

DEVELOPING SOCIAL HEALTH IN FUTURE TEACHERS AS A PEDAGOGICAL PROBLEM

N. Zhairgazina^{1,*} , T. Slambekova² , B. Oralbekova¹ , Sh. Karipbaeva¹ 

¹Alikhan Bokeikhan University, Republic of Kazakhstan, Semey

²L.N. Gumilyov Eurasian National University, Republic of Kazakhstan, Astana

*e-mail: nurgul_0174@mail.ru, tolkyn_1969@mail.ru, seytmukhambetovna@mail.ru,
shinar_semei@mail.ru

Abstract. The article examines the development of social health among future teachers as an important problem of contemporary higher pedagogical education. The study is relevant because digitalization, increasingly complex social interaction, emotional pressure, and professional risks have changed the requirements placed on teachers. The research aims to clarify the concept of future teachers' social health, determine its structural components, and substantiate the pedagogical conditions required for its development in the university educational process. The study employs theoretical analysis, comparison, synthesis, and systematization of psychological, pedagogical, and interdisciplinary literature. Social health is defined as an integrative personal and professional quality manifested in the ability to build constructive relationships, adhere to humanistic values, regulate behavior, and responsibly perform social and professional roles. Its structure comprises four interrelated components: value-motivational, cognitive, communicative-activity, and reflective-regulatory. The study identifies four pedagogical conditions for developing this quality: a psychologically safe educational environment, participation in socially significant activities, use of interactive teaching methods, and organized reflection and self-regulation. These conditions should be integrated into everyday university practice as elements of a unified educational process. The scientific significance of the study lies in refining the pedagogical meaning of future teachers' social health and substantiating its four-component structure. Its practical significance consists in proposing a system of conditions that can be incorporated into teacher education programmes, teaching practice, mentoring, volunteer projects, interactive courses, and student support activities. The proposed framework may assist university instructors and programme developers in strengthening future teachers' communicative culture, social responsibility, reflection, self-regulation, and readiness for professional interaction.

Keywords: social health, future teachers, professional training, pedagogical conditions, communicative culture, higher pedagogical education.

Introduction

Contemporary society is marked by profound social, cultural, and technological transformations that directly affect education and the professional training of future teachers. Changes in learning environments, the rapid expansion of information flows, the digitalization of communication, increased emotional pressure, new forms of social interaction, and the growth of social risks have significantly altered the requirements placed on future educators. In this context, the social health of students enrolled in teacher education programmes becomes especially important. It contributes to their professional socialization, enhances their ability to withstand negative environmental influences, and prepares them for constructive interaction with pupils, colleagues, parents, and the wider social community.

The relevance of this study is determined by the fundamentally social nature of the teaching profession. Effective pedagogical practice requires not only subject knowledge and methodological competence, but also personal qualities that ensure responsible behavior, social adaptability, communicative stability, self-regulation, and adherence to humanistic values. A teacher acts not simply as a transmitter of knowledge, but as a participant in educational interaction and as a carrier of social norms, behavioral patterns, and value orientations. Accordingly, the degree to which these aspects of social health are developed directly influences the quality of professional communication, the nature of pedagogical relationships, and the effectiveness of future teaching practice.

Contemporary interpretations of social health are based on an expanded understanding of health as a dynamic combination of physical, psychological, and social well-being [1]. This position

is reflected in the international documents of the World Health Organization and UNESCO, which emphasize the importance of a safe educational environment, supportive social relations, inclusion, and individual well-being [2, 3]. The OECD framework and TALIS research further show that teachers' professional well-being is associated with social support, the quality of professional relations, working conditions, and opportunities for professional development [4–6]. International studies also demonstrate that teachers' social and emotional competence, empathy, self-regulation, and ability to establish constructive relationships influence both classroom climate and student outcomes [7, 8].

Kazakhstani studies examine related aspects of this problem through the psychological readiness of future teachers, civic and volunteer activity, health-preserving competence, and students' value-based attitudes toward health [10–17]. These studies confirm the importance of integrating value, cognitive, communicative, practical, and reflective dimensions into teacher education. However, social health is generally addressed through adjacent concepts and has not yet been sufficiently defined as an independent pedagogical category. Its structural components and the conditions for its purposeful development during university-based teacher preparation also require further theoretical systematization. This research gap determines the direction of the present study.

The analysis of theory and practice in teacher education reveals several unresolved contradictions. First, there is a discrepancy between society's increasing need for socially mature, emotionally stable, and professionally responsible teachers and the insufficient theoretical elaboration of the ways in which future teachers' social health can be developed. Second, although the importance of forming students' capacity for constructive social interaction is widely recognized, this aspect is still not adequately reflected in the content of professional training. Third, higher education requires scientifically grounded pedagogical conditions that support the development of students' social health; however, the essential characteristics and structural components of this phenomenon remain insufficiently systematized in pedagogical research.

These contradictions define the central research problem, which lies in clarifying the theoretical foundations of future teachers' social health, identifying its structural components, and substantiating the pedagogical conditions necessary for its effective development in the university educational environment.

The aim of the article is to examine the social health of future teachers as a significant pedagogical issue, clarify its conceptual meaning and structural components, and identify the conditions that facilitate its development in higher teacher education.

