



ПЕДАГОГИКА – PEDAGOGY

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¹Irkhin Vladimir, ²Irkhina Irina

¹NSU «Physical Education, Sports and Health named after P.F. Lesgaft»,
St. Petersburg, Russia

²Belgorod State National Research University, Belgorod, Russia

E-mail: irhin@lesgaft.spb.ru

COMPARATIVE POSITION OF TEACHERS AND STUDENTS ON THE ISSUE OF PRESERVING THE HEALTH OF STUDENTS IN THE CLASSROOM AT THE UNIVERSITY

Annotation. Preserving the health of students in the educational process at the classroom at the university is currently one of the priorities of the higher school. Despite a significant number of health-oriented studies, scientists do not pay enough attention to this problem. It is possible to ensure the health of students in the educational process at the classroom only taking into account the appropriate position of teachers and students. However, in the scientific literature we did not meet any publications on this issue. The purpose of the study is to identify the comparative position of teachers and students on the problem of preserving the health of students in the classroom at the university. The leading methods of research were the analysis of scientific literature, a questionnaire survey of teachers and students of NSU named after P.F. Lesgaft, St. Petersburg. The following conclusions were made: 1) students consider the problem under consideration to be more acute than teachers; 2) the internal position of teachers and students is based on a hygienic approach to the organization of the educational process in the classroom, which involves reducing the impact of external negative factors on the health of the main subjects of the educational process; 3) targeted systematic work in higher education, on building a health-oriented position of teachers and students on the problem of preserving the health of students in the classroom, demonstrates the need to prepare them to ensure the health of young students.

Keywords: comparative position; students; teachers; health maintenance; classroom lesson; university.

Introduction

The health of students in Russia is of concern to specialists and representatives of the pedagogical community [3; 6; 7]. Among the many factors that reduce the health of students, a special place is occupied by the educational process at the university, in particular, in the classroom. Many teachers are in a state of "unconscious incompetence",



sincerely believing that they are ready to maintain the health of students in the classroom, carry out health-preserving activities, or "in their classes, in principle, it is impossible to reduce the health of students". The transformation of the educational process in the classroom in accordance with humanistic ideas and principles of health pedagogy, in our opinion, is possible only with a change in position teachers, which is largely facilitated by the definition and communication to teachers of the students' own point of view on the subject under consideration, the actual position of teachers and students on the problem of maintaining the health of students in the classroom at the university.

Materials and methods

The leading methods of the research were the analysis of scientific literature on the problem under consideration and a questionnaire survey of teachers and students, which was consistently conducted at the National State University of Physical Education, Sports and Health named after P.F. Lesgaft, St. Petersburg in May-July 2023 with teachers (the results of the study are reflected in the work of V.N. Irkhin, I.V. Irkhin and S.I. Ostapenko [1]), and in October - November 2024 - with students. The results of a comparative analysis of the position of teachers and students on the problem of maintaining the health of students in the classroom at the university are presented in this study.

Research results and discussion

Psychologists (L.I. Bozhovich, V.S. Mukhina, N.A. Nizovskikh, and others) agree that the "internal position", reflecting the subject's activity, the system of relations to the world, forms him as a person [4]. Based on point of view of V.S. Mukhina, in the context of our study, we consider the internal position of the personality of the teacher and the student - the key figures of the educational process in the classroom, as a special value attitude to health, to oneself, to other subjects of interaction [5, p. 913]. A comprehensive assessment of the students' position on the problem of maintaining the health of students in the classroom is presented in table 1

Table 1 - Comprehensive assessment of students' position on the problem of maintaining students' health in the classroom

№ Answer	1	2		3	4	5	6	7	8	9	1	1	1	1	1	1	17	
		The most	The least	2	42	6	8	8	8	7	0	1	2	3	4	5	6	
A	8 1	12	38	1 2	42	6 6	7 7	6 6	9 9	7 7	0 1	1 1	2 2	3 3	4 4	5 5	6 6	68
B	6 2	34	11	7 5	12 2	6 4	2 8	8 4	4 3	59	0 0	1 1	2 2	3 3	4 4	5 5	6 6	11 9
C	3 8	60	11	9 5	19	4 9	6 7	1 2	5 1	11 7	0 0	1 1	2 2	3 3	4 4	5 5	6 6	



