CRITERIA AND INDICATORS OF ASSESSMENT OF THE LEVEL OF TRAINING OF PSYCHOLOGICAL SERVICE EMPLOYEES FOR THE FORMATION OF SOCIAL HEALTH OF YOUNGER SCHOOLCHILDREN IN THE SYSTEM OF POST-GRADUATE EDUCATION

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The article is devoted to the problem of formation of social health in younger schoolchildren by the psychological service employees in the system of post-graduate education, namely, the development of criteria and indicators for the possibility of conducting empirical research.

The relevance of the raised issue was established on the basis of ascertaining the objective deterioration of the components of health: spiritual, mental, social against the background of socio-economic problems, pandemic, military operations, etc.

The method of analysis of scientific sources was used during the research to study the process of social health formation of various categories of children and adolescents, therefore, the development of a criterion and diagnostic base for assessing the readiness of the implementation of means of social health development in younger schoolchildren by employees of the psychological service, which confirms the need for such theoretical and practical activities.

The analysis of scientific research and practical experience on the issue under study made it possible to develop and justify the following criteria and indicators for its assessment: cognitive (formation of professional competences for the implementation of proper health care concept in younger schoolchildren and ideas about the implementation of acquired health care experience), value-motivational (valuable attitude to life and health, including the motivation to maintain corresponding lifestyle) and professional-activity (the desire for creative and professional self-realization, health-preserving behavior).

The regularity of the selection of indicators is determined directly by the process of training of psychological service workers in the post-graduate education system, which should contribute to the increase of knowledge and experience of implementing the acquired practical knowledge, considering the motivational and value components. In turn, psychological service workers would form their own subjectivity as guides of modern knowledge about health preservation, as well as positive motivation.

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КРИТЕРІЇ ТА ПОКАЗНИКИ ОЦІНКИ РІВНЯ ПІДГОТОВКИ ПРАЦІВНИКІВ ПСИХОЛОГІЧНОЇ СЛУЖБИ ДО ФОРМУВАННЯ СОЦІАЛЬНОГО ЗДОРОВ'Я МОЛОДШИХ ШКОЛЯРІВ В СИСТЕМІ ПІСЛЯДИПЛОМНОЇ ОСВІТИ

Ю. О. Замазій

Стаття присвячена проблемі формування працівниками психологічної служби соціального здоров'я молодших школярів у системі післядипломної освіти, а саме, розробці критеріїв та показників для можливості здійснення емпіричного дослідження. Матеріал дослідження. Встановлено актуальність порушеної проблематики на основі констатації об'єктивного погіршення складових здоров'я – духовного, психічного, соціального на тлі соціально-економічних негараздів, пандемії, військових дій.

Методи дослідження. Методом аналізу наукових джерел констатовано високий ступінь розробленості проблеми щодо процесу формування соціального здоров'я різних категорій дітей і підлітків, отже розробка критеріальної і діагностичної бази для оцінки готовності впровадження засобів підтримки соціального здоров'я школярів саме працівниками психологічної служби підтверджує необхідність такої теоретико-практичної діяльності.

Опис результатів дослідження. Аналіз наукових досліджень й практичної діяльності з підготовки працівників психологічної служби в системі післядипломної освіти дозволяє розробити і обґрунтувати такі критерії та показники до них: когнітивний (сформованість професійних компетентностей для реалізації здоров'язбереження у молодших школярів та уваги щодо реалізації набутого досвіду здоров'язбереження), ціннісно-мотиваційний (ціннісне ставлення до життя і здоров'я та мотивація щодо здоров'язбереження) та професійно-діяльнісний (прагнення до творчої і професійної самореалізації, здоров'язбережувальна поведінка).

Висновки. Закономірність вибору показників обумовлюється безпосередньо процесом підготовки працівників психологічної служби в системі післядипломної освіти, що повинен сприяти підвищенню знань і досягненням набутих знань у практичній площадці, враховуючи мотивацію і цінності працівників психологічної служби. В свою чергу, працівники психологічної служби формували б власну суб'єктність як провідники суспільних знань про збереження здоров'я, а також позитивну мотивацію на саморозвиток і самовдосконалення, що змінює їх професійну поведінку в бік здоров'язбереження.

Ключові слова: працівники психологічної служби, соціальне здоров'я, молодші школярі, система післядипломної освіти, критерії, показники, професійна компетентність, здоров'язбереження, молодші школярі, саморозвиток, професійна самореалізація, соціальні цінності, мотивація.