In accordance with this aim, the study addressed four main objectives:

- to analyze psychological and pedagogical approaches to understanding the social health of the individual;
- to clarify the meaning of the concept of “future teachers' social health” in the context of professional training;
- to identify and characterize the structural components of future teachers' social health;
- to identify and theoretically substantiate the pedagogical conditions that promote the development of future teachers' social health within the university educational environment.

This study examines the professional preparation of future teachers in higher education, with particular attention to the essence and structure of their social health, as well as the pedagogical conditions that contribute to its development.

The theoretical significance of the study lies in clarifying the pedagogical meaning of future teachers' social health, distinguishing it from the related concepts of adaptation, professional well-being, social competence, and health-preserving competence, and presenting it as a system of four interrelated components. The practical significance lies in the possibility of using the identified pedagogical conditions in teacher education programmes, teaching practice, student mentoring, volunteer projects, interactive courses, and reflective training. The proposed direction for addressing the research problem is the systematic integration of a psychologically safe educational environment, socially significant activities, interactive teaching methods, and reflection and self-regulation into the university preparation of future teachers. Communicative

training and pedagogical support are regarded as mechanisms that facilitate the implementation of these pedagogical conditions rather than as separate conditions.

Materials and methods

The study was conducted as a theoretical analytical literature review and did not involve empirical data collection, an experimental intervention, or the recruitment of research participants. Its purpose was to synthesize existing theoretical positions, clarify the concept and structure of future teachers' social health, and identify the pedagogical conditions supporting its development in higher teacher education.

The methodological framework combined systemic, axiological, learner-centered, and competence-based approaches. The systemic approach was used to examine social health as a coherent formation consisting of interrelated components. The axiological approach made it possible to identify its value foundations, including humanistic orientation, social responsibility, respect for others, and commitment to professional ethics. The learner-centered approach emphasized the individual experience, needs, and personal development of pedagogy students. The competence-based approach enabled social health to be considered as an outcome of professional training manifested in students' knowledge, values, communicative skills, behavioral strategies, reflection, and self-regulation.

The source corpus consisted of 17 publications included in the final reference list: nine international or institutional sources [1–9] and eight studies by Kazakhstani researchers [10–17]. The main publication period was 2019–2025. Earlier works were retained when they provided foundational definitions or conceptual models relevant to the research problem, particularly the multidimensional definition of health, the prosocial classroom model, and the concept of professional capital [1–9]. The materials included peer-reviewed pedagogical and interdisciplinary studies, as well as documents published by the World Health Organization, UNESCO, and the OECD [2–6].

Sources were selected using the following English and Russian search terms and their combinations: “social health”, “социальное здоровье”, “teacher well-being”, “future teachers”, “будущие педагоги”, “social competence”, “communication”, “self-regulation”, “health-preserving competence”, and “здоровьесберегающая компетентность”. The search covered international research and institutional documents, as well as publications in Kazakhstani pedagogical journals represented in the final reference list.

The inclusion criteria were: direct relevance to social health, teacher well-being, teacher education, social competence, communication, self-regulation, or health-preserving competence; an educational or pedagogical context; availability of a complete text; and the presence of theoretical conclusions applicable to the preparation of future teachers. Studies devoted exclusively to clinical or medical aspects of health, research unrelated to education or the teaching profession, duplicate publications, and works that did not contribute to the conceptual analysis were excluded. The final corpus was formed according to thematic relevance rather than statistical representativeness.

Several complementary methods were applied. Theoretical analysis was used to identify the definitions and essential characteristics of social health presented in the selected sources. Comparative analysis was employed to examine differences and similarities between international and Kazakhstani approaches. Content analysis was used to identify recurring categories, including values, social responsibility, communication, adaptation, professional well-being, reflection, and self-regulation. Synthesis and generalization enabled these categories to be combined into an authorial definition of future teachers' social health. Structural-functional analysis was used to distinguish the value-motivational, cognitive, communicative-activity, and reflective-regulatory components. Classification and systematization were applied to group the pedagogical conditions according to their purpose and expected contribution to students' personal and professional development.

The analysis was conducted in four stages. First, sources were selected according to the stated inclusion and exclusion criteria. Second, each publication was examined in terms of its interpretation of health, social well-being, professional development, and pedagogical

implications. Third, the identified concepts and categories were compared and grouped, which made it possible to formulate an integrative definition and distinguish the four structural components of social health. Fourth, the findings were synthesized to identify and theoretically substantiate the pedagogical conditions required for its development in higher education.

Since the study was theoretical, no questionnaires, diagnostic instruments, experimental groups, or statistical procedures were used. The conclusions represent a conceptual synthesis of the selected literature and provide a theoretical basis for subsequent empirical verification of the proposed structure and pedagogical conditions.

Results and discussion

Contemporary research does not reduce health to the mere absence of disease. In interdisciplinary scholarship, it is increasingly understood as a dynamic condition that includes physical, mental, and social well-being, as well as the capacity to preserve internal balance, adapt to changing environments, and engage constructively in social life [1]. This broader interpretation is especially important in education, where the health of students and teachers cannot be limited to medical indicators and should be viewed as a socio-pedagogical category. The approaches proposed by the World Health Organization and UNESCO also emphasize that well-being is formed through interpersonal relations and within a safe, supportive educational environment in which learning, socialization, and personal development are closely connected [2, 3].

