

ETHNOCULTURAL EDUCATION OF HEALTHY LIFESTYLES AND HEALTH PROMOTION OF STUDENTS IN THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY

EDUCAÇÃO ETNOCULTURAL DE ESTILOS DE VIDA SAUDÁVEIS E PROMOÇÃO DA SAÚDE DOS ESTUDANTES NO AMBIENTE EDUCACIONAL DA UNIVERSIDADE

EDUCACIÓN ETNOCULTURAL DE ESTILOS DE VIDA SALUDABLES Y PROMOCIÓN DE LA SALUD DE LOS ESTUDIANTES EN EL ENTORNO EDUCATIVO DE LA UNIVERSIDAD

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ABSTRACT: The article presents ethnocultural education valuing attitude towards healthy lifestyles and health promotion of students in the university in Yakutia. The study aims at the values of tolerance, awareness of its importance for the modern person, whose life activities involve education of a healthy lifestyle and the promotion of health in the educational environment of the university. The study reasonably indicates the need to consider the peculiarities of the educational environment regarding the value attitude to healthy lifestyle and health promotion in educational organizations. The results of the study could be of interest to a wide range of specialists in the field of education. It expands the ideas about the formation of the value attitude to healthy lifestyle and health promotion based on ethnocultural traditions of upbringing of the Sakha people.

KEYWORDS: Ethnocultural education. Dialogue of cultures. Multicultural educational environment. Informational environment.

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RESUMO: O artigo apresenta a educação etnocultural de uma atitude de valorização de estilos de vida saudáveis e de promoção da saúde dos estudantes de universidade em Yakutia. O estudo visa os valores da tolerância, da consciência de sua importância para a pessoa moderna, cujas atividades de vida envolvem a educação de estilos de vida saudáveis e a promoção da saúde no ambiente educacional da universidade. O estudo indica razoavelmente a necessidade de levar em conta as peculiaridades do ambiente educacional em relação à atitude valorativa para com um estilo de vida saudável e a promoção da saúde nas organizações educacionais. Os resultados do estudo podem ser de interesse para uma ampla gama de especialistas na área da educação. Eles ampliam as ideias sobre a formação da atitude de valor para um estilo de vida saudável e promoção da saúde com base nas tradições etnoculturais de criação do povo Sakha.

PALAVRAS-CHAVE: Educação etnocultural. Diálogo de culturas. Ambiente educacional multicultural. Ambiente de informação.

RESUMEN: El artículo presenta la educación etnocultural de la actitud de valoración de los estilos de vida saludables y la promoción de la salud de los estudiantes en la universidad en Yakutia. El estudio tiene como objetivo los valores de la tolerancia, la conciencia de su importancia para la persona moderna, cuyas actividades de la vida implican la educación del estilo de vida saludable y la promoción de la salud en el entorno educativo de la universidad. El estudio indica razonablemente la necesidad de tener en cuenta las peculiaridades del entorno educativo en lo que respecta a la actitud de valor hacia el estilo de vida saludable y la promoción de la salud en las organizaciones educativas. Los resultados del estudio podrían ser de interés para una amplia gama de especialistas en el campo de la educación. Amplían las ideas sobre la formación de la actitud de valor hacia el estilo de vida saludable y la promoción de la salud sobre la base de las tradiciones etnoculturales de la crianza del pueblo sajá.

PALABRAS CLAVE: Educación etnocultural. Diálogo de culturas. Entorno educativo multicultural. Entorno informativo.

Introduction

The NEFU named after M.K. Ammosov is the largest federal university in the Republic of Sakha (Yakutia) with unique geographical and climatic features, characterized by multiculturalism, bi- and multilingualism. In our study the concept "ethnos" is presented in M. B. Bogus' definition as "historically formed in a certain territory, stable community of people possessing shared characteristics and stable features of culture (including language) and psychological state, as well as consciousness of their unity and difference from other similar formations" (BOGUS, 2008).