Introduction of the issue. Currently, psychological service operates within the school education system being its indivisible component and implies necessary presence of qualified specialists such as practical psychologists and social pedagogues, who provide timely and systematic study of the psychophysical development of schoolchildren, the motives of their behavior and activity, considering their age, level of physical development, gender, intellectual and other individual characteristics. They greatly contribute to for self-development and self-improvement, which changes their professional behavior in the direction of health preservation.

Keywords: psychological service workers, social health, younger schoolchildren, postgraduate education system, criteria, indicators, professional competence, health care, self-development.
the creation of conditions for the successful fulfillment of academic and upbringing tasks of educational institutions in accordance with the Regulation on Psychological Service (RPS). Unfortunately, the recent socio-economic changes in Ukraine negatively impact the health of the younger generations. Moreover, due to the Russian-Ukrainian war a large number of socially vulnerable individuals, including children, were exposed to the conditions of occupation and military aggression. Thus, the number of psychologically traumatized younger schoolchildren and adolescents is rapidly increasing. These challenges are caused by current negative trends such as the increasing number of children and adolescents being in a state of stress, anxiety, and maladjustment, with signs of post-traumatic stress disorder (PTSD), which is often complicated by the course of chronic diseases. Today, we also observe the desocialization of children and adolescents, as well as decline in their desire for self-realization and certain increase in teenage crime rate, indifferent attitude towards the handicapped, decrease in the number of schoolchildren who lead a healthy lifestyle, etc. All this indicates the deterioration of the health of the younger generation of society, which impacts not only somatic health, but also other health-related components, namely: spiritual, mental, social. Therefore, the issue of supporting the social health of younger generations is an extremely urgent problem that should become the subject of close attention from society, social institutions, and scientists. The All-Ukrainian Mental Health Program (AUMHP) that was launched by Olena Zelenska as her initiative as the first lady is designed to promote the formation of a culture of mental health care in society, as well as to provide understanding of this issue and tools that will help Ukrainians take care of their internal state, in particular, the social health of schoolchildren. Therefore, the development of means of supporting the social health of schoolchildren and its quality formation is relevant. 

Current state of the issue. Many studies conducted by both Ukrainian and
foreign scientists are devoted to the problem of social health and various aspects of the training of teaching staff for its implementation. Thus, the theoretical and methodological principles of the formation of the ecological and valeological culture of the future teacher were considered in the works of Yu. Boichuk; the theoretical and methodological principles of the professional training of future teachers for the formation of social health of primary school students were investigated by V. Babych; the issues of theory and methodology of the formation of a culture of health in schoolchildren is the subject of V. Horashchuk’s study; D. Rotforth devoted research to the theoretical and methodological foundations of the formation of the health culture of younger schoolchildren in the process of interaction between the family and the school; some PhD theses are dedicated to the above-mentioned problems, namely the dissertations of V. Shkurkina (formation of social health of adolescent orphans), V Miahkykh (formation of social health of youth in the conditions of modern Ukrainian society), S. Kyrylenko (socio-pedagogical aspects of the formation of the health culture of high school students), V. Shahnenko (formation of the foundations of a healthy lifestyle of elementary school students).

Unresolved issues brought up in the article. At the same time, the problem of developing a criterion that would allow to methodically justify and objectively evaluate the readiness of psychological service workers for the formation of the social health of younger schoolchildren in the post-graduate education system remains insufficiently studied.

Aim of research is to develop the criteria that can be used to objectively evaluate the readiness of social service employees for the formation of the social health of younger schoolchildren in the post-graduate education system, as well as to substantiate the corresponding criteria, indicators, and toolset it exploits.

Results and discussion. Emphasizing the need to develop the criteria and indicators of the readiness of psychological service workers for the formation of social науковців. Так, теоретико-методичні засади формування еколого-валеологічної культури майбутнього вчителя розглянуто у працях Ю. Бойчука, теоретичні і методичні засади професійної підготовки майбутніх учителів до формування соціального здоров’я учнів основної школи досліджено В. Бабичем, питання теорії та методології формування культури здоров’я школярів стали предметом уваги В. Горашчука; теоретико-методичні засади формування культури здоров’я молодших школярів у взаємодії сім’ї та школи присвятила дослідження Д. Ротфорт; на рівні кандидатських дисертацій теж є певна розробленість, зокрема, дисертації: В. Шкуркіної (формування соціального здоров’я дітей-сиріт підліткового віку), В. Мяткі (формування соціального здоров’я молоді в умовах сучасного українського суспільства), С. Кириленко (соціально-педагогічні аспекти формування культури здоров’я старшокласників), В. Шахненко (формування основ здорового способу життя учнів початкової школи).

