

Educational Information Technologies for Fostering Pedagogical Activity and Strengthening Public Health in the Context of Implementing State Policy on the Education of Humanistic-Legal Values

Andriy Mykoliuk¹, Vira Budzyn², Ivan Rybchych³, Nataliia Bazylia⁴, Volodymyr Yaroshovych⁵, Dmytro Kharechko⁶

Abstract

The integration of educational information technologies into pedagogical activities and public health initiatives reflects a nuanced and transformative approach to modern education, aligning with state policies that promote humanistic and legal values. These technologies have the power to fundamentally change how educational content is delivered, making learning more engaging, inclusive, and effective. The main purpose of the article is to study the features of maintaining and caring for the psychological health of students of an educational institution. The research methodology involves the use of modern methods of modeling the maintenance and care of psychological health among students of an educational institution. The importance of health in the life of every person and society is becoming increasingly important today. The problem of health in modern society is considered in the context of the state of the environment, socio-economic status, working and living conditions, lifestyle. The focus of preventive efforts today is shifting from specific disorders to general health promotion. The study of health is becoming increasingly important in the context of the humanities, especially social psychology, which is engaged in the study of mechanisms orienting towards a healthy lifestyle and the promotion of preventive behavior. As a result, the main model for ensuring the preservation and care of psychological health among students of an educational institution was presented.

Keywords: Health Preservation, Psychology, State of Health, Psychological Health, Students, Education, Pedagogy, Economic, Humanistic Values, Technologies, Public Administration.

INTRODUCTION

The integration of educational information technologies into pedagogical activities and public health initiatives reflects a nuanced and transformative approach to modern education, aligning with state policies that promote humanistic and legal values. These technologies have the power to fundamentally change how educational content is delivered, making learning more engaging, inclusive, and effective. They enable a dynamic, student-centered educational experience through interactive tools such as Learning Management Systems, interactive whiteboards, and specialized educational apps, allowing teachers to tailor their methods to meet the diverse needs of students.

Enhancing pedagogical activity through these technologies involves using digital platforms to facilitate active learning and continuous engagement. Teachers can leverage multimedia content and interactive simulations to create vivid, practical scenarios that bring complex humanistic and legal concepts to life. This not only helps students grasp difficult subjects but also instills deep-seated values like justice, empathy, and ethical decision-making. Furthermore, the role of educational technologies extends beyond the classroom into the realm of public health. By incorporating health education into digital curriculums, these tools can serve a broader societal purpose, disseminating vital information on topics such as disease prevention, mental health, and physical

¹ Department of Economic, National University of Water and Environmental Engineering, Rivne, Ukraine

² Lviv State University of Physical Culture and Sport named after Ivan Boberskiy, Lviv, Ukraine

³ Lviv State University of Physical Culture and Sport named after Ivan Boberskiy, Lviv, Ukraine

⁴ Lviv State University of Physical Culture and Sport named after Ivan Boberskiy, Lviv, Ukraine

⁵ Lviv National University of Veterinary Medicine and Biotechnologies of Stepan Gzhytskyi, Lviv, Ukraine E-mail: ortynskiy.volod@gmail.com

⁶ Lviv National University of Veterinary Medicine and Biotechnologies of Stepan Gzhytskyi, Lviv, Ukraine

wellness. This approach aligns educational goals with public health objectives, aiming to foster a healthier and more informed populace.

Implementing these technologies, however, presents challenges, including the digital divide, privacy concerns, and the necessity for increased digital literacy. The success of integrating these technologies depends on careful planning and collaboration among educators, technologists, and policymakers. Ensuring that these tools reinforce the intended humanistic and legal values is crucial, necessitating culturally and contextually sensitive deployment strategies.

As we look to the future, the potential of educational technologies to revolutionize learning and contribute to societal well-being is immense. With continual advancements in technology, there are increasing opportunities to enhance educational environments and deliver content that not only educates but also transforms. The key to unlocking this potential lies in using these technologies thoughtfully and ethically, guided by a commitment to fostering an educated, healthy, and value-driven society. Through thoughtful implementation and evaluation, educational technologies can significantly impact educational outcomes and public health, aligning with and promoting foundational humanistic and legal values.

The relevance of the problem of developing students' emotional intelligence, which is a combination of cognitive, behavioral and emotional qualities that provide awareness, understanding and regulation of their own emotions and the emotions of others, is due to the formation of students' ability to build relationships on the basis of cooperation, organize a productive dialogue and overcome communication barriers (Diggle, Welsch, Sullivan, et al., 2017).