The relevance of ethno-cultural education of students in the university as a value is emphasized by a number of normative documents and the Law "On Education in the Russian Federation" of 26 December 2012. The multicultural nature of the educational environment is

a feature of every university in Russia. It is determined by the inclusion of students of different cultures in it, which provides objective opportunities for the organization of a purposeful and gradual process of tolerance formation, orientation of students on the values of tolerance, introduction and consolidation of tolerance in behavioral-action manifestation.

The analysis of works by regional authors (MORDOVSKAYA, 2002; NEUSTROEV; NEUSTROEVA; SHERGINA, 2018; OLESOV, 2020; PETROVA, 2019; VINOKUROVA, 2015; ZHIRKOVA, 2009) has let us identify the following components of ethno-cultural education of the personality of students (preschoolers, schoolchildren, students). That is, knowledge of traditions of folk culture, social norms of behavior in society and the environment, spiritual and moral values, friendly attitude towards people of different nationalities.

At present, more than 18 thousand students from 42 subjects of the Russian Federation and 38 foreign countries (Kyrgyzstan, China, Korea, Tajikistan, Uzbekistan, South Africa, etc.) study at the North-Eastern Federal University named after M. K. Ammosov. Various political, social, personal circumstances require the use of temporary or permanent modes of e-learning for students. The analysis of the student population allows confirming the multicultural nature of the educational environment (MEE) of the university, which is represented by a palette of different national values.

The influence of ethnopedagogy on the formation of a value attitude to healthy lifestyles and health promotion, considering ethno-cultural traditions of ethnic groups is the most important problem of modern informational and educational environment.

Literature review

In the study, the idea of forming a value attitude to healthy lifestyle and health promotion of students at the university is considered from the perspective of the aspect of ethnocultural education. It has been widely covered in the works of regional researchers published in foreign journals (BARAKHSANOVA *et al.*, 2019; NEUSTROEV, 2013; TRETYAKOVA *et al.*, 2020; ZHIRKOVA *et al.*, 2020).

The works of foreign authors reflect the specifics and features of the discordance of ethnic cultures (KANE; JACOBS, 2015), it is talked about the process of modernization, that it may well cause the loss of ethnic culture by the humanity (XU; HAMAMURA, 2014; ZENG; GREENFIELD, 2015); the problem of traditional societies and cultures under modernization (CHILKOTE, 2014; JACOBSEN, 2015) is considered; the development of

human society in personal and social order (ZAMBAKARI, 2018; SUN; RYDER, 2016) is identified. The influence of ethnic pedagogy on the formation of tolerance and its educational aspect is reflected with the peculiarities of small peoples to improve the quality of education (BURGER, 1968). Analysis of the works of foreign authors shows that the general patterns and trends are associated with the specifics of the development of society and the preservation of cultural traditions. The work of domestic researchers defines the concepts of "ethnocultural identity" (GERASIMOVA; GUSENKOVA, 2017), the community of spiritual life and national identity (ZYKIN; TUFANOV, 2015), material and spiritual values created by ethnicity (KSHNIAKIN, 2016), which inevitably undergo transformation in modern society (RYAZANOV, 2017).

Within the framework of our study, "ethnocultural education" is understood as a technology of education of the younger generation of ethnic communities, peoples on the model "rooted in their cultures, ready to serve the Motherland and open to the world community", presented in the work of Vinokurova (2017). For our study, of particular importance is the opinion of academic Volkov (2000, p. 22), who explained that "[...] the strength of folk educational traditions is not in scientific arguments and evidence, but in the logic of action, case, activity, the results of their impact on children, in the ready-made thoughts and ideas that have been selected and polished for thousands of years".

The harsh habitat and living conditions of small peoples of the North in modern environment of post-industrial society turned out to be a quite vulnerable part of the human community: preservation of their habitat, traditional crafts and authentic ethical culture are mandatory conditions of their survival in the constantly globalizing world. It is not only a question of the possibility of sustainable social and economic development of the peoples of the North, but also the acute problem of training, upbringing and education of students, especially taking into account their ethnic, psychological and physiological peculiarities. Our scientists are actively searching for the development and testing of appropriate models for traditional gradual adaptation to the educational ecosystem of students in the North, which would be more adequate and authentic for them (ZHIRKOVA, 2000).