Разом з тим, проблема розробки критеріальної бази, яка б дозволяла методично обґрунтовано і об’єктивно дослідити готовність працівників психологічної служби до формування соціального здоров’я молодших школярів в системі післядипломної освіти, залишається недостатньо вивченою.

Зазначене вище сприяло визначенню мети статті, яка полягає в розробці й описі критеріальної бази для оцінки готовності працівників психологічної служби до формування соціального здоров’я молодших школярів в системі післядипломної освіти, розкритті змісту критеріїв та показників, обґрунтовані методичного і діагностичного інструментарію для можливості оцінки готовності працівників психологічної служби до формування соціального здоров’я молодших школярів в системі післядипломної освіти.

Виклад основного матеріалу. Наголошуючи на необхідності розробки критеріїв і показників готовності працівників психологічної служби до формування соціального здоров’я молодших школярів в системі
health of younger schoolchildren in the system of postgraduate education, the key concepts must be revealed firsthand. Thus, we agree with the point of view of V. Miahkykh regarding the category of "social health", however, we note that the issues regarding this concept, its structure and indicators remain debatable [9]. A similar opinion is shared by V. Babych, who claims that social health is still the least studied of the existing aspects of health [2]. Therefore, the scientist singled out four components in the structure of social health of a teenager: the student’s readiness to fully realize themselves in society; the ability to interact with the micro-, meso- and macro-environment; presence of social and legal responsibility; focus on revealing one’s own potential in all spheres of the social environment [2: 444].

Since during the empirical study of the social health of schoolchildren we found that there is a certain specificity associated with their age characteristics, the extent to which employees of the psychological service, as subjects of the formation of social health, are ready to implement this line of activity psychological service should be considered. Therefore, having studied the features of the object of social health formation (younger schoolchildren), and considering the features of the training of psychological service workers in the conditions of the postgraduate education system, we have a certain view on the problem of developing specific criteria that would take these features into account.

Thus, the development of the appropriate criterion for our research was mandatory in order to carry out experimental work that involved qualitative and quantitative analysis of the level of readiness of psychological service workers for the formation of social health of younger schoolchildren in the system of postgraduate education.

To appropriately determine the above-mentioned criteria and indicators, we used the research of modern scientists, which relate to the study of changes in the competencies of psychological service workers and their motivation and values, as well as their desire for professional growth and self-realization.
Thus, we analyzed the PhD and doctoral theses of modern scientists, namely the works of M. Astakhova [1], V. Babych [2], A. Bobro [3], T. Hetman [5], N. Zymivets [6], V. Moiseiuk [8], which were indirectly related to the problem under investigation.

In the doctoral thesis of V. Babich, the topic of which is devoted to the problem of professional training of future teachers for the formation of social health of primary school students [2: 399], criteria are distinguished by levels (low, medium, high): scientific-theoretical, practical, psychophysiological, and psychological. Each of the criteria reflects a certain indicator and, accordingly, is characterized by a set of necessary knowledge (scientific and theoretical readiness) and practical skills (practical readiness), professionally important qualities (psychophysiological readiness) that student should possess, as well as existing motivation and awareness of the need for further professional growth in order to form socially healthy teenagers in future professional activity (psychological readiness) [2: 444].

The analysis of the abstract of the dissertation by V. Moiseiuk shows the following criteria that are used for diagnosing the state of formation of the professional health culture of the social pedagogues: responsible attitude to professional health, sticking to emotional and volitional regulation of health-preserving activities, possession of health-preserving knowledge and skills, understanding of personal responsibility for the state of one’s professional health; corresponding indicators of the formation of the culture of professional health of future social pedagogues were singled out by the scientist [8: 6]. We note that we do not completely agree with the formulation that the selected indicators are actually the criteria, thus, we consider distinguishing them.

In the research of M. Astakhova, the following criteria for assessing the development of professional life-preserving competence of teachers in the post-graduate pedagogical education system were specified, which correlate with the structural components of the competence under study: cognitive (the indicator serves
as the development of complex knowledge on the safety of life), activity (the indicator is the development of systematic life-preserving skills) and personal (indicator – the development of personal and professional motives for the teacher to carry out safety-oriented activities, prevention of child injuries, a set of professional and personal qualities, value orientations) [1: 10].

Thus, after carrying out proper analysis of the scientific framework we concluded that there is an urgent need to identify criteria indicators (competencies, experience, personal values and motivation, altering professional actions based on the awareness of the need for professional development, etc.), and select the appropriate diagnostic tools for the possibility of conducting corresponding procedures using the indicators determined.