Modern research in the field of emotional intelligence shows that a high level of emotional intelligence is a predictor of both academic performance and professional success. Emotionally intelligent students tend to achieve higher grades and achievement test scores than students with low emotional intelligence. Researchers attribute this fact to the fact that a high level of emotional intelligence helps to easily cope with negative emotions caused by a discrepancy between academic attitudes and current learning situations. In addition, education always involves building interpersonal relationships with peers and teachers. Students with a high level of emotional intelligence show the ability to manage the social situation, demonstrate goodwill, which indirectly may be the reason for high marks from teachers.

Mental health is a state of a person, which is characterized by the absence of mental illness, normal criteria of consciousness, cognitive, emotional, motor-volitional spheres of mental activity. It is based on general mental comfort, which provides adequate behavioral reactions, character, type of higher nervous activity. Proper formation and satisfaction of basic needs is the basis of normal human mental health (Ahlgrim, Garza, Hoffman, Rommelfanger, 2019).

The strengthening of the personal approach in psychology has led to its enrichment with concepts that reflect those aspects of personality development that previously remained outside the scope of psychological analysis. In the context of personality-oriented education at the university, the problems of forming the student's personality come to the fore; actual is the rethinking of such concepts as self-knowledge, self-development, self-understanding, self-improvement, self-concept, psychological culture, psychological health. The practice of teaching at the university shows that in the courses of the psychological and pedagogical cycle this is not given sufficient attention, there are contradictions between the requirements imposed by society on the level of training of specialists and the level of development of positive self-perception, emotional stability, personal maturity, self-awareness of the student (Farah, 2012; T'symbal-Slatvinska, 2022).

METHODOLOGY

The methodological basis of the research is the general theoretical and methodological provisions of psychology and health preservation regarding the relationship between theory and practice; psychology - about personality development, the structure and features of the formation of students' cognitive interests; pedagogy - about integrity and continuity of professional training of future specialists; the main directions of using modern paradigms of psychology and health preservation; technologization of education; systemic, person-oriented, axiological, acmeological, activity, subject, technological in the formation of the basis for ensuring psychological

health, environmental, competence, communicative approaches to ensuring psychological health. Teaching methods; position of the theory of humanism, essentialism, behaviorism, pragmatism, cognitive constructivism; achievements in the field of pedagogical technologies; methodological concepts of the content of education taking into account the principles of psychology and health preservation.

In order to fully understand the process of improving the provision of psychological health, we used the IDEF0 functional modeling method.

RESEARCH RESULTS AND DISCUSSIONS

Educational information technologies not only revolutionize how we approach traditional learning but also integrate seamlessly into broader societal goals like public health and the cultivation of humanistic and legal values. These technologies make it possible to bridge gaps in education and health literacy, ensuring that all individuals, regardless of their socio-economic background, have access to quality learning and health information.

Incorporating these technologies in educational settings facilitates a more holistic approach to education. For instance, digital platforms can host interactive content that teaches students about civic responsibilities, ethical behaviors, and legal rights, alongside traditional academic subjects. This multifaceted learning encourages students to become well-rounded individuals who are aware of their roles within society and the legal frameworks that govern it. Moreover, the application of educational technologies in public health education empowers students to make informed decisions about their health and wellbeing. Through interactive courses and real-time data sharing, students can learn about nutrition, exercise, mental health strategies, and preventive healthcare. This not only enhances individual health outcomes but also has the potential to alleviate healthcare burdens on society by fostering a more health-aware populace. However, the successful implementation of these technologies requires overcoming significant hurdles. Educators must be adequately trained to use these tools effectively, ensuring they can maintain the integrity of the educational goals while adapting to new methods of delivery. Similarly, equity in access to these technologies is critical. Without widespread accessibility, the benefits of educational technologies could exacerbate existing inequalities rather than alleviate them.

To realize the full potential of educational information technologies, ongoing evaluation and adaptation are necessary. Stakeholders must continuously assess the effectiveness of these tools in delivering educational content and promoting public health, making adjustments based on empirical evidence and feedback from users. Such vigilant oversight will help ensure that these technologies not only meet current educational needs but also adapt to future challenges.

In conclusion, while educational information technologies hold tremendous potential for enhancing pedagogical activities and strengthening public health, their success is contingent upon thoughtful implementation, widespread accessibility, and continuous improvement. By fully embracing these technologies, we can foster a more educated, healthy, and just society, grounded in the values of humanism and law.