D	15	11							
E	10	42							
F	1	4							
10					2 5	3 4	2 9	3 0	3 3
9					2 1	3 9	2 5	2 7	3 0
8					3 9	3 2	2 5	2 7	2 5
7					4 8	2 3	3 1	2 9	3 4
6					2 3	2 3	2 5	3 3	2 4
5					1 6	2 2	2 6	1 5	2 5
4					3	7	7	6	6 1 4
3					1	2	1 0	1 3	6 3
2					0	0	6	2	1 7
1					2	3	0	2	4 1
0					2	0	1	0	1 1

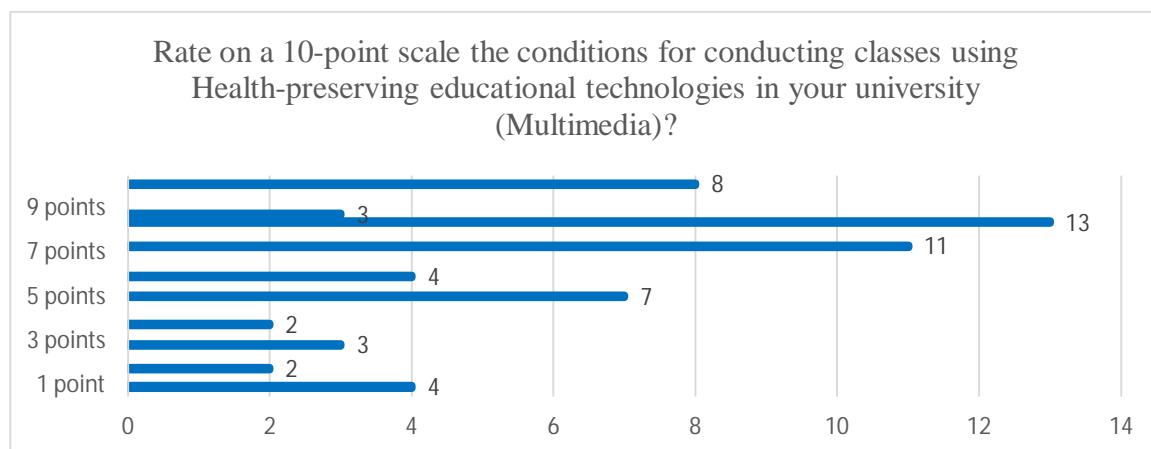
As can be seen from the table, the majority of students (81) consider the problem of deterioration of students' health in the educational process in the classroom to be quite acute. In their opinion, failure to comply with hygienic conditions to the greatest extent reduces the health of students in the educational process in the classroom. Most students (95 respondents) did not have to perform exercises to relieve postural and psycho-emotional stress in the classroom. In the classroom, students, from the point of view of 122 respondents, rarely switch from one type of activity to another. 64 students are not satisfied with how individual characteristics and psychophysiological state of students are taken into account in the classroom. Many students (87 respondents) are not satisfied with how hygienic requirements for the organization of the educational process are observed in the classroom. At the same time, most of the respondents (86 people) had to be



participants in interactive learning in the classroom. As can be seen from the table, most students rate the comfort of the psycho-emotional environment at 7-8 points out of 10, and air-heat exchange at 7 points.

Lighting in the classrooms was rated by 73 respondents at 9-10 points; multimedia was rated by 31 respondents at 7 points, 29 at 10 points. The quality of inventory and equipment was rated at 6 points by 33 students and at 10 points by 30 students. Most respondents are satisfied with the size of the classrooms (9-10 points). 31 students rated the comfort of furniture at 8 points and the same number of students at 6 points. Students' suggestions for improving the subject-spatial environment of the university mainly concern the repair of both specific rooms (toilets, riding arena, showers) and the university as a whole. Respondents also noted the main problems: uncomfortable and impractical furniture, failure to comply with the temperature regime, lack of physical education minutes, insufficient lighting in the classrooms.