Therefore, it should be noted that on the basis of the generalized analysis of the works of foreign and domestic authors we set a hypothesis. Value attitude to ethnocultural traditions of ethnicity will contribute to the formation of healthy lifestyle and health promotion at the educational organizations.

Materials and methods

Discussing the problem of ethnocultural education of students at educational organizations of Yakutia we note that the subjects of the educational process are provided the opportunity to manifest their "self": self-determination, self-development, self-realization through specially created pedagogical conditions. Here it is important to note that the psychological features of students as a social category, determine the sensitivity of this period to the development of motivational and value sphere of personality, the formation of tolerance through the definition of their attitude to the external and diverse world, mastering norms of interaction and mutual understanding with other people.

The effectiveness of such a process in the context of ethnocultural education is determined by the possibilities of actualization of the potential, embedded in the multicultural educational environment (MEE) by representatives of different cultures. The actualization of MEE involves activation of the student's position in the process of awareness of the phenomenon of cultural diversity, which contributes to the transformation of ideas about the world as a whole and attitudes towards specific people, forms the worldview of the subject of the educational process. Ethnocultural education to other cultural values is based, as U. A. Vinokurova notes, on universal values: life, nature, creativity, self-realization, society, family, freedom, love (VOLKOV, 2000).

Immersion of each subject of the educational process in the presented MEE through the diversity of cultures induces him or her to polylogic communication with another cultures, preserving and updating cultural norms and traditions of the society. This process forms a person capable of perceiving the objectively existing world diversity and constructively interacting with other people, holders of other cultural values (ZHIRKOVA, 2018). At this stage there is an orientation of students to the values of tolerance, awareness of its importance for the modern man, whose lifestyle involves interaction with representatives of different cultures.

Results

An important factor determining the effectiveness of the formation of students' tolerance, in addition to polylogical communication of the subjects of the educational process, is the organization of this process in a familiar and natural environment for students. Total informatization as a basic trend of civilization development has formed a new subject of the educational process, who is called a "representative of the digital generation". Researchers

note several substantive changes in the intellectual, volitional and emotional spheres of personality of modern students, which determine the special requirements for the organization of the educational process. Within the framework of the considered problem of tolerance formation, it is important that students, immersed in the virtual environment, perceive it as natural, which determines the need to launch a multicultural dialogue as a process of interaction between representatives of different cultures in the information environment of the university on the specially created website "NEFU as the territory of tolerance". The content of the website and its design in the information environment were developed with the active participation of students of 1-3 years of study at NEFU institutes.

Formation of tolerance was carried out considering the following factors: creation in students of natural lifestyle environment; potential of information environment in the organization of dialogue; participation in a dialogue, intensity of communication, the content of statements in accordance with the requirements to its selection, defined by Babansky (1989) to provide informational, operational and reflective components of purposeful educational process on formation of tolerance.

The following programs are implemented in the general educational organizations of the republic: "Together we are stronger" (municipal budgetary general education institution "Arctic Gymnasium"), educational programs "I am a fifth grader", "Overcoming school anxiety in children of primary school age", "I am in the world. The world is in me...", "Individual correctional and developmental program for working with children with behavioral difficulties", "Program of psychological and pedagogical support for children at risk", program for teaching children 7-12 years old constructive ways of overcoming negative experiences, patriotic education program "Duoraan", "Pathway to your Self", "Training to Activate Internal Resources", "We Are Against Drugs", the program of psychological and pedagogical support for gifted children at school, the program for disabled people, the correctional and developmental program "Life skills" (municipal budgetary general education institution "Bykovskaya school"), the educational program "Healthy and Safe Lifestyle Program", the program of healthy lifestyle Information component, which forms tolerant knowledge, is represented by blocks of educational programs: "I am in the world... The world is in me...", "Individual correctional and developmental program for working with children with behavioral difficulties", "Patriotic education Duoraan", "Pathway to self", "Training to activate inner resources", "We are against drugs", "Life skills", "We grow up healthy", "Promotion of healthy lifestyle and prevention of psychoactive drugs use".