Accordingly, having thoroughly studied the criteria and indicators within the available scientific sources, the thesis that social health is a complex concept in terms of content and structure, which is a set of structural components that predict the readiness of schoolchildren for adult life, the realization of their own potential in all areas of social environment, interaction with loved ones and society, legal responsibility, striving for continuous improvement, can be substantiated [2: 186].

Considering the above-mentioned contents of the concept under study, extrapolating the basis of the criteria and modifying it according to the aim of our research, we will use the idea of a comprehensive study of changes that would give an objective picture of the research results, therefore, we will focus our own search on the development of the essence of the criteria and corresponding indicators.

Taking into account the results of the analysis of practical activities for the training of psychological service workers for the formation of social health of younger schoolchildren in the system of postgraduate education and the review of the works of domestic scientists, we selected the following criteria: cognitive, formulated by the author in respect of, that the essence of indicators is criteria, being more inclined to the idea that these indicators are the development of professional culture of future professional health educators.

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Taking into account the results of the analysis of practical activities for the training of psychological service workers for the formation of social health of younger schoolchildren in the system of postgraduate education and the review of the works of domestic scientists, we selected the following criteria: cognitive,
value-motivational and professional-activity. This choice is explained by the fact that the high-quality training of psychological service workers in this aspect should contribute to the increase of knowledge and experience by applying acquired knowledge during the practical activities while working with younger schoolchildren; also, we should take into account the motivation and values of psychological service workers, which would increase the self-esteem of the individual, as well as influence on the emergence of positive motivation and on the change of professional activity in the direction of self-development and self-improvement. Thus, the criteria and indicators presented in Table 1 fully reflect the implementation of the research task and will help to form a complete picture of the characteristics of the parameters chosen by us for conducting experimental work.

Table 1.
Criteria and indicators of readiness of psychological service employees for the formation of social health of younger schoolchildren in the system of postgraduate education

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Indicator</th>
<th>Method</th>
</tr>
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<tbody>
<tr>
<td>Cognitive</td>
<td>Development of professional competences among employees of the psychological service for the implementation of health-preservation among younger schoolchildren</td>
<td>The author's methodology aimed at forming the professional competencies in the employees of the psychological service</td>
</tr>
<tr>
<td></td>
<td>Concepts of the implementation of the acquired health-preserving experience by the employees of psychological service</td>
<td>The method of solving socio-pedagogical situations, supervision, observation</td>
</tr>
<tr>
<td>Value-motivational</td>
<td>Value-oriented attitude of the employees of the psychological service to the life and health</td>
<td>Express diagnosis of social values of an individual. Evaluation of life-long goals, personal values</td>
</tr>
<tr>
<td></td>
<td>Health-preserving motivation of psychological service employees</td>
<td>Smekal-Kuchera method</td>
</tr>
<tr>
<td>Professional-activity</td>
<td>Striving for creative and professional self-realization</td>
<td>&quot;Your creative potential&quot; test</td>
</tr>
<tr>
<td></td>
<td>Health-preserving behavior</td>
<td>Questionnaire on the study of health-preserving behavior of a psychological service employee</td>
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</table>

As the contents of Table 1 show, the indicators "Development of professional
competences among employees of the psychological service for the implementation of health-preservation among younger schoolchildren" and "Concepts of the implementation of the acquired health-preserving experience by the employees of psychological service" were selected according to the cognitive criterion, which reflects the cognitive component of the formation of knowledge and experience among employees of the psychological service. Therefore, the acquisition of these traits enables the further formation of social health in younger schoolchildren, which, in our opinion, will affect the personality of psychological service workers and their aim to support their basic values and motivation, which reflects the content of the second (value-motivational) criterion with the indicators "Value-oriented attitude of the employees of the psychological service to the life and health" and "Health-preserving motivation of psychological service employees"; and finally, the professional-activity criterion is provided by such indicators as "Striving for creative and professional self-realization" and "Health-preserving behavior", which reflects the professional activity component of readiness of the employees of the psychological service to the formation of social health in younger schoolchildren.

The research methods included surveys and questionnaires. Also, two author's methods were designed and used to achieve the objectives of the research, namely: the method of formation of professional competencies among employees of the psychological service and a questionnaire on the study of the health-preserving behavior of the employee of the psychological service; other methods include: indirect observation; the use of standardized, valid methods to identify the levels of readiness of the employees of the psychological service for the formation of social health of younger schoolchildren in the system of post-graduate education (Smekal-Kuchera method, express diagnostics for identifying social values of an individual, "Your creative potential" test).