Teachers were asked to rate the conditions for conducting classes using multimedia tools as elements of health-preserving educational technologies on a 10-point scale. The survey results shown in Figure 1.

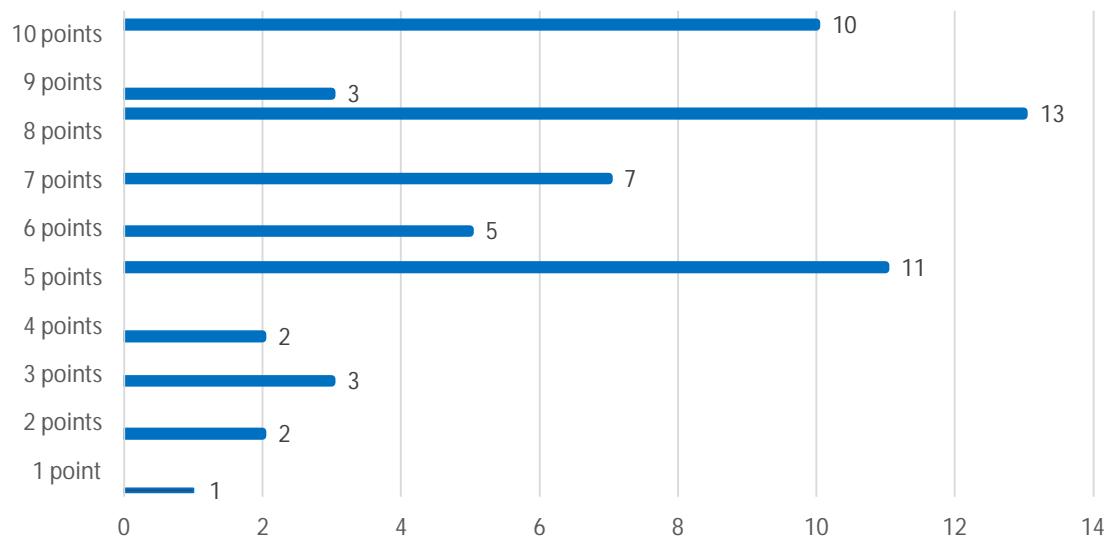


Figs. 1 - Results of the survey of teachers on the conditions for conducting classes using multimedia tools as elements of health-preserving educational technologies (number of respondents)

As can be seen from the figure, half of the respondents (27 respondents) give a low rating to the conditions for using multimedia tools to solve the problem of preserving students' health during a classroom lesson (less than 8 points). The assessment of classroom lighting is given in approximately the same proportion (Figs. 2).



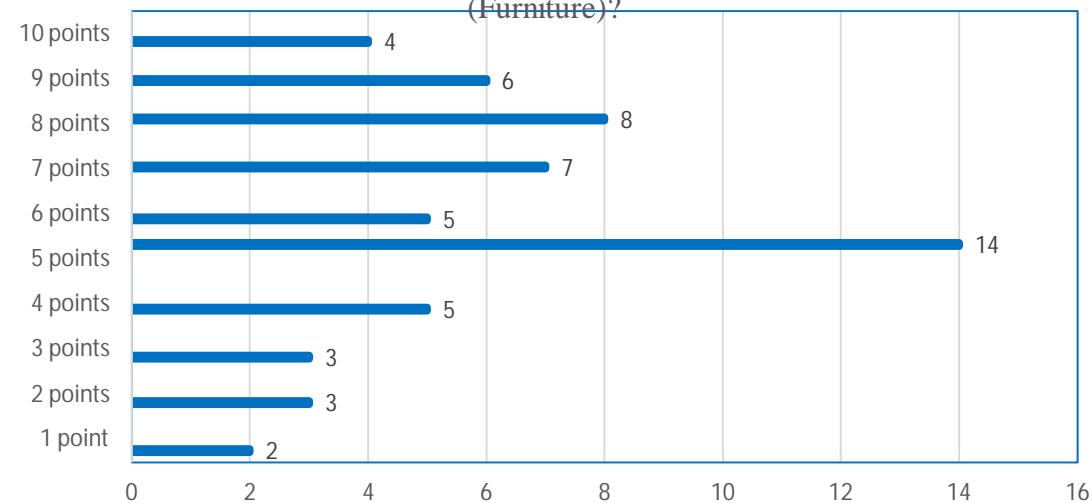
Rate on a 10-point scale the conditions for conducting classes using Health-preserving educational technologies in your university (Lighting)?