The problem of the integrity of the "I", the integrity of the boundaries of the personality has a high theoretical and especially applied value in the process of considering issues of psychological health. The causes of many mental health disorders lie in the space of intra-family, interpersonal relationships, where the boundaries between the actions of one and the actions of another are erased. The inability to establish the right psychological distance from and disidentify from threatening phenomena is the main feature of the psychotic personality; dynamic changes in the boundaries of the personality in the form of introjection or projection are occasionally encountered in quite healthy adapted people. The stronger the intrusion of adults into the private life of the child (reading diaries, the socialization of toys, the non-recognition of personal ownership of things), the sharper the response will be (theft, running away from home, etc.), the more disturbed the psychological health, which is a state psychological and emotional well-being.

The state of health of young people is determined by many factors - both objective (ecology, health care, quality of living conditions, etc.) and subjective (the culture of physical self-organization, the value of a healthy lifestyle, self-esteem). At the same time, the second group is of decisive importance at this age, since it is subject to real

changes and development. Only a healthy generation is able to work actively, creating national wealth and thus raising the standard of living, and look into the future with confidence.

An important role in the socio-psychological work to preserve the health of students at the university is played by lectures, competitive movement, research activities, conversations, and psychological support. In support, as in a process unfolding over time, three main components can be distinguished: diagnostics (tracking), which serves as the basis for setting goals; selection and application of methodological means; analysis of intermediate and final results, which makes it possible to adjust the course of work. Since the problem of student morbidity is being considered at the federal level, a set of measures has already been developed and is functioning to change the current situation. Human health is determined by social factors, lifestyle, social attitudes and values.

Psychological health is a dynamic set of mental properties and states of the individual, providing a state of harmony, the full functioning of a person in the process of life, awareness of one's individuality and the originality of all the people around, a high potential for achieving well-being in life.

The experience of identity is actualized in the professional sphere of human life. Professional identity as an educational and cultural strategy has its own specifics: the formation of professional identity cannot act as a static goal of education, its achievement is possible only in the dynamics of self-development, in the process of vocational training and professional independent activity. Thus, the professional identity formed at student age through the development of confidence in the correctness of the professional choice contributes to the understanding of one's profession, acceptance of oneself in the profession, and in the future to the ability to perform one's professional functions well. All this provides a state of harmony, the full functioning of a person in the process of life, a high potential for achieving well-being in life, and therefore maintaining psychological health. Professional identity at student age plays one of the fundamental roles not only for maintaining psychological health at this age stage, but also determines psychological health in the future.

Modern society lives in situations that are by no means conducive to the development of harmony and balance, the stability of a person's personal development (Kryshtanovych, Kryshtanovych, Chubinska, Khromova, Sylkin, 2022). Abrupt changes in social norms, political instability, urbanization, separation from nature with its eternal norms of harmony really make the concept of "mental health" the most relevant at the present stage of human development. Recognition of the problem of strengthening the psychological health of students is one of the priority tasks of the education system, which creates the prerequisites for a more complete realization of the potential of modern psychology. The current generation of students lives in a constantly changing society, in which, due to socio-political, socio-economic, civil and legal transformations, the level of requirements for the spiritual and personal sphere of future specialists with higher education has increased as a psychologically healthy and self-actualizing personality (Sylkin, Buhel, Dombrovska, Martusenko, Karaim, 2021; Heymann, 2017).

Applying the chosen methodology, modeling the stage of ensuring the storage of psychological health for students (Fig. 1).

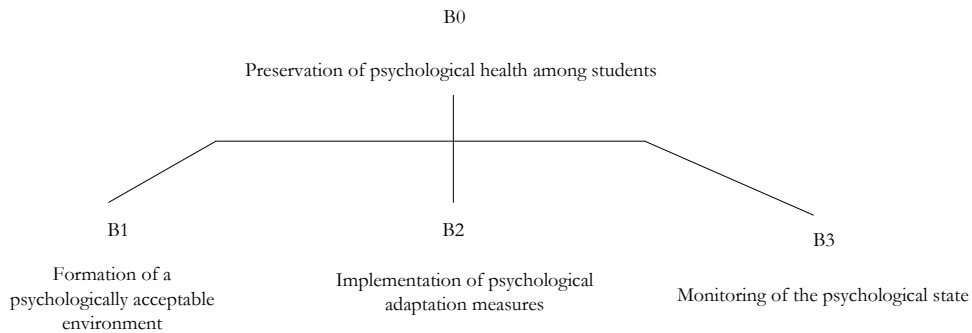


Figure 1. The main stages of modeling

The main elements of modeling of ensuring the preservation of psychological health among students are presented in Fig. 2.