From this standpoint, pedagogical research interprets social health as a personal quality reflected in a person's capacity for constructive interaction with society, acceptance of social norms and values, responsible performance of social roles, and resistance to negative social influences. In contemporary studies, this concept is no longer limited to adaptation or successful socialization. It is also associated with value maturity, a stable moral position, social activity, communicative culture, and willingness to cooperate [4–8]. Social health can therefore be defined as an integrative formation that combines personal, behavioral, and worldview characteristics.

The relationship between social health and teachers' professional health is especially important for pedagogical research. Teaching requires sustained communication, emotional involvement, normative responsibility, and regular interaction with various participants in the educational process. For this reason, emotional stability, self-regulation, empathy, readiness for cooperation, conflict prevention, and the ability to maintain productive relationships should be considered not as additional personal qualities, but as necessary conditions for effective professional activity [4–9]. This problem is also widely discussed in international studies of teacher well-being, where social well-being is analyzed together with cognitive, emotional, and professional dimensions and is linked to teacher retention, instructional quality, and school climate [4–6]. The concept of the prosocial classroom similarly demonstrates that teachers' social and emotional competence influences classroom interaction, supports learners' emotional safety, and affects the effectiveness of the educational process as a whole [7, 8].

Accordingly, teacher education at the university level should not be limited to the acquisition of subject-specific and methodological knowledge. It should also foster personal and professional qualities that ensure social stability and support a humanistic orientation in pedagogical practice. Previous research emphasizes the importance of developing reflection, communicative culture, social responsibility, stress resilience, collaborative skills, and a value-based attitude toward health among future teachers [9]. University training represents a formative stage in which professional identity, patterns of social behavior, responses to difficulties, and readiness for constructive interaction within the educational environment are gradually shaped.

In Kazakhstan, recent studies have addressed this problem mainly in relation to health-preserving competence, the psychological readiness of future teachers, value orientations toward health, volunteer activity, and preparation for health-preserving pedagogical practice [10–17]. These works emphasize that teacher education should integrate cognitive, axiological, and activity-based components, be supported by appropriate pedagogical conditions, include project-based, practice-oriented, and reflective methods, and develop students' personal responsibility for

their own health and for the quality of social interaction [10, 12, 16]. At the same time, the literature shows that the social health of future teachers is usually examined indirectly, through adjacent concepts. Its essence, internal structure, and the pedagogical conditions for its purposeful formation as an independent category remain insufficiently studied [11–17].

The reviewed literature makes it possible to distinguish several key approaches to the interpretation of social health, which are presented in Table 1.

Table 1 – Scholarly approaches to the conceptualization of social health

Approach	Content of the approach	Significance for the training of future teachers
Sociological	Social health is understood as an individual's ability for successful socialization, acceptance of social norms, and performance of social roles.	Forms readiness for professional interaction, social responsibility, and involvement in the educational community.
Psychological-pedagogical	It is considered as a set of personal qualities that ensure constructive communication, resilience, adaptation, and self-regulation.	Contributes to the development of empathy, reflection, communicative competence, and stress resistance.
Axiological	Emphasizes the role of values, norms, attitudes, moral guidelines, and the humanistic position of the individual.	Provides the value-based foundation of pedagogical activity and socially approved behavior.
Competency-based	Links social health with a complex of social, communicative, and professional competencies.	Makes it possible to regard it as an outcome of purposeful pedagogical training at the university.
Note: compiled by the authors based on sources [1–17]		

Based on the reviewed literature, the social health of future teachers can be understood as a combination of personal and professional qualities. It is reflected in their ability to develop constructive relationships with others, resist negative social influences, adhere to humanistic values, regulate their behaviour, and demonstrate readiness for teaching practice. Thus, social health encompasses the adaptive, value-based, communicative, and professional components of teacher education and represents an important outcome of higher pedagogical education.

In the professional preparation of future teachers, social health should not be viewed as an isolated personal trait. Rather, it may be understood as an integrative quality that reflects a person's capacity for constructive interaction with the social environment, acceptance of socially meaningful values, responsible behaviour, self-regulation, and stable performance of professional functions within pedagogical relations. Its significance is especially evident in teacher education, since pedagogical activity is inseparable from communication, cooperation, educational influence, and ethical decision-making. For this reason, social health can be regarded as a necessary condition for professional growth, successful adaptation to the educational environment, and readiness for future teaching practice.

For the purposes of this study, the social health of future teachers is understood as an integrative personal and professional quality manifested in their capacity for constructive social interaction, conscious adherence to humanistic values, responsible performance of social and professional roles, resistance to negative social influences, and self-regulation in pedagogical activity.

The social health of a future teacher is characterized by several interrelated features. It is expressed not only in the individual's inclusion in a system of positive social relations, but also in the readiness to build such relations on the basis of respect, cooperation, and responsibility. A socially healthy person acknowledges the value of others, follows the norms of joint activity and ethical communication, and is able to maintain stability in situations of interpersonal and professional tension.

