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Health-protecting issues in foreign philology education: applied aspects

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Abstract

The paper dwells upon the applied aspects of content diversification in foreign philology education, and views the problem from the standpoint of the global Agenda for Sustainable Development and the Russian Federation National Set of Indicators, stating the need for the formation of the global competence. In regard to the prospective sphere of foreign philologists' employment in the tourism sector of southern regions, educational institutions and international organizations, the authors discuss the experience of implementing materials on the effects of sunlight on human health in educational activities of the first-year students. The choice of the content was made considering the age group's vulnerability to solar radiation and their motivation to learn more on the environmental and health issues, which was measured by the survey. The paper describes the structure of the guidelines developed for students' self-study work and the experience of using context-based learning to provide professional and social contexts of the educational process.

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Keywords

Global competence, future philologists, health protection, UV radiation, content of education, context-based approach.

Introduction

In 2015, UN member states adopted the 2030 Agenda for Sustainable Development. The document has become a plan for large-scale transformations, including interrelated and inseparable goals and objectives in the field of sustainable development for most countries of the world [The Sustainable Development Goals Report 2020, [www](#)]. The Russian Federation has developed a National Set of Indicators designed to monitor achievements of the Sustainable Development Goals (SDGs) at the national level. It reflects national characteristics and considers the tasks defined in the Decree of the President of the Russian Federation No. 204 of May 7, 2018 “On the national goals and strategic objectives of the development of the Russian Federation for the period until 2024”, strategic documents of the Russian Government, as well as national and federal projects.

One of the leading goals in the National Set of Development Indicators of the Russian Federation is “ensuring a healthy lifestyle and promoting well-being for all at any age”, which involves the solution of a number of urgent tasks, by 2030, in particular, to build the capacity of all countries in the field of early warning, risk reduction and management of national and global health risks; end the neglected epidemics of AIDS, tuberculosis, malaria and tropical diseases; and combat hepatitis, waterborne diseases and other infectious diseases. The characteristic feature of these diseases is that full knowledge of the pathogenesis, routes of transmission and their primary prevention makes it possible to solve the task in full in the specified time frame. From the standpoint of primary prevention as the main mechanism for solving this problem, the relevance of the development of new technologies for the formation of competencies in the field of safety and health is obvious [Efimova, Makaricheva, 2021, [www](#)].

In the context of the foreign philology professional education, acquisition of the abovementioned knowledge and skills refers to the formation of the global competence as “a multi-dimensional construct that requires a combination of knowledge, skills, attitudes and values successfully applied to global issues or intercultural situations” [Panfilova, Panfilov, 2021; PISA 2018 Global Competence, [www](#)]. Still the existing contradiction between limited study time and a high volume of professionally oriented disciplines has not yet been resolved and needs to justify new ways of resolving it.

Purpose

The aim of the paper is theoretical substantiation and methodological development of the materials for the future philologists’ health-protecting component in the content of professionally oriented disciplines.

The target audience of the project were future philology students of the faculties of foreign philology, since professional activity is a key component of human capital, an important resource for personal and professional growth. Future professional activity of foreign philology students may relate to the tourism sector of the southern regions of Russia and other countries; with pedagogical activity; participation in programs and projects of WHO, UNICEF, etc., therefore, the study of health-related issues is relevant and useful.

One of such problems is the effects of sunlight on human health. In accordance with the WHO recommendations, in many countries within the framework of pedagogical support of primary prevention, effective programs of information on solar action, its negative aspects have been developed [INTERSUN..., 2003; Lucas et al., 2006]. However, in the conditions of higher educational institutions of Russia these programs have not been implemented so far. Prior to the study, it was found that participants of the experiment had never received information about solar radiation.

Research methodology

The analysis of the survey of 177 students of the foreign philology department of the Institute of Philology of V.I. Vernadsky Crimean Federal University showed lack of sufficient awareness of this problem. However, the relevance of studying this issue is confirmed by the fact that 88% of the surveyed students consider the information about the effects of solar radiation and other environmental factors on humans to be important. Many people are aware of the dangers of long-term sun exposure to young people's health, but few of our respondents knew about it. Thus, 83% of respondents expressed their belief that prolonged exposure to the sun is dangerous only for young children; 78% stated that ultraviolet radiation has negative impact on people over 50, and only 30% of the respondents chose their age category as vulnerable to solar radiation.

According to the concept of the research, guidelines on protection of the human environment from solar radiation were developed for the first-year students' self-study work. The guidelines focus on the English-language medical, biological, and social materials on the effects of solar radiation on human health. From the standpoint of the formation of the professional component and we selected English-language materials from WHO, UNICEF, UN resources on health issues and the formation of a healthy lifestyle. The criteria for selecting these texts were formed from the standpoint of personality-oriented and competency-based approaches, considering the specifics of the region, students' age and gender as well as issues of future professional activity.