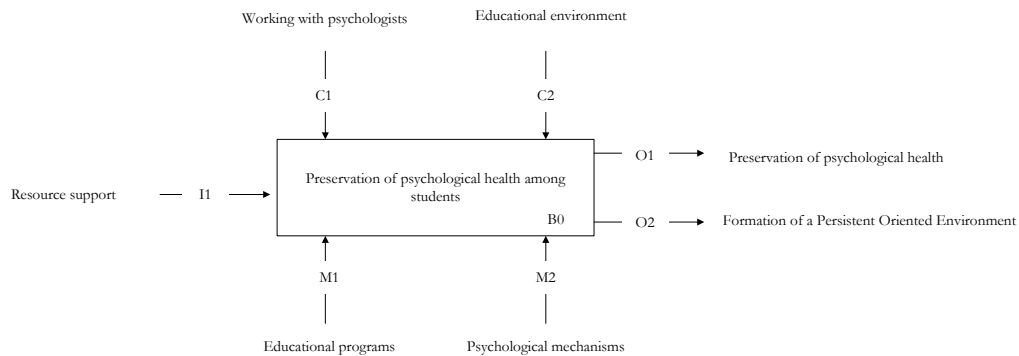


Figure 2. The main elements of modeling of ensuring the preservation of psychological health among students

The main model of ensuring the preservation of psychological health among students is presented in Fig. 3.

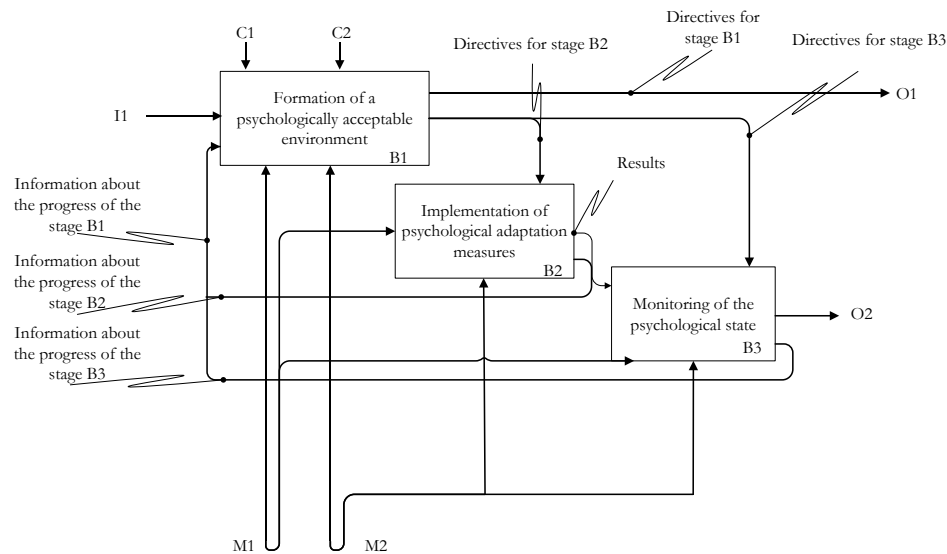


Figure 3. The main model of ensuring the preservation of psychological health among students

Psychological health is a necessary condition for the full functioning of a person in society, which determines the inseparability of the physical and mental. A psychologically healthy person is a creative, cheerful person, open to everything new, knowing himself and the world around him not only with his mind, but also with feelings, intuition. He fully accepts himself and at the same time recognizes the value and uniqueness of the people around him. Such a person places responsibility for his life primarily on himself and learns from adverse situations. His life is filled with meaning, although he does not always formulate it for himself. It is in constant development and contributes to the development of other people (Kalkman, 2018). Realizing that his life may not be entirely easy, he must learn to easily adapt to the rapidly changing conditions of life.

As part of corrective measures, there may be a cycle of psychological training, as well as counseling by a psychologist. For the successful adaptation of students to study at a university and the preservation of psychological health, it is necessary to correctly compose a correctional development program, the purpose of

which will be to create psychological conditions for strengthening the psychological health of students. Achieving the goal is possible in the process of implementing the tasks set, such as learning to accept others, reflective skills; formation of the need for self-development. All these tasks should be considered together, as a single complex, since only a holistic impact on the student's personality can lead to a stable change or the formation of certain psychological phenomena. When compiling the program, it is necessary to rely on the principle of taking into account the age-psychological and individual characteristics of students, the activity principle and the principle of the unity of diagnosis and correction. Thus, a correctional development program can serve as one of the components of psychological support for students with impaired psychological health.

