



THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF STUDENTS' VALUEOLOGICAL SKILLS BASED ON INTEGRATIVE TEACHING OF PHILOSOPHY

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Abstract

This article examines the theoretical and methodological foundations for developing students' valueological skills through the integrative teaching of philosophy. It is argued that contemporary global challenges necessitate a shift from fragmented education toward holistic, interdisciplinary models aimed at fostering a culture of health, stress resilience, and personal responsibility. The role of philosophy as a worldview-based foundation for the formation of health consciousness is substantiated. The study explores the integration of philosophy, valueology, and psychology within higher education. Particular attention is given to modern pedagogical technologies, including vitagenic learning and the development of sanogenic thinking, which facilitate the transformation of theoretical knowledge into sustainable health-preserving behaviors. The results of the experimental implementation of the "Health Trajectory School" model confirm the effectiveness of the integrative approach in developing students' valueological culture.

Keywords. Integrative learning, philosophy of education, valueology, valueological competence, sanogenic thinking, vitagenic learning, health culture, stress resilience, pedagogical technologies, interdisciplinary approach.

Introduction

The current stage of civilization's development is accompanied by increasing global challenges affecting not only environmental stability but also the psychophysical well-being of humans. The interaction of the "human-society-

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nature" system has led to a complex crisis requiring new educational approaches focused on developing not only professional but also valeological competencies, stress resistance, and a culture of health [1, 2].

The idea of harmonizing human relationships with the environment originates in classical pedagogical concepts and is now being transformed into a model of advanced education based on an ecological-valeological approach. Valeology is an interdisciplinary field that integrates advances in medicine, pedagogy, psychology, and ecology to maintain and improve health [3].


However, the development of applied skills without an ideological foundation is ineffective. Philosophy provides a conceptual understanding of health as a multidimensional and dynamic phenomenon, incorporating physical, psychological, and sociocultural aspects. Modern education requires overcoming fragmented knowledge and moving toward integrative learning models that foster a holistic understanding of complex phenomena and universal competencies. In this context, pedagogical valeology goes beyond the medical approach and becomes an important component of the educational process [4]. The integration of philosophy and valeology also aligns with state priorities aimed at shaping a healthy and harmoniously developed generation. Families, educational institutions, and society play a key role in developing a culture of health [5].

This study aims to substantiate the theoretical and methodological foundations for developing students' valeological skills through the integrative teaching of philosophy using modern pedagogical technologies, including vitagenic learning and the concept of sanogenic thinking [6].

Methods

The study utilized a set of complementary methods to provide a comprehensive analysis of the development of health skills based on integrative philosophy instruction.

The theoretical and methodological framework was based on philosophical and psychological concepts of man as a subject of activity, as well as systemic, synergetic, axiological, integrative, and activity-based approaches, combined

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into a single methodological framework [7]. A content analysis of the curricula was employed, drawing on international experience, in particular the Finnish model of integrative learning, which involves the study of real-world phenomena across subject boundaries. This approach was adapted when designing a philosophy course with a health component [8].

To assess the development of health skills, questionnaires and testing were used to assess students' health, value orientations, and motivation. The experiment included ascertaining and formative stages, during which the "Health Trajectory School" model was tested in a reflective educational environment. Additionally, methods of system analysis and bibliosemantics were used to assess the impact of digital and linguistic factors in a distance learning environment.

A.S. Belkin's vitagenic technology [9], aimed at actualizing life experience, and Yu.M. Orlov's concept of sanogenic thinking [10], aimed at developing emotional self-regulation, were used in developing the content.

Results

Integrating philosophy and health education at a university allows for more than simply imparting a set of hygiene rules to students; it also fosters a deeply conscious value orientation toward maintaining health. Philosophy studies the state of human development within the context of nature and society, defining each individual's health consciousness.⁵ Analysis shows that the most sustainable development of health skills occurs when a central, meaningful question forms the basis of the course. Similar to the experience of leading educators in the field of health promotion, the central question of an integrated course can be the formulation: "How can I live the healthiest life possible?" This question allows for structuring all philosophical topics (from ethics to ontology) around the applied aspects of personal existence and justifies the practical significance of the material studied for each student.

The study systematized the principles of valeologizing the educational process, adherence to which ensures a transition from passive information perception to active health-promoting activity. The table below presents the key principles and

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conditions for their implementation in the context of the integration of humanities and natural sciences.

The principle of valeological education	Mechanism of implementation in the educational process	Expected outcome in students' behavior
Systematicity and consistency	Gradual increase in complexity of the material from the first to the senior years with deepening of specialized knowledge.	Continuity of the process of self-improvement and consolidation of useful habits.
Unity and Synchronization	A combination of a general philosophical understanding of the value of life and specific applied knowledge in ecology and medicine.	Formation of a holistic cultural worldview, where health is an integral part of existence.
Humanization and subjectivity	Focus on the development of a socially active position of the individual, the transition from subject-object to subject-subject relations.	Increasing personal responsibility for one's own health and the health of others.

Monitoring and Reflection: Continuous monitoring of the body's functional state and the acquisition of health-promoting skills. Developing the ability for self-analysis, self-diagnosis, and prompt lifestyle adjustments.