For future teachers, this means not merely adapting successfully to the student and professional environment, but also being prepared to organize pedagogical interaction on humane principles.

Another important feature of social health is connected with the individual's value and meaning orientations. Future teachers require not only developed social skills, but also an inner readiness to act in accordance with humanistic principles, professional duty, pedagogical ethics, and social responsibility. At this stage of personal development, socially approved behaviour is based on internal motivation, while professional activity is understood as work of clear social significance.

A further characteristic of social health is the ability to maintain self-regulation and stability in changing social and educational contexts. Teaching involves a high degree of emotional involvement, constant interaction with various participants in the educational process, and the need to respond to conflicts and non-standard situations. For this reason, the social health of future teachers includes the capacity to regulate emotional responses, evaluate communicative situations adequately, prevent destructive forms of behaviour, and preserve inner stability in difficult circumstances.

The substantive complexity of this phenomenon requires that it be considered as a coherent system of mutually connected components. Within this study, future teachers' social health is presented through four key components: value-motivational, cognitive, communicative-activity, and reflective-regulatory (Figure 1).

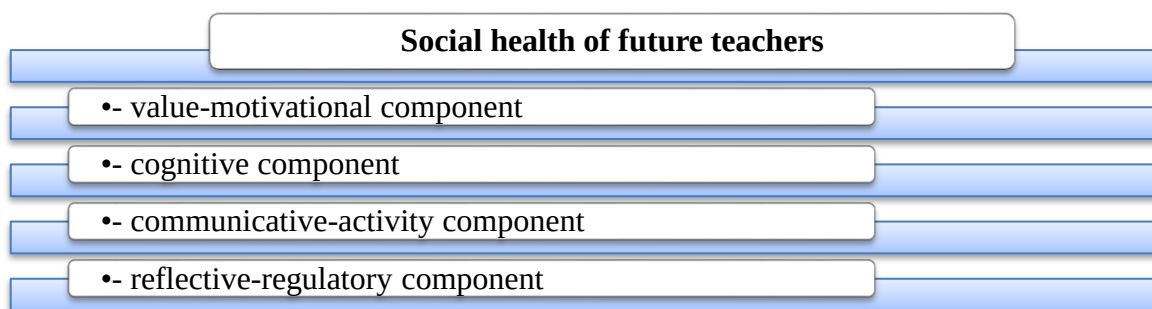


Figure 1 – Structure of future teachers' social health

The value-motivational component forms the internal foundation of an individual's social health. It includes socially oriented attitudes, humanistic values, professional motives, a positive orientation toward teaching, readiness for interaction, and adherence to accepted norms of social behavior. Within professional training, this component gives pedagogical activity personal significance and directs future teachers toward cooperation, empathy, respect for each learner, and responsible fulfilment of their social role. It also determines the general trajectory of personal and professional development, since socially mature behavior can be stable only when pedagogical values are meaningfully internalized.

The cognitive component refers to the body of knowledge that supports effective social and professional functioning. It includes an understanding of the norms of social interaction, principles of pedagogical ethics, strategies of constructive communication, foundations of health-preserving behavior, methods of preventing and resolving conflicts, and the specific nature of interpersonal relations in educational settings. This knowledge enables future teachers to interpret social and professional situations in a reasoned manner, foresee the possible consequences of their actions, choose appropriate forms of behavior, and act in accordance with ethical and professional standards.

The communicative-activity component reflects the practical manifestation of social health. It is expressed in a future teacher's ability to communicate effectively, cooperate with others, engage in collective work, build productive relationships, prevent and resolve conflicts, and show initiative in socially significant activities. This component demonstrates the extent to which acquired values and knowledge are embodied in real behavior. In teacher education, it is especially important, since qualities such as tolerance, empathy, openness to dialogue, teamwork, and the ability to create a supportive psychological climate are revealed most fully in practical interaction.

The reflective-regulatory component ensures the stability and further development of social health. It includes self-control, critical self-assessment, evaluation of one's own actions, correction of behavior, emotional regulation, and the ability to maintain composure in stressful or conflict situations. Owing to this component, future teachers are able to recognize their strengths and limitations in social interaction and purposefully improve their professional behavior. Reflection makes it possible to correlate one's actions with pedagogical norms and values, while self-regulation helps maintain constructive forms of interaction even under significant emotional pressure.

The components identified above should be understood not as isolated elements, but as parts of a single, internally connected system. The value-motivational component determines the individual's inner orientation and supports socially significant forms of behavior, whereas the cognitive component provides knowledge of the norms, principles, and methods on which such behavior is based. The communicative-activity component ensures the practical realization of these values and knowledge in interaction with others. The reflective-regulatory component, in turn, preserves the stability of the system by enabling individuals to monitor and adjust their behavior, evaluate their experience, and improve their strategies of interaction. Thus, although each component performs a specific function, it is fully manifested only in close connection with the other components.