"Сформованість професійних компетентностей для реалізації здоров'язбереження у молодших школярів" та "Уявлення щодо реалізації набутого досвіду здоров'язбереження", що відображають когнітивну складову сформованості знань і досвіду у працівників психологічної служби, тож набуття цих характеристик уможливлює подальше формування соціального здоров'я у молодших школярів, що на наш погляд, вплине на особистісну позицію працівників психологічної служби для підтримки їх базових цінностей і мотивації, що відображає зміст другого – ціннісно-мотиваційного критерію з показниками "Ціннісне ставлення до життя і здоров'я" та "Мотивація щодо здоров'язбереження", й нарешті, професійно-діяльнісний критерій забезпечується такими показниками як "Прагнення до творчої і професійної самореалізації" та "Здоров'язбережувальна поведінка", і відображає професійно-діяльнісну складову готовності працівників психологічної служби до формування соціального здоров'я молодших школярів.

Методами дослідження стали опитування, анкетування, зокрема розроблено дві авторських методики (авторська методика щодо сформованості у працівників психологічної служби професійних компетентностей та опитувальник щодо вивчення здоров'язбережувальної поведінки працівника психологічної служби), опосередковане спостереження, використання стандартизованих, валідних методик для виявлення рівнів готовності працівників психологічної служби до формування соціального здоров'я молодших школярів в системі післядипломної освіти (методика Смекала-Кучери, експрес-діагностика для виявлення соціальних цінностей особистості, тест "Ваш творчий потенціал")

Визначивши критерії та показники для діагностики рівня готовності працівників психологічної служби до формування соціального здоров'я молодших школярів, було підібрано
Having determined the criteria and indicators for measuring the level of readiness of psychological service workers for the formation of social health of younger schoolchildren, a corresponding diagnostic toolkit was selected. Analysis of the scientific sources for the organization of psychological experimental research (Kozliakovskiy, 2005) made it possible to choose valid methodology, in particular the Smekal-Kuchera method, which allows to identify the basic life concepts of an individual; express diagnostics aimed at identifying social values of an individual give a possibility to identify personal, professional and socio-psychological orientations and advantages of a person in professional activity; "Your creative potential" test allows to determine the level of creativity and the ability of employees of the psychological service to transform the acquired knowledge and experience into the practice of forming the social health of younger schoolchildren.

The author’s methods were designed in accordance with the indicators of the assessment of the level of training of psychological service workers, considering their professional competences and health-preserving behavior as a reliable potential for the effectiveness of activities related to the formation of social health of younger schoolchildren. Thus, it allows one to reach a high level of comprehensiveness and objectivity during the diagnostics. The survey is adapted to modern conditions (online format using Google Forms), which conveniently and quickly collects research results, and significantly simplifies the procedures for gathering data at the ascertainment stage of the conducted empirical research. We believe that the reliability and consistency of the results is ensured by the set of criteria, indicators and methods listed in the table for identifying the level of readiness of psychological service workers for the formation of social health of younger schoolchildren in the system of postgraduate education.

Conclusions and research perspectives. Thus, the research of the selected criteria, which was carried out on the basis of the analysis of abstracts and diagnostic instruments, which allows to determine the level of readiness of psychological service workers for the formation of social health of younger schoolchildren, made it possible to choose valid methodology, in particular the Smekal-Kuchera method, which allows to identify the basic life concepts of an individual; express diagnostics aimed at identifying social values of an individual give a possibility to identify personal, professional and socio-psychological orientations and advantages of a person in professional activity; "Your creative potential" test allows to determine the level of creativity and the ability of employees of the psychological service to transform the acquired knowledge and experience into the practice of forming the social health of younger schoolchildren.

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Conclusions and research perspectives. Thus, the research of the selected criteria, which was carried out on the basis of the analysis of abstracts and
PhD and doctoral theses devoted to the problem of the formation of social health, made it possible to develop and justify the author's own vision of the set of criteria used for the assessment of the readiness of psychological service workers to form the psychological health of younger schoolchildren. It consists of three criteria, namely: cognitive, value-motivational and professional-activity. Moreover, the following indicators were also selected: cognitive criterion (the formation of professional competencies for the implementation of health care in younger schoolchildren; ideas about the implementation of the acquired experience of health preservation); value-motivational criterion (health-centered attitude to life and motivation for health preservation; professional-activity criterion (the desire for creative and professional self-realization and health-preserving behavior).

The development of a three-level scale for assessing the state of readiness of psychological service workers for the formation of social health of younger schoolchildren and the subsequent implementation of the developed criteria in the practical activities of post-graduate education institutions remain a promising direction for further research.

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