Table 1 and 2 present the results of the test of students in the control and experimental groups to determine the level of formation of tolerance among students. In it, 220 students from different educational organizations of NEFU took part. Below are the results of the experiment on the formation of tolerance.

Table 1 – The dynamics of transformation of formation of the general level of tolerance, %

	low	middle	high
The beginning of pilot testing	47	50	3
According to the results of the 1st testing	46	51	3
According to the results of the 2nd testing	40	56	4

Source: Prepared by the authors

Table 2 – Experimental group, %

	low	middle	high
The beginning of pilot testing	47	51	2
According to the results of the 1st testing	27	59	14
According to the results of the 2nd testing	17	68	15

Source: Prepared by the authors

The results attained show the feasibility of using the information environment of the university for the formation of student tolerance.

Further, it should be noted that there were methodological seminars on the work on the platform of socio-psychological testing conducted - for specialists of educational departments, professional educational organizations and teachers of educational organizations responsible for the organization of socio-psychological testing. To strengthen prevention work and methodological assistance to teachers in the education system, the following printed products were developed and published: methodological collections, information booklets, bookmarks, silicone bracelets, posters promoting healthy lifestyles and advertising helplines.

To prevent the use of alcohol and other intoxicating products by minors, the following activities were organized and executed:

- activation of the parental community in controlling the sale of alcohol and alcohol-containing products to minors, as well as nicotine-containing products;
- organizing children's volunteer groups that promote healthy lifestyles (encouraging children's clubs, school self-government);

- introduction of new interactive forms of work with all participants of the educational process (discussions, business games, role-playing games, exercises to develop the skills of refusal, confident behavior) into the plan of work to form a healthy lifestyle;
- involving social partners and NGOs in the educational environment to work with parents;
- media coverage of positive experiences in psychoactive drug use prevention among children and adolescents in municipalities.

Discussion

NEFU educational institutions work with students on primary educational prevention of psychoactive drugs use; databases of students in each faculty and institute are created; systematic educational work with students is carried out; and various forms of prevention work, including distance learning methods, are used.

As part of strengthening anti-drug prevention, educational institutions are working on early detection of the use of addictive drugs and psychotropic substances.

The following results have been obtained. For the period of year 2020, there are 1,297 students registered at the preventive health promotion posts in the Republic (as of 31 December 2019: 1,846 students); the number of students has decreased by 549 people; the number of students enrolled for the second time has decreased by 410 students (31 December 2020 - 445 students; 31 December 2019 - 855 students); the number of students removed from the preventive registration for the reporting period is by 75 students less than in 2019 (as of 31 December 2020 - 522 students; as of 31 December 2019 - 597 students).

The awareness of the unity of cultures and peoples is being actualized. But the problem is that very often the ideal of human behavior, the example of morality and decency, presented by modern mass culture, including Western culture, sharply differs from the ideal based on the cultural origins of our people.

NEFU students actively participate in the implementation of the above-mentioned programs and projects. Table 3 shows the coverage of students, parents and teachers by the prevention work.