Accordingly, the social health of a future teacher can be interpreted as a holistic system that combines value orientations, relevant knowledge, practical skills, and mechanisms of self-regulation. In this sense, it represents both an important result of university professional training and a necessary basis for effective pedagogical interaction. As shown in Figure 1, its development requires a comprehensive pedagogical approach aimed at strengthening motivational and value-based orientations, expanding social and professional knowledge, enriching communicative experience, and developing reflective skills. The unity of these areas contributes to the future teacher's integral personal development and readiness for effective professional activity.

The development of social health among future teachers in higher education requires a purposefully organized pedagogical process rather than reliance on its spontaneous formation. Its effectiveness is determined by conditions that support students' value orientations, socially significant personal qualities, communicative culture, self-regulation, and readiness for constructive interaction in professional contexts. Since social health unites personal and professional dimensions of development, its formation is possible only through the systematic integration of the curricular, organizational, and educational resources of the university.

One of the principal conditions is the creation of a health-preserving and psychologically safe educational environment. For future teachers, the university is not merely a place of knowledge acquisition, but also a space of social formation, where models of communication, professional behavior, and attitudes toward oneself and others are developed. A favorable psychological climate, respectful interaction between teachers and students, minimization of conflict, recognition of personal dignity, and an atmosphere of trust and cooperation create the basis for social stability and inner security. Under such conditions, students are more able to realize their potential, show initiative, master the norms of professional communication, and develop a positive attitude toward the teaching profession.

Another significant condition is the involvement of students in socially meaningful activities, volunteer initiatives, and pedagogical practice. Social health cannot be formed on the basis of theoretical knowledge alone; it develops in activities that require interaction, responsibility, participation, and personal engagement. Participation in volunteer projects, teaching practice, student associations, social campaigns, and community initiatives contributes to the development of civic consciousness, responsibility, empathy, teamwork, and orientation toward the common good. Through such experience, students assume different social roles, learn to cooperate with others, and gradually strengthen constructive patterns of behavior that are essential for their future profession.

The development of communicative culture and constructive interaction skills serves as an important mechanism for implementing the identified pedagogical conditions. Since teaching is

inherently communicative, the quality of future professional relations depends to a large extent on students' ability to listen attentively, express reasoned positions, take account of alternative viewpoints, prevent and resolve conflicts, participate in dialogue, and maintain a cooperative atmosphere. For this reason, communicative culture should be developed through systematic work on speech ethics, tolerance, empathy, partnership-based interaction, and respect for all participants in the educational process. This condition is especially important because communicative competence allows social health to be manifested directly in pedagogical practice.

Pedagogical support for students' personal and professional development is an important mechanism that facilitates the implementation of the identified pedagogical conditions. The social health of future teachers develops more effectively when their training is accompanied by consistent guidance from instructors, mentors, and academic advisers. Such support helps students comprehend professional values, develop positive self-esteem, strive for personal growth, overcome communicative and emotional difficulties, and take responsibility for the results of their own activity. This is especially significant at the stage of professional self-determination, when students not only master the knowledge and skills required for future work, but also correlate professional requirements with their abilities, life orientations, and personal values.

The development of reflection and self-regulation skills holds a particularly important place among the pedagogical conditions under consideration. Social health is closely associated with an individual's ability to understand and evaluate their own actions, regulate emotional responses, and adjust behavior when circumstances require it. These skills are especially relevant for future teachers, whose professional activity involves significant emotional strain, the need to make prompt decisions in complex situations, and the maintenance of constructive interpersonal relations. Reflection enables students to analyze their communicative experience, recognize the causes of difficulties, assess the effectiveness of their actions, and choose more productive behavioral strategies. Self-regulation, in turn, helps maintain emotional balance, stability, self-control, and composure in stressful situations.

The four pedagogical conditions identified in the study should be considered as interrelated elements of a unified pedagogical process. A psychologically safe educational environment provides the basis for students' personal development, while participation in socially meaningful activities gives this development practical content. Interactive teaching methods promote active communication and cooperation, whereas reflection and self-regulation ensure the stability and further development of acquired social and professional qualities. Communicative training and pedagogical support complement the implementation of these conditions without constituting separate pedagogical conditions.

Table 2 presents the pedagogical conditions that contribute to the development of social health among future teachers.

Table 2 – Pedagogical conditions for the development of social health among future teachers

Pedagogical condition	Content	Expected result
Creating a safe educational environment	A supportive psychological climate, respectful interaction, and conflict prevention	Increased students' sense of social security and adaptability
Involvement in socially significant activities	Volunteering, teaching practice, participation in projects and student associations	Development of social responsibility and an active civic position
Use of interactive teaching methods	Training sessions, case studies, discussions, role-playing games, and project-based work	Formation of communicative and behavioral skills
Development of reflection and self-regulation	Self-analysis, pedagogical reflection, and techniques for emotional resilience	Increased stress resistance and self-control abilities

Thus, the social health of future teachers is most consistently fostered through the coordinated implementation of four pedagogical conditions: a psychologically safe educational environment, participation in socially significant activities, interactive forms of instruction, and systematic reflection and self-regulation.

In this article, the social health of future teachers is understood not simply as a form of personal adaptation, but as a holistic personal and professional quality. It includes value orientations, knowledge of the norms regulating social interaction, communicative experience, self-regulation skills, and a responsible attitude toward future professional duties. The scholarly significance of this interpretation lies in expanding the traditional pedagogical understanding of health: social health is viewed not only through health-preserving or adaptive functions, but also as an indicator of the future teacher's professional maturity.