Figs. 2 - Results of the survey of teachers on lighting as a condition for using health-saving educational technologies (number of respondents)

However, teachers rate the condition of furniture the lowest (Figs. 3). Most respondents gave ratings below 8 points.

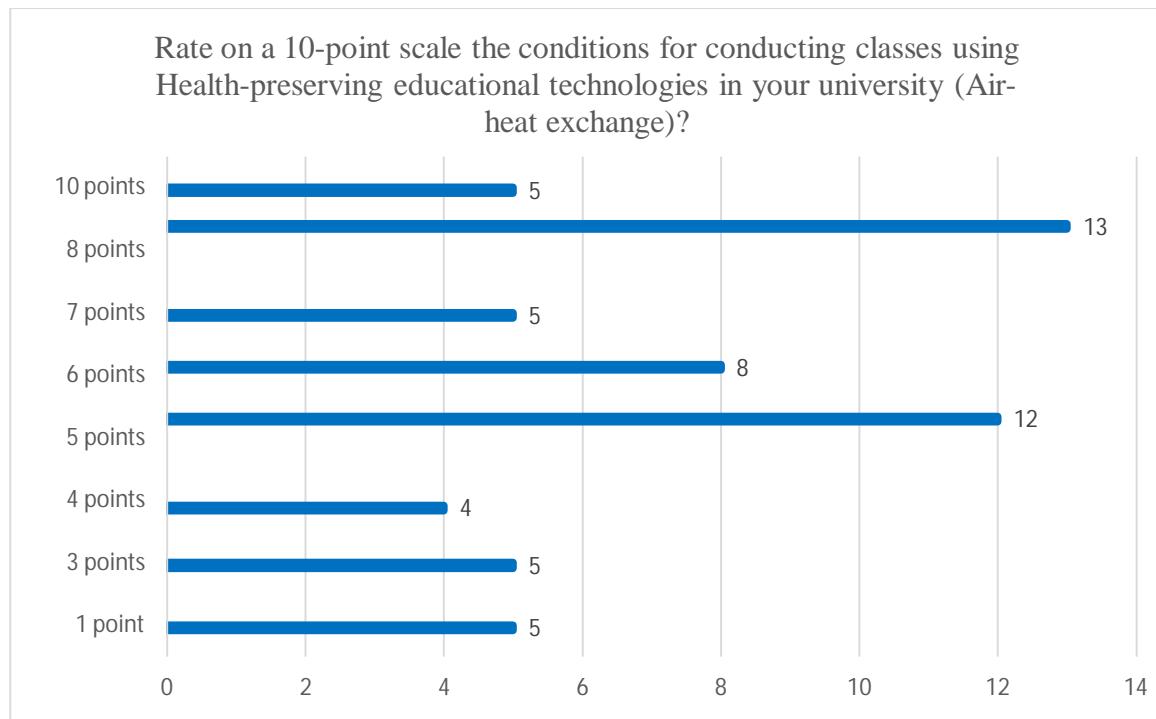
Rate on a 10-point scale the conditions for conducting classes using Health-preserving educational technologies in your university (Furniture)?