One of the central results of the study was the substantiation of the effectiveness of vitagenic education in the teaching of philosophy. Vitagenic education is based on the actualization of an individual's life experience and the use of their intellectual and psychological potential for educational purposes. Vitagenic experience is understood as information that a person has experienced, felt, comprehended, and retained in long-term memory, and which has personal significance for them.¹⁶ Based on A.S. Belkin's concept, levels of information acquisition were identified that directly influence the successful development of valeological competencies.



The following table compares the levels of vitagenic information acquisition and their manifestations in students' behavior within the framework of health-promoting skills.

Level of information assimilation	Characteristics of information retention in memory	Manifestation in valeological practice
Operational level	Slow reproduction process; information has the least significance for the development of personality in the educational process.	The student remembers the rules of hygiene or the basics of the daily routine only in situations of direct control or external reminder.
Functional level	Allows you to retain information in your memory for a long time and use it in competitive and life situations.	The student independently applies the skills of creating a balanced diet, hardening, and monitoring body functions.

The process of translating external information into vital experience goes through several stages: the initial perception of undifferentiated information, evaluative filtering (determining personal significance), and subsequent consolidation in memory structures for use in appropriate situations [11]. Integrative philosophy training allows for the artificial creation of situations of success and the simulation of life events, which activates vital experience and ensures the natural regulation and self-regulation of cognitive processes.

In parallel with the vital approach, the study demonstrated the need to develop sanogenic thinking in students. Sanogenic thinking is understood as a conscious cognitive-emotional process aimed at maintaining psychological well-being through emotional regulation, reflection, and the constructive interpretation of stressful experiences. It counteracts pathogenic thinking, which is the source of negative emotions, cognitive distortions, and maladaptive coping strategies. Incorporating sanogenic thinking techniques into philosophical discussions helps future specialists (especially teachers) develop emotional stability and prevent professional burnout.

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Experimental data obtained during the piloting of the "Health Trajectory School" confirm the hypothesis of a phased development of valeological culture in future specialists. Motivation for activity was found to be a fundamental principle of the strategy for developing valeological culture. This strategy is implemented consistently over three years of study:

- Upon completion of the first year of study, knowledge about health and a healthy lifestyle dominates, a value-based approach to strengthening it is developed, and unhealthy habits are corrected.¹⁴
- Upon completion of the second year of study, the focus shifts to practical valeological activities, with students acquiring the skills necessary for self-diagnosis and healthy lifestyle modification.
- Upon completion of the third year of study, a high level of valeological literacy and thinking is achieved, and a readiness to convey these values in future professional activities is formed. Thus, the results indicate that the fusion of philosophical understanding of the value of being and targeted valeological practices produces a synergistic effect, translating declarative knowledge about health into sustainable life skills.

Discussion

The obtained results confirm the close connection between the development of an individual's worldview and their capacity for self-preservation. Modern education, aimed at developing a harmonious personality, must overcome the narrow isolation of disciplines. The traditional approach, in which philosophy and health preservation are studied in isolation, does not ensure the holistic development of students. At the same time, interdisciplinary learning demonstrates greater effectiveness, promoting the development of professional and life competencies.

The integration of international experience enhances this effect. For example, the Finnish model of integrated educational modules demonstrates the possibility of designing education around real-life situations. In a philosophical context, this implies a shift from abstract theories to their practical application—stress management, personal resources, and maintaining psychophysical

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balance. Similarly, the introduction of High-Impact Practices confirms the effectiveness of integrating health-promoting programs into the educational process.

The transition to a subject-to-subject learning paradigm, implemented, in particular, in A.S. Belkin, where students' personal experience becomes a key educational resource. This enhances the meaningfulness of learning and transforms the teacher's role into that of facilitator and mentor.

Of particular importance is the development of sanogenic thinking (Yu.M. Orlov), which allows future teachers to manage emotional states, reduce stress, and prevent professional burnout. This approach focuses on deep cognitive processing of destructive attitudes and the development of psychological resilience.

In the context of digitalization, education faces new challenges: the development of a valeological culture is directly linked to students' level of digital and linguistic competence. This requires the active use of multimedia and online tools in integrative courses.



Finally, valeological education must extend beyond the classroom. The university is a key stage in the development of a sustainable culture of health, enabling students to communicate these values to society.

Conclusion

The study demonstrated that valeological competence is a complex, integrative personality trait that ensures vitality, psychological stability, and professional effectiveness. Its development is impossible without a philosophical and ideological foundation that defines a person's value-based attitudes toward themselves and the world around them.

Integrative teaching of philosophy with elements of valeology and ecology helps overcome fragmented knowledge and foster a holistic worldview in students. Vitagenic educational technologies enhance this effect by translating theoretical knowledge into personally meaningful experience.

Developing sanogenic thinking is an important psychological resource, enabling students to effectively manage emotions, reduce stress, and prevent professional

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burnout. The gradual development of a valeological culture demonstrates positive dynamics in the value systems of young people.

Thus, the integration of philosophy with valeology and psychology is a relevant approach that contributes to the training of harmoniously developed and resilient professionals.

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