Psychological health is the basis on which the self-sufficiency of a person is formed, which is guided in its behavior and relationships not only by externally set norms, but also by internal conscious guidelines. A person is being formed who is able to take responsibility not only for his actions, development, the success of social functioning, but also for life in general. The preservation and strengthening of psychological health plays the role of an educational environment in which the student and teachers are located, but the main work lies with the student. The teacher needs to be cheerful, confident, productive in communication, use intonation and facial expressions, create a favorable emotional background, express readiness for communication - what is initially necessary to help students maintain and improve their health. After all, it was not in vain that Socrates said: "Just as it is impossible to start treating the eye without thinking about the head, or treating the head without thinking about the whole organism, so it is impossible to treat the body without treating the soul." To be a psychologically healthy person, a student must do a great job on himself and the society that surrounds him (Sheridan, Zinchenko, Gardner, 2004).

Thousands of young people entering universities every year face various problems caused by a sharp change in the social situation. This is due, first of all, to the need to adapt to the new conditions of university education, which requires the first-year student to have developed skills and abilities in organizing independent learning activities; entry into new social reference groups (Kryshtanovych, Zyazyun, Vykhruhshch, Huzii, Kalinska, 2022). The stressfulness of the situation of the beginning of university education can be complicated by a complex of frustrations caused by the young person moving to a new place of residence, leaving the parental family, and the need to organize his life independently. Some of them are able to assimilate these problems and can, without outside help, develop new models of constructive behavior in a similar situation. But many are not capable of this, and their state of psychological stress gradually passes into its destructive destructive phase, dissatisfaction with themselves and others accumulates, anxiety for their future appears, uncertainty about the correctness of their own professional choice, neurotic tendencies may appear.

Psychology at the present stage of its development has sufficient knowledge about the healthy psychological development of a person, which allows not only to have an idea of what leads to the appearance of non-adaptive students, with an abnormally high rate of inadequacy in behavior, neurotic personalities, but, above all, makes it possible to develop a set of psychoprophylactic measures for higher education, with the help of which it would be possible to accelerate and optimize the adaptation processes of students (Pham, Vinck, 2012). For example, the inclusion in the programs of psychological courses of various forms and methods of teaching the methods of arbitrary regulation and self-regulation of human behavior and activity (Greely, et al. 2018). This also applies to such psychologically difficult situations of educational activity of university students as public speaking, qualification tests in the form of oral exams (Kalkman, 2018). To prevent the development of a state of fatigue, monotony, boredom, mental satiety in senior students, it is necessary to saturate the educational process with new forms and teaching methods that increase interest and activate the work of students.

CONCLUSIONS

In the sum, important for the student's health is his psychological adaptation. Psychological adaptation of students of a pedagogical university is due to the need to solve the problem of purposefully preserving and strengthening the health of the population. Psychological adaptation is the process and result of the interaction of the individual and the environment, without which it is impossible to form the need to be healthy. The peculiarity of students' adaptation is that during certain periods of the educational process (the beginning of studying at a university, passing exams, tests and graduation from a university), the load on them increases

dramatically. First-year students need psychological help during the first months of their stay at the university. They are faced with the need to use time efficiently, resolve emerging financial, family, personal problems, as well as difficulties in social adaptation (sickness for home, a feeling of loneliness, as the system of old friendships is broken). Studies of the problem of psychological adaptation show that about half of first-year students experience difficulties in adaptation (Latynin, Pastukh, Tarasenko, Shevchenko, Munko, 2021). Many of the students face serious emotional difficulties during their stay at the university that affect academic performance. They may experience severe psychological maladjustment and, as a result, either drop out of the university or graduate from it, but in the future they cannot adapt in society. However, student age is most favorable for the development of psychological adaptation, since all personality structures have already developed sufficiently.

Psychological adaptation is a process that manifests itself through the state of the psychological characteristics of the subject, providing a dynamic balance between the psycho-emotional state of the individual and the constantly changing conditions of the social environment. Psychological adaptation of first-year students is determined by the state of psychophysical, psycho-emotional, cognitive and value-motivational characteristics of the individual (Sylkin, Bosak, Homolska, Okhrimenko, Andrushkiv, 2021). To do this, we have identified psychological and pedagogical conditions that affect the psychological characteristics of adaptation: the creation of a "situation of trust"; reflection of the psychophysical and psycho-emotional state, needs and ideas about expanding the adaptive capabilities, values of students; forecasting and modeling of own activity. These conditions qualitatively and quantitatively affect the process of adaptation, for which counseling is used. It has been established that counseling helps to change the current level of the state of psychophysical, psychoemotional, cognitive and value-motivational characteristics of the individual and achieve the integrity of the internal system of the subject of activity.

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