The literature examined in this article shows that several main approaches to understanding this phenomenon have developed in scholarly discourse. Research that considers health in a broad sense emphasizes its complex and dynamic nature, linking it with physical, mental, and social well-being [1–3]. This view is significant for pedagogical studies, as it makes it possible to interpret health not only as a bodily condition, but also as a person's ability to function effectively within social relations. However, these works usually discuss the social aspect of health in general humanitarian terms and do not sufficiently clarify its importance for the professional preparation of future teachers.

Research on teacher well-being and professional health places this problem more clearly within the educational context [4–9]. These studies show that teaching effectiveness is closely linked to emotional stability, the quality of social interaction, professional motivation, communicative competence, and the ability to maintain a supportive educational environment. International research on teacher well-being highlights social relationships, school climate, professional support, and resilience as factors that influence the quality of education [4–6]. Studies of teachers' social and emotional competence also demonstrate that empathy, self-regulation, and constructive forms of interaction affect not only teachers' well-being, but also students' learning outcomes [7, 8]. At the same time, this field of research is still largely centred on practising teachers, while the development of these qualities during university-based teacher preparation remains insufficiently examined.

Kazakhstani studies add to this discussion by addressing a number of issues closely connected with the development of social health in future teachers. Research on psychological readiness, volunteer activity, health-preserving competence, and value-based attitudes toward health emphasizes the need for a comprehensive approach to the training of pedagogy students, combining personal development, social engagement, professional responsibility, and a culture of healthy living [10–15]. In this regard, Kazakhstani authors associate the quality of teacher education not only with the acquisition of subject knowledge and teaching methods, but also with the formation of stable value orientations, readiness for interaction, social responsibility, and reflective capacity [11–17]. However, the analysis of these publications shows that the issue is most often examined through related concepts, such as psychological readiness, health culture, health-preserving competence, and civic engagement. Social health itself remains insufficiently defined as an independent pedagogical category.

The position advanced in this article differs from these interpretations. The social health of future teachers is not limited here to personal adaptation, a value-oriented attitude toward health, or a separate competence within professional preparation. Instead, it is understood as an integrative formation that brings together personal, social, and professional dimensions. This approach also makes it possible to clarify the interdisciplinary nature of the concept, which lies at the intersection of pedagogy, psychology, sociology, and the theory of professional education. Social health includes processes of socialization, the acceptance of norms, and the fulfilment of social roles, while also involving personal resilience, value orientations, communicative culture, and readiness for professional activity. For this reason, the phenomenon cannot be fully explained within the limits of a single academic tradition.

Comparison with the literature reviewed above further confirms the need to regard social health as both a personal and professional characteristic of the future teacher. While some studies interpret student health mainly as a condition of well-being, this article adopts a broader view, considering it as an indicator of the future teacher's ability to engage in effective pedagogical interaction, act with professional responsibility, maintain a humanistic orientation, and demonstrate stable behaviour in socially complex situations. This interpretation is consistent with studies on teachers' professional well-being [4–9], while extending their conclusions by emphasizing the importance of developing these qualities during university-based teacher education.

The development of social health should not be regarded as a secondary result of the broader educational process. The literature reviewed shows that stronger outcomes are achieved when students' personal resilience, communicative culture, value orientations, and social engagement become direct objects of purposeful pedagogical work [10–17]. This confirms the relevance of the four pedagogical conditions identified in the article: a safe educational environment, students' participation in socially significant activities, interactive teaching methods, and the systematic development of reflection and self-regulation. Thus, the social health of future teachers should be understood as the result of a deliberately organized process within higher pedagogical education, rather than as a personal quality that forms spontaneously.

The scientific contribution of the proposed approach can be identified in three key respects. It clarifies the content of future teachers' social health as an integrative personal and professional formation, substantiates its interdisciplinary nature and connection with professional readiness, and demonstrates the need for its purposeful development within the educational environment of a pedagogical university. Taken together, these provisions make it possible to regard social health as both an important indicator of the quality of future teacher preparation and a relevant direction for further pedagogical research.

Conclusion

The findings define the social health of future teachers as an integrative personal and professional quality reflected in pedagogy students' capacity to build constructive relations with the social environment, adhere to humanistic values, responsibly fulfil social and professional roles, resist adverse external influences, and regulate their behaviour in situations associated with future teaching practice.

Future teachers' social health is represented by four interrelated components: value-motivational, cognitive, communicative-activity, and reflective-regulatory. Within this structure, value orientations shape behavioural choices, knowledge provides the basis for informed social interaction, practical skills enable its application in educational and professional contexts, while reflection and self-regulation support personal stability and further professional and personal development.

The pedagogical conditions necessary for developing future teachers' social health include four interrelated areas: a health-preserving and psychologically safe university environment, students' involvement in socially significant activities, the use of interactive teaching technologies, and the systematic development of reflection and self-regulation. Communicative training and pedagogical support function as mechanisms supporting the implementation of these conditions. Their effectiveness depends on their coordinated integration within a unified pedagogical system.

