course of the study, we used a component analysis, the use of which made it possible to reveal the general features of the formation of a responsible attitude of learners to health who participated in the experimental work.

3. Results

The results of the survey indicate that the level of knowledge on the issues of health-preserving organization of learners in the conditions of distance learning is assessed by the majority of respondents as medium and low. Only a small part of teachers (from 10.7 to 27.4%) assess their special knowledge in the field of health-preserving organization of teaching and educational work in the school subject "Physical education" in the context of distance learning as high (Table 1).

We took into account the real possibilities of increasing the professional competence of physical education teachers, which would allow them to switch to a health-preserving basis in the organization of the educational process, when developing course training for schoolteachers of physical education.

Results of self-assessment of schoolteachers' knowledge of the methodology for the formation of a responsible attitude of schoolchildren to health when organizing distance form of physical education classes (n = 126; number of positive answers in% of the number of respondents) is exhibited in Table 1.

Table 1 :Results of self-assessment of schoolteachers' knowledge of the methodology for attitude formation

No.	Content of the main problems causing difficulties for physical education teachers	Self-assessment level		
		High	Medium	Low
1	Lack of skills to create various resources for learners and assignments	17.2	20.4	62.4
2	Using video recordings to evaluate the assignments outcomes	22.1	27.9	50.0
3	Development of forms of organizing distance interaction between teacher and learner	27.4	30.2	42.4
4	Development of exercise complexes aimed at replenishing the norms of the daily motor regimen	19.3	44.2	36.5
5	Development of forms and thematic blocks of self-study for learners of different age categories	27.4	28.5	44.1
6	Development of forms and methods of organizing practical classes	12.9	29.6	57.5
7	Instruction and control of physical education classes in the absence of Internet access	19.3	44.2	36.5
8	Organization of space and safety measures during physical training in self-isolation	10.7	29.1	60.2

To implement the purposeful organization of the educational process in the process of distance learning of physical education in the perspective of developing a responsible attitude of learners to health and healthy lifestyle, we conducted:

1) developed and implemented an online workshop program for schoolteachers on the development of professional competence on the organization of distance learning of physical education and the formation of a responsible attitude of learners to health and healthy lifestyle.

2) organization of physical education teachers training for the formation of a responsible attitude of learners to health and healthy lifestyle in the process of distance learning of physical education.

When developing a program of schoolteachers training on the issues of the formation of a responsible attitude of learners to health and healthy lifestyles, we believed that an online seminar should meet the level of modern knowledge about the role of physical education for maintaining and strengthening health and stimulate teachers to study the experience of forming a responsible attitude of schoolchildren to health and healthy lifestyle in self-isolation. The following table (Table 2) shows the thematic plan of the workshop.

Table 2 : *Thematic plan of the online workshop "Theoretical and methodological foundations of the organization of physical education classes in the context of distance learning"*

No.	Content of lessons	Hours
1	Methods and innovative approaches to preserving the health of schoolchildren in the context of distance learning	1
2	Features of the organization of space and safety measures in the process of physical education at home	2
3	The main forms of organizing distance interaction between a teacher and a learner	2
4	The health-preserving role of exercise. Psychophysiological foundations of hypodynamia, ways to prevent it	1
5	Health-improving physical exercises in online lessons	2
6	Emotional discharge and restoration of mental performance during active rest	1
7	Methods for mastering special exercises with a perceptible health-improving orientation (cross-country running in the park, in the forest, health-improving complexes of respiratory gymnastics, yoga asanas, autogenic training)	2
8	Mastering unloading entertainment complexes (rhythmic gymnastics, exercises with musical accompaniment)	1
9	Methods for the development of independent assignments from the perspective of the formation of a responsible attitude of learners to health, healthy lifestyle	2
10	Forms of control over the effectiveness of teaching physical education of learners and the development of a responsible attitude to health, introduction to healthy lifestyle	1
Total:		15 h.