Figs. 3 - Results of the survey of teachers about furniture as a condition for using health-saving educational technologies (number of respondents)

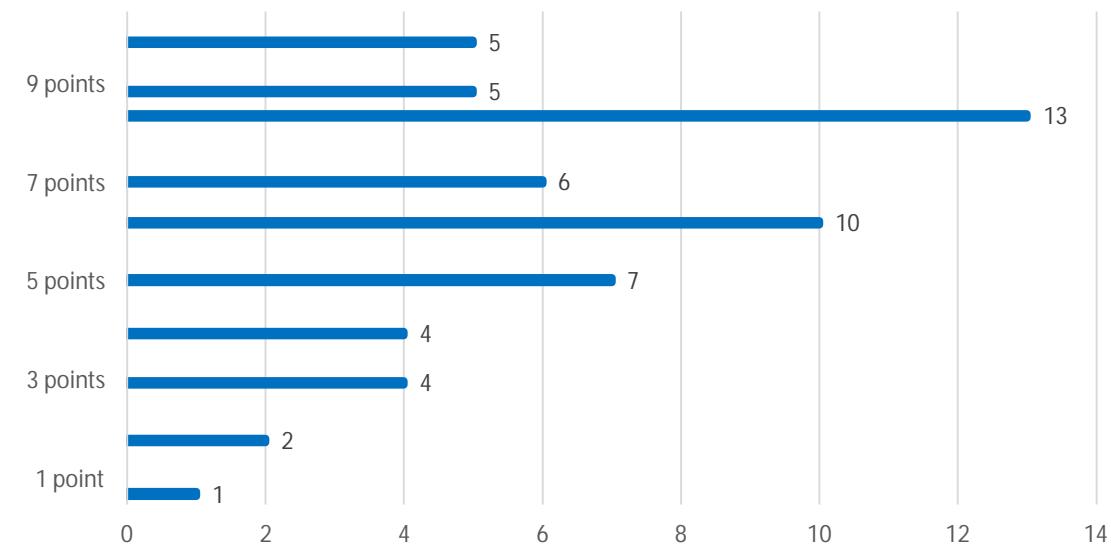
Teachers also have major complaints about the organization of the air-heat environment in the classrooms and their sizes. As can be seen from the figures, the majority of respondents (34 respondents) rated the air-heat exchange in the classrooms and their sizes below 8 points (Figs. 4 and 5).



Figs. 4 - Results of the survey of teachers on air-heat exchange as a condition for the use of health saving educational technologies (number of respondents)



Rate on a 10-point scale the conditions for conducting classes using Health-preserving educational technologies in your university (Size of the audience)?



Figs. 5 - Results of a survey of teachers on the size of classrooms as a condition for using healthsaving educational technologies (number of respondents)

Conclusion

The comparative position of teachers and students on the issue of maintaining the health of students in the classroom at the university allows us to draw the following conclusions: 1) students consider the problem under consideration to be more acute than teachers; 2) the internal position of teachers and students is based on the hygienic approach to organizing the educational process in the classroom, which involves reducing the impact of external negative factors on the health of the main subjects of the educational process; 3) targeted systematic work is needed in higher education to build a health-oriented position of teachers and students on the problem of maintaining the health of students in the classroom.

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Ирхин В.Н., Ирхина И.В.

**ЖОҒАРЫ ОҚУ ОРНЫНДАҒЫ АУДИТОРИЯЛЫҚ САБАҚ
БАРЫСЫНДА СТУДЕНТТЕРДІҢ ДЕНСАУЛЫҒЫН САҚТАУ
МӘСЕЛЕСІНЕ ҚАТЫСТЫ ОҚЫТУШЫЛАР МЕН СТУДЕНТТЕРДІҢ
САЛЫСТЫРМАЛЫ ПІКІРІ**