The analysis substantiates the need for systematic university-based work aimed at developing future teachers' social health as a meaningful outcome of professional training. Social health should not be viewed as an auxiliary area of educational activity; rather, it constitutes an essential component of the modern teacher's professional readiness and shapes the quality of future interaction with students, colleagues, and society. Therefore, the further improvement of teacher education requires the purposeful inclusion of social health development in the content of higher pedagogical training.

Author Contributions

Zhairgazina N.T. – conducted the theoretical analysis of scientific literature on the social health of future teachers, defined the aim, objectives, and logic of the study, and participated in writing the main text and conclusions of the article.

Slambekova T.S. – provided scientific supervision of the study, contributed to the development of the methodological framework, reviewed the theoretical content, and edited the article.

Oralbekova B.S. – participated in collecting and systematizing scientific sources, analyzed approaches to defining social health, and contributed to the preparation of the section on the structural components of social health in future teachers.

Karipbaeva Sh.T. – participated in summarizing the research materials, preparing the section on pedagogical conditions for developing social health, formatting the tables and figure, and editing the final version of the article.

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БОЛАШАҚ МҰҒАЛІМДЕРДІҢ ӘЛЕУМЕТТІК ДЕНСАУЛЫҒЫН ПЕДАГОГИКАЛЫҚ МӘСЕЛЕ РЕТІНДЕ ДАМУЫ

Н.Т. Жайрғазина^{1,}, Т.С. Сламбекова², Б.С. Оралбекова¹, Ш.Т. Карипбаева¹*

¹*Әлихан Бөкейхан университеті, Қазақстан Республикасы, Семей қ.*

²*Л.Н. Гумилев атындағы Еуразия ұлттық университеті,*

Қазақстан Республикасы, Астана қ.

*e-mail: nurgul_0174@mail.ru, tolkyn_1969@mail.ru, seytmukhambetovna@mail.ru,
shinar_semei@mail.ru

Аңдатпа. Бұл мақалада болашақ мұғалімдердің әлеуметтік денсаулығының дамуы қазіргі заманғы жоғары педагогикалық білім берудегі негізгі мәселе ретінде қарастырылады. Зерттеудің өзектілігі мұғалім мамандығының өзгермелі талаптарымен, соның ішінде цифрландырумен, әлеуметтік өзара әрекеттесудің күрделенуімен, эмоционалдық қысымның артуымен және кәсіби тәуекелдердің кеңеюімен байланысты. Зерттеудің мақсаты - болашақ мұғалімдердің әлеуметтік денсаулығының теориялық мазмұнын нақтылау, оның құрылымдық компоненттерін сипаттау және университеттің білім беру процесінде оның дамуына ықпал ететін педагогикалық жағдайларды негіздеу. Зерттеудің әдіснамалық негізі психологиялық, педагогикалық және пәнаралық зерттеулерді талдау, салыстыру, синтездеу және жүйелеуден тұрады. Осы шеңберде әлеуметтік денсаулық студенттің конструктивті әлеуметтік қарым-қатынас орнату, гуманистік құндылықтарды ұстану,

жеке мінез-құлықты реттеу және кәсіби рөлдерді жауапкершілікпен орындау қабілетінде көрінетін интегративті жеке және кәсіби сапа ретінде түсініледі. Оның құрылымы өзара байланысты төрт компоненттен тұрады: құндылық-мотивациялық, когнитивті, коммуникативті-белсенді және рефлексивті-реттеушілік. Мақалада осы сапаның дамуына ықпал ететін төрт негізгі педагогикалық жағдай анықталған: психологиялық тұрғыдан қауіпсіз білім беру ортасын қалыптастыру, студенттерді әлеуметтік маңызды іс-әрекетке тарту, интерактивті оқыту әдістерін пайдалану, сондай-ақ рефлексия мен өзін-өзі реттеуді жүйелі түрде дамыту. Бұл жағдайларды оқытауланған немесе эпизодтық білім беру шаралары ретінде қарастырудың орнына, оларды күнделікті университет тәжірибесіне енгізу қажеттілігіне ерекше назар аударылады. Зерттеу нәтижелері әлеуметтік ал-ауқатты мұғалімнің кәсіби дайындығының ажырамас бөлігі және жоғары білім берудегі мақсатты оқытудың маңызды нәтижесі ретінде қарастыру керектігін көрсетеді.

Кілт сөздер: әлеуметтік денсаулық, болашақ мұғалімдер, кәсіби дайындық, педагогикалық жағдайлар, коммуникативтік мәдениет, жоғары педагогикалық білім.