Content diversification

The choice of the topic was determined by students belonging to an age group whose prolonged exposure to solar radiation is particularly dangerous; real employment opportunities in the tourism sector of the Black Sea and Mediterranean regions in the future, which increases the risk of the exposure; the location of the university (Crimea), where there is an increased level of natural solar radiation; an increase in the number of cancers and skin cancers, caused by the long-term effects of UV radiation. The developed guidelines are aimed at introducing students to the terminological field of health problems; formation of skills of self-protective behavior in the sun; development of communicative competencies within the framework of certain topics. The structure of the guidelines corresponds the logic of knowledge acquisition: perception (primary and secondary); comprehension in the process of analytical-synthetic activity: analysis, synthesis, generalization; memorization (primary, fluent and random memory); use of knowledge to explain various phenomena; generalization and systematization of the knowledge [Konysheva, 2005, 158-159].

In regard to the teaching aims, the texts of the guidelines are divided into three interrelated topics, which became the content of the three chapters. The first section is devoted to the description of the features of solar radiation and other accompanying natural phenomena and geographical concepts, clarification of the basic terms, introduction to the issue. Life on Earth is impossible without the Sun, whose rays are still very dangerous for the inhabitants of the planet. The sun gives us heat, light, kills many microbes dangerous to humans, without it our body does not absorb vitamin D, while plants do not produce oxygen. However, prolonged exposure to sunlight causes burns, premature aging, decreased immunity, impaired vision and complete blindness, skin oncological diseases and skin cancer [INTERSUN..., 2003]. There are factors that enhance the harmful effects of ultraviolet radiation: geographical location (proximity to the equator), altitude, properties of reflective surfaces (snow, water, sand), the organization of work schedule considering hygienic standards. In many countries with high

levels of natural solar radiation, the weather forecast has relevant information, which is measured using a twenty-digit scale. In the format of a business game, students discuss how to properly use the reported data to prevent serious health consequences, etc. [Sun protection..., 2003]. The second section is devoted to the description of the main problems that people face due to prolonged exposure to solar radiation. It is suggested to consider the following questions: How long can you stay in the sun to have a positive effect? What is suntan and can it be healthy? At what age should the duration of exposure be closely monitored? The number of cancers in general and skin cancer, in particular, is growing every year. It has been found that one in five people in North America develops some form of skin cancer during their lifetime. Scientists believe that the main reason is excessive sun exposure, as well as the use of artificial tanning devices at a young age. The development of cancer cells lasts for decades, but it is possible to distinguish a normal mole from cancer by symptoms and visually. Another very vulnerable organ to the sun is eyes. The main cause of blindness is cataract, which occurs as a result of sunburn of the lens. Everyone is more or less prone to the development of these diseases. There are signs that identify individual risks. With this in mind, it is not only easier to “insure yourself” against sunburn in the summer, but also to choose the right area of future professional activity, avoiding the need for excessive exposure.

The third section discusses the rules of safe behavior that will help prevent the harmful effects of the sun. To do this, you must: avoid being in the sun from 10.00 to 16.00, when we are exposed to 60% of the daily dose of solar radiation; stay in the shade of sunshades or indoors during dangerous hours; use clothing that protects from the sun; change your attitude to the color of personal skin, if it seems to you not brown enough. This section discusses the use of solarium equipment. The popularity of this equipment continues to grow, especially among young women. The equipment used in solariums as well as special lamps are devices that are said to be an efficient, fast and harmless alternative to sunlight. However, an increasing number of studies show that ultraviolet radiation from solarium lamps is harmful to the skin and increases the risk of skin cancer. It was found that short-wave UV rays (280-315 nm) are carcinogenic to experimental animals. There is now growing evidence that long-wave UV rays (315-400 nm), used in tanning equipment and penetrating deeper layers of the skin, also cause cancer. Studies in Norway and Sweden have shown a significant increase in the risk of malignant melanoma in women who regularly use tanning equipment. The additional action of UV rays created by tanning equipment obviously exacerbates the well-known harmful effects of excessive exposure to sunlight. We have no reason to believe that the action of artificial UV rays is less harmful than the action of sunlight. People with fair skin who protect themselves from the sun but regularly use tanning equipment for two to three years have also been diagnosed with precancerous keratosis and Bowen's disease [INTERSUN..., 2003]. Care should be taken to ensure that children and adolescents do not use tanning equipment. According to the US Department of Health and Human Services, the use of tanning lamps and equipment is “determined to be carcinogenic to humans”, and the risk increases with the duration, especially for people under 30 years of age. Recent studies have shown that, as in the case of sun exposure, there is a link between the use of tanning equipment and malignant melanoma and non-melanoma skin cancers such as squamous and basal cell carcinomas [Evaluating..., 2003]. This means that regular use of tanning equipment can lead to distortion after skin cancer removal, premature death from malignant melanoma, and significant costs to national health systems for examining, treating, and monitoring people with skin cancer. This information is relevant both for students' health protection at the current period, and their future professional activities – it helps to promote the formation of professional health and longevity.