Table 3 — The coverage of students, parents and professors by the prevention work

		year 2019	year 2020
1.	The number of educational institutions	610	602

2.	The number of healthy lifestyle stations	601	593
3.	The number of students	145,235	145,702
4.	The number of students, enrolled in individual prevention work	15,266	17,675
5.	The number of students, who have got a consultation with a narcologist	2,512	1,481
6.	The number of students, who have got a consultation with a psychologist	15,625	13,257
7.	Meetings with parents held	8,461	6,156
8.	Thematic activities with students on psychoactive drug use prevention conducted	9,122	10,746
9.	The number of school pupils who participated in psychoactive drug use prevention activities	118,589	110,396
10.	Seminars and workshops on psychoactive drug use prevention with teachers held	1,277	1,322

Source: Prepared by the authors

Conclusion

Since August 2020 all educational organizations held an information campaign to prepare for socio-psychological testing - collecting written consents from parents (legal representatives) and students, as well as classroom hours and parent meetings to minimize refusals to take the test. Socio-psychological testing in full-time educational organizations began on 15 September 2020. A socio-psychological testing hotline has been in operation since the beginning of the school year.

Due to the current sanitary and epidemiological situation in the republic and in order to ensure maximum coverage of students, social and psychological testing was extended until 15 February 2021.

According to the plan of organization of departmental control of activities, the following educational organizations were inspected: locsak government office "Anabar ulus Department of Education", Bulun Ulus (district), municipal public institution "Department of Education", Municipal Educational Institution of the Nizhnekolymsky District, Municipal Educational Department of the Eveno-Bytantai National Ulus (district), State Educational Institution of the Republic of Sakha (Yakutia) with profound study of individual subjects "Verkhnevilyuisky Lyceum-Boarding School named after M. A. Alekseev", State Educational Institution of the Republic of Sakha (Yakutia) "Yakutsk College of Education", and the State Educational Institution of the Republic of Sakha (Yakutia). M. A. Alekseev, Yakutsk College of Technology and Design, and Olekminsky Technical School.

Educational organizations of the republic have *programs and projects to prevent addictive behavior*, such as: comprehensive programs "Juvenile Violence and Negligence

Prevention Program", "Sporting Events Program". (Saskylakhszkaya secondary school), the program for the prevention of addictive behavior in children and adolescents "Know How to Say No", "Raising Responsibility", "Know and Comply" (Anabarskaya ulusnaya grammar school), "Social Support for Students, Prevention of Crime and Neglect" (Yuryung-Khainskaya secondary school), a drug abuse prevention program "Together We are Stronger" (Arctic Gymnasium), educational programs "I am a Fifth Grader", "Overcoming School Anxiety in Elementary School Children", "I am in the world... The world is in me...", "Individual Correctional and Developmental Program for Work with Children with Behavioral Difficulties", "Program of Psychological and Pedagogical Support for Children at Risk", program for teaching children aged 7-12 constructive ways of overcoming negative experiences, the "Duoraan" patriotic education program, "Pathway to Your Self", "Training to Activate Internal Resources", "We are Against Drugs", the program of psychological and pedagogical support for gifted children at school, the health limitations program, the "Life skills" correctional and developmental program (Bykovskaya secondary school), the educational program "Healthy and Safe Lifestyle Program," the healthy lifestyle program "We Grow Healthy," the program "Promoting Healthy Lifestyles and Preventing Drug Abuse" (Kyusyurskaya secondary school), the individual child development program "The Way to Success" (Taymylyr secondary school and Tiksi secondary school No. 1), The "Culture of Health" elective course on substance use prevention (Khara-Ulakhszkaya secondary school), the prevention of auto-aggressive and addictive behavior among minors (Andryushkinskaya National secondary school), the "Destructive behavior prevention" work program (Cherskaya secondary school), the "Together we are stronger" program for the prevention of auto-aggressive and addictive behavior among children and adolescents (R. I. Shadrin's Sakkiryrskaya secondary school), and a program for the prevention of auto-aggressive behavior among students of the Verkhnevilyuysky Republican Lyceum and Boarding School named after M.A. Alexeyev.

Conclusion

The Educational Resource Center of NEFU carries out organizational, pedagogical, and monitoring activities to ensure the conditions for the implementation of ethnocultural education of students in educational organizations. It is required to form healthy lifestyle and health promotion, facilitates scientific and methodological support, and assists in the development of measures to implement modern educational technologies in the activities of

the Institute, organizations or private individuals who are its stakeholders under the relevant agreements.

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