ФОРМИРОВАНИЕ СОЦИАЛЬНОГО ЗДОРОВЬЯ БУДУЩИХ ПЕДАГОГОВ КАК ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА

Жайргазина Н.Т.^{1,*}, Сламбекова Т.С.², Оралбекова Б.С.¹, Карипбаева Ш.Т.¹

¹Университет имени Аликхана Бөкейханова, Республика Казахстан, г. Семей

²Евразийский национальный университет имени Л.Н. Гумилева,
Республика Казахстан, г. Астана

*e-mail: nurgul_0174@mail.ru, tolkyn_1969@mail.ru, seytmukhambetovna@mail.ru,
shinar_semei@mail.ru

Аннотация. В статье рассматривается развитие социального здоровья будущих учителей как важная проблема в современном высшем педагогическом образовании. Актуальность исследования связана с меняющимися требованиями профессии учителя, включая цифровизацию, растущую сложность социального взаимодействия, усиление эмоционального давления и расширение профессиональных рисков. Цель исследования – уточнить теоретическое содержание социального здоровья будущих учителей, описать его структурные компоненты и обосновать педагогические условия, способствующие его развитию в рамках университетского образовательного процесса. Методологическая основа исследования состоит в анализе, сравнении, синтезе и систематизации психологических, педагогических и междисциплинарных исследований. В этих рамках социальное здоровье понимается как интегративное личностно-профессиональное качество, выражающееся в способности студента строить конструктивные социальные отношения, следовать гуманистическим ценностям, регулировать личное поведение и ответственно выполнять профессиональные роли. Его структура включает четыре взаимосвязанных компонента: ценностно-мотивационный, когнитивный, коммуникативно-активный и рефлексивно-регуляторный. В статье определены четыре основных педагогических условия, способствующих развитию социального здоровья будущих педагогов: создание психологически безопасной образовательной среды, вовлечение студентов в социальную значимую деятельность, использование интерактивных методов обучения, а также систематическое развитие рефлексии и саморегуляции. Особое внимание уделяется необходимости интеграции этих условий в повседневную университетскую практику, а не рассмотрению их как отдельных или эпизодических образовательных мер. Результаты исследования показывают, что социальное здоровье следует рассматривать как неотъемлемую составляющую профессиональной готовности преподавателя и как важный результат целенаправленной подготовки в высшем образовании.

Ключевые слова: социальное здоровье, будущие педагоги, профессиональная подготовка, педагогические условия, коммуникативная культура, высшее педагогическое образование.

Information about authors:

Zhairgazina Nurgul* – Doctoral Student, Alikhan Bokeikhan University (Kazakhstan, Semey, e-mail: nurgul_0174@mail.ru, ORCID: <https://orcid.org/0000-0001-7858-5588>).

Slambekova Tolkyn – Candidate of Pedagogical Sciences, Professor, L.N. Gumilyov Eurasian National University (Kazakhstan, Astana, e-mail: tolkyn_1969@mail.ru, ORCID: <https://orcid.org/0000-0003-0897-9850>).

Oralbekova Bakyt – Master, Alikhan Bokeikhan University (Kazakhstan, Semey, e-mail: seytmukhambetovna@mail.ru, ORCID: <https://orcid.org/0009-0002-9645-296X>).

Karipbayeva Shynar – Master, Alikhan Bokeikhan University (Kazakhstan, Semey, e-mail: shinar_semei@mail.ru, ORCID: <https://orcid.org/0000-0002-3078-5107>).

Автор туралы мәлімет:

Жайрғазина Нұргүл Төлеуханқызы* – докторант, Әлихан Бөкейхан университеті, (Қазақстан, Семей қ., e-mail: nurgul_0174@mail.ru, ORCID: <https://orcid.org/0000-0001-7858-5588>).

Сламбекова Толқын Сейсенбекқызы – педагогика ғылымдарының кандидаты, профессор, Л.Н. Гумилев атындағы Еуразия ұлттық университеті (Қазақстан, Астана қ., e-mail: tolkyn_1969@mail.ru, ORCID: <https://orcid.org/0000-0003-0897-9850>).

Оралбекова Бақыт Сейтмұхамбетқызы – магистр, Әлихан Бөкейхан университеті (Қазақстан, Семей қ., e-mail: seytmukhambetovna@mail.ru, ORCID: <https://orcid.org/0009-0002-9645-296X>).

Карипбаева Шынар Төлеуханқызы – магистр, Әлихан Бөкейхан университеті (Қазақстан, Семей қ., e-mail: shinar_semei@mail.ru, ORCID: <https://orcid.org/0000-0002-3078-5107>).

Сведения об авторах:

Жайрғазина Нұргүл Төлеухановна* – докторант, Университет имени Алихан Бөкейханова (Казахстан, г. Семей, e-mail: nurgul_0174@mail.ru, ORCID: <https://orcid.org/0000-0001-7858-5588>).

Сламбекова Толқын Сейсенбековна – кандидат педагогических наук, профессор, Высшая школа образования, Евразийский национальный университет имени Л.Н. Гумилева (Казахстан, г. Астана, e-mail: tolkyn_1969@mail.ru, ORCID: <https://orcid.org/0000-0003-0897-9850>).

Оралбекова Бақыт Сейтмұхамбетовна – магистр, Университет имени Алихан Бөкейханова (Казахстан, г. Семей, e-mail: seytmukhambetovna@mail.ru, ORCID: <https://orcid.org/0009-0002-9645-296X>).

Карипбаева Шынар Төлеуханқызы – магистр, Университет имени Алихан Бөкейханова (Казахстан, г. Семей, e-mail: shinar_semei@mail.ru, ORCID: <https://orcid.org/0000-0002-3078-5107>).