Context-based organization of the educational process

The guidelines contain the glossary, tasks of different levels of difficulty for self-study work, questions for consideration and discussions. Students' self-study on the guidelines is organized in accordance with the basic principles of context-based learning in higher education, which means the use of the principle of problem-solving requiring systematic planning of the content, forms, methods and teaching aids; the principle of personal activity, which requires the use of knowledge to generate active methods and forms of learning in order to form the ability to predict the professional situation and make informed independent decisions; the principle of modeling the content and conditions of professional activity in the process of forming professional competencies [Verbitskii, Larionova, 2009, 36]. The educational material we offer, as in traditional teaching, is a sign system, but then it is used to reproduce professional reality. The content is not only the subject, but also the social side of future professional activity. The content of education is designed with regard to the three basic forms of activity: academic activities which is focused on the transfer and assimilation of information, taking into account the abilities and previous knowledge of the student; quasi-professional activity, which models the conditions, content and dynamics of professional activity, the attitude of the people employed in it; educational and professional activities, where the student performs real research and practical functions. These forms of activity can be compared to three educational models: semiotic, which includes work with the text and processing of symbolic information; simulation, which involves the student going beyond the symbolic information and relating it to professional activities by solving specific professional problems; social, which are implemented in business and educational games. The guidelines allow performing academic activities and provide a transition to quasi-professional and educational activities by expanding the social context, which is most obvious in the business game. In the educational process, students get involved in the described activities, and at a certain stage they are offered to translate basic texts in groups or pairs in order to analyze the results of the work done independently and choose the most successful variant.

The content of context-based learning is not only the subject of future professional activities, which is represented through a system of educational tasks, models and situations, but also its social context in the form of group activities and communication. Students acquire the subject content (knowledge, skills, professional experience) and occupying a certain position in the system of participants in the educational process, adhere to the norms of social relations and actions to the extent that he/she is an active and educated person. In addition, the basic content of the manual allows developing individual and group creative projects, such as translation or creation of films in English and native languages, preparation of informative lectures and classes for students of other groups or schoolchildren, etc.

Such projects are organized in accordance with the principles of business games as a form of contextual learning, which includes the use of simulation modeling of conditions and game modeling of the content of the professional activities; the problem principle; teamwork; dialogical training; the principle of two plans [Efimova, Georgiadi, 2009, 63].

Conclusion

Issues of health protection have become focus of the global and national agenda for sustainable development, where early warning, risk reduction and management of national and global health risks are viewed as effective mechanisms. This leads to reconsideration of professional education content in the light of professional health and longevity promotion. The educational content diversification in this

regard needs to be carried out with reference to modern theoretical approaches and methodological basis. One of the ways to meet the new demands in foreign philology education can be the introduction of materials on health protection issues in the professionally oriented disciplines. The use of the UN, WHO, UNICEF documents and materials of international conferences on health issues allows enhancing students' motivation to professional and personal development if the content and issues of the basic texts are focused on the problems associated with strengthening and maintaining the health of the relevant age group (16 to 25). The results of the experiment show that in context-based approach learning activity acquires features of professional activity and enhances successful development of professional and health-protecting competences. The proposed approach shapes students' responsible attitude to health protection, promotes their professional and personal growth, while the health-protecting component of training affects their competitiveness, occupational health and longevity.

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Вопросы охраны здоровья в образовании в области зарубежной филологии: прикладные аспекты

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Аннотация

В статье рассматриваются прикладные аспекты диверсификации содержания образования в области зарубежной филологии, изучается проблема с точки зрения глобальной повестки дня в области устойчивого развития и национального набора показателей Российской Федерации, указывающих на необходимость формирования глобальной компетенции. Что касается перспективной сферы трудоустройства филологов в туристическом секторе южных стран, учебных заведениях и международных организациях, авторы обсуждают опыт внедрения материалов о влиянии солнечного света на здоровье человека в образовательную деятельность студентов первого курса. Выбор контента был сделан с учетом уязвимости возрастной группы к солнечной радиации и их мотивации узнать больше об экологических проблемах и проблемах здравоохранения, которые были измерены в ходе опроса. В статье описываются структура методических рекомендаций, разработанных для самостоятельной работы студентов, и опыт использования контекстно-ориентированного обучения для обеспечения профессионального и социального контекстов образовательного процесса.

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Ключевые слова

Глобальная компетентность, будущие филологи, охрана здоровья, ультрафиолетовое излучение, содержание образования, контекстно-ориентированный подход.

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