Comparing the indicators of the quantitative composition of groups with a high level of somatic health of schoolchildren in the experimental group (54% and 59%, respectively) and the quantitative indicator of schoolchildren who systematically fulfill the conditions of a healthy lifestyle (66%), we note the high correlation of these indicators, which indicates that that regular adherence to the principles of a healthy lifestyle undeniably contributes to an increase in the level of physical health.

Thus, the number of schoolchildren with a high level of formation of this quality increased in comparison with the data of the forming experiment - (elementary schoolchildren: from 21.8% to 30.6%; adolescents: from 20.5% to 29.9%; high school learners: from 21.1% to 31.7%). Positive dynamics was also noted in relation to the medium level (among younger learners: from 49.9% to 54.1%, among adolescents: from 49.1% to 55.2%; among senior learners: from 49.8% to 54, one%). The number of schoolchildren with a low level has noticeably decreased (elementary schoolchildren: from 28.3% to 15.3%; adolescents: from 30.4% to 14.9%; high schoolchildren: from 29.1% to 14.2%).

4. Discussion

Based on the results, we believe that as a result of the pedagogical experiment, the majority of schoolchildren have formed a responsible attitude to their health. This is evidenced by the formation of all its components in learners (Gokalp, 2019). The formation of the cognitive component is indicated by a significant increase in the indicators of attitudes towards the components of a healthy lifestyle, which require thorough theoretical training; the formation of the component can be judged on the basis of data from the study of value orientations of high school learners, showing that as a result of the pedagogical experiment, "health" of all of them entered the hierarchical core values-goals of life (Yarmak et al., 2017; Smagin, 2020). The formation of the behavioural component can be judged on the basis of a significant increase in the indicators of attitudes towards all factors of healthy lifestyle during the pedagogical experiment.

As a result of comparing the manifestation of the formation of the responsible attitude of schoolchildren in the control and experimental groups, it was revealed that the learners of the experimental group, who are engaged in our program of physical education, focused on the priority of health, all learners without exception, have increased the competence of organizing independent physical education and health-improving activities, which contributed to harmonization of the entire structure of personal value orientations (Varmus & Kubina, 2018; Petkova et al., 2020).

In addition, it was revealed that the implementation of active creative value-oriented activities by learners to research, develop and improve their health, forms in them a value-based attitude to their health, which consists in voluntarily conscious acceptance of a healthy lifestyle worldview and, as a consequence, familiarization with a healthy lifestyle (Ospankulov et al., 2021).

Comparison of indicators of physical and mental health status of learners in the control and experimental groups revealed their significant improvement in the experimental group and some decrease in the control one (Beglov & Novikova, 2020). A direct relationship was established between the level of preparedness of teachers on the formation of a responsible attitude of learners to health and the introduction of learners to a healthy lifestyle, the manifestation of a healthy lifestyle in everyday life and behavior of learners by means of physical training in the process of distance learning.

5. Conclusion

Thus, in the course of developing the content, forms and methods of physical education with a health-related orientation, we came to the understanding that the main content of physical education in conditions of distance learning should be the formation of a responsible attitude of learners to their health. In this regard, we substantiated the methodology for the formation of a responsible attitude to health and revealed the importance of personality-oriented activity as a driving mechanism for introducing a learner to a healthy lifestyle.

Summarizing the above, we have formulated approaches and methodical principles recommended in organizing and conducting the process of physical education with a health-improving orientation in the conditions of distance learning.

1. Implementation of a personality-activity approach in organizing and conducting physical education classes in conditions of distance learning, focused on the priority of schoolchildren's health.

2. Implementation of physical education classes through an active cognitive and transformative position of the student's personality through his/her involvement in creative, physical education and health-improving activities to improve his/her psychophysical state and form the need for a healthy lifestyle, based on developing a responsible attitude to health.

3. Individualization of physical education of schoolchildren by making the transition from the normative method of assessing the motor fitness of learners to the method of optimal psychophysical development.

4. Application of adapted complexes of physical exercises using improvised equipment.

5. Implementation of the principles of unity and integrity in the process of forming motivational, cognitive and behavioral components of a responsible attitude of learners to health and healthy lifestyle.

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