Андратпа. Студенттердің денсаулығын сақтау жоғары оқу орындарында аудиториялық сабак барысында білім беру процесінде қазіргі уақытта маңызды міндеттердің бірі болып табылады. Денсаулыққа бағытталған зерттеулердің саны едәуір көп болғанымен, бұл мәселе ғалымдар тарапынан жеткілікті деңгейде назарға алынбай отыр. Студенттердің денсаулығын білім беру процесінде, атап айтқанда аудиториялық сабактар барысында қамтамасыз ету тек оқытушылар мен студенттердің тиісті көзқарасын ескере отырып жүзеге асырылуы мүмкін. Алайда ғылыми әдебиеттерде бұл тақырыпқа қатысты жарияланымдар кездеспейді. Зерттеудің мақсаты – жоғары оқу орнында аудиториялық сабак барысында студенттердің денсаулығын сақтау мәселеіне қатысты оқытушылар мен студенттердің салыстырмалы пікірлерін анықтау. Зерттеудің негізгі әдістері ретінде ғылыми әдебиетті талдау, Санкт-Петербург қаласындағы П.Ф. Лесгафт атындағы НГУ оқытушылары мен студенттері арасында анкета жүргізу қолданылды. Зерттеу нәтижелері бойынша келесі қорытындылар жасалды: 1) студенттер бұл мәселені оқытушылардан қарағанда өткір деп санайды; 2) оқытушылар мен студенттердің ішкі позициясы білім беру процесін үйімдастыруда гигиеналық тәсілді қолдануға негізделеді, ол өз кезегінде білім беру процесінің негізгі субъектілерінің денсаулығына сыртқы жағымсыз факторлардың әсерін азайтуға бағытталған; 3) жоғары оқу орындарында оқытушылар мен студенттердің денсаулық сақтау мәселеінде денсаулыққа бағытталған позицияларын қалыптастыру бойынша мақсатты жүйелі жұмыс олардың жас үрпақтың денсаулығын қамтамасыз етуге дайындығын көрсетуі тиіс.

Кілт сөздер: салыстырмалы позиция; студенттер; оқытушылар; денсаулықты сақтау; аудиториялық сабак; жоғары оқу орны.



Ирхин В.Н., Ирхина И.В.
**СРАВНИТЕЛЬНАЯ ПОЗИЦИЯ ПРЕПОДАВАТЕЛЕЙ И
СТУДЕНТОВ ПО ВОПРОСУ СОХРАНЕНИЯ ЗДОРОВЬЯ
ОБУЧАЮЩИХСЯ НА АУДИТОРНОМ ЗАНЯТИИ В ВУЗЕ**

Аннотация. Сохранение здоровья студентов в образовательном процессе на аудиторном занятии в вузе в настоящее время является одной из приоритетных задач высшей школы. Несмотря на значительное количество здоровье ориентированных исследований, внимание данной проблеме со стороны ученых уделяется недостаточно. Обеспечить здоровье студентов в образовательном процессе на аудиторном занятии можно лишь при учете соответствующей позиции преподавателей и обучающихся. Однако в научной литературе мы не встретили публикаций по данному вопросу. Цель исследования – выявить сравнительную позицию преподавателей и студентов по проблеме сохранения здоровья обучающихся на аудиторном занятии в вузе. Ведущими методами исследования выступили анализ научной литературы, анкетный опрос преподавателей и студентов НГУ имени П.Ф. Лесгафта, г.Санкт-Петербург. Были сделаны следующие выводы: 1) рассматриваемую проблему студенты считают более острой, нежели преподаватели; 2) внутренняя позиция преподавателей и студентов базируется на гигиеническом подходе к организации образовательного процесса на аудиторном занятии, предполагающем снижение влияния внешних негативных факторов на состояние здоровья основных субъектов образовательного процесса; 3) целенаправленная системная работа в высшей школе, по выстраиванию здоровье ориентированной позиции преподавателей и студентов по проблеме сохранения здоровья студентов на аудиторном занятии демонстрирует необходимость их подготовки к обеспечению здоровья учащейся молодежи.

Ключевые слова: сравнительная позиция; студенты; преподаватели; сохранение здоровья; аудиторное занятие; вуз.