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THE ROLE OF INFORMATION SUPPLY TECHNOLOGIES IN THE DEVELOPMENT OF HEALTH COMPETENCE OF HIGHER EDUCATION EDUCATORS

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Abstract: This article explores the significance of information supply technologies in developing the health competence of higher education educators. The increasing use of digital technologies in education offers new opportunities for promoting physical, psychological, and emotional well-being among educators. The study examines the impact of information resources, digital platforms, and online training on teachers' ability to manage stress, maintain a healthy lifestyle, and improve professional efficiency. The research findings suggest that the integration of health-focused digital tools in higher education institutions enhances educators' well-being and overall teaching effectiveness.

Keywords: higher education, educators, health competence, information supply technologies, digital platforms, stress management, professional well-being.

Introduction. In modern higher education, the effectiveness of educators is determined not only by their professional expertise but also by their overall well-being. Health competence, which includes physical, psychological, and emotional stability, plays a crucial role in maintaining high teaching performance. However, academic professionals frequently face occupational stress, workload pressure, and mental exhaustion, which can negatively impact their health and productivity.

The integration of information supply technologies (ISTs) offers new ways to support the well-being of educators by providing access to health-related information, online training, and digital wellness tools. These technologies help educators adopt healthier lifestyles, manage stress effectively, and enhance their psychological resilience. This paper examines the role of ISTs in developing educators' health competence and provides recommendations for their effective implementation in higher education institutions.

ISTs encompass a wide range of digital solutions, including: provide knowledge on maintaining physical and mental well-being, E-learning platforms and webinars – specialized courses on stress management, healthy lifestyle habits, and work-life balance, mobile health applications – apps for monitoring physical activity, mental health tracking, and providing personalized wellness recommendations.

These resources enable educators to access reliable information and self-management tools that improve their overall health and job performance.

For ISTs to be effective in enhancing educators' health competence, the following conditions must be met: institutional support – universities must integrate health-related digital resources into their professional development programs, user-friendly digital platforms – health-related ISTs should be accessible and easy to navigate for educators, personalized content – educators should receive tailored recommendations and resources

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based on their specific health needs, continuous updates – digital platforms should provide the latest research and practical advice on health and wellness.

A study was conducted among 150 educators in higher education institutions to assess the impact of ISTs on their health competence. The key findings include: 68% of respondents reported increased awareness of stress management strategies after using online health resources, 62% of educators began using mobile health applications to track physical activity and mental well-being, 55% of respondents participated in online wellness training, leading to improved work-life balance.

These findings indicate that ISTs contribute significantly to developing health competence and improving educators' well-being.

Research methods. To examine the role of information supply technologies (ISTs) in developing the health competence of higher education educators, a combination of quantitative and qualitative research methods was used. The following techniques were applied: A structured questionnaire was distributed to 150 educators from various higher education institutions. The survey aimed to assess: their awareness and usage of ISTs for health and wellness, the perceived impact of digital health tools on stress management and work-life balance, barriers to adopting ISTs in daily professional activities.

Responses were analyzed using descriptive statistics (percentages, mean values) and correlation analysis to determine relationships between IST usage and health outcomes.

Interviews and Focus Groups. 10 in-depth interviews were conducted with university educators to gain insights into their experiences using ISTs for health management. Two focus group discussions (8 participants per group) were organized to explore educators' perspectives on the effectiveness of online wellness programs, mobile health applications, and digital learning resources.

A pilot intervention program was implemented in collaboration with a university wellness center. Participants were provided access to: online stress management training, a mobile health tracking application, digital self-care resources (videos, articles, and interactive tools).

Educators' well-being was assessed before and after the intervention using pre- and post-test surveys measuring stress levels, job satisfaction, and self-reported health status.

A review of academic publications, institutional policies, and reports on digital health tools in higher education was conducted to establish a theoretical foundation for the study. Quantitative data from surveys and experimental assessments were processed using SPSS software. Chi-square tests and ANOVA were used to identify statistically significant differences before and after IST implementation. Qualitative data (interviews, focus groups) were coded and categorized to extract key themes.

Research Results. The study examined the impact of information supply technologies (ISTs) on the health competence of higher education educators. The findings are based on survey responses, interviews, focus group discussions, and an experimental intervention. The key results are presented below.

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Increased Awareness and Utilization of Digital Health Tools: 72% of educators reported increased awareness of digital health resources after participating in online training and webinars, 65% started using mobile health applications (such as fitness trackers, meditation apps, and sleep monitoring tools) to improve their well-being, 58% of participants actively searched for online resources on stress management, mental health, and workplace wellness.

Impact of ISTs on Stress Management and Mental Well-being: before the intervention, 63% of educators reported experiencing high levels of stress due to workload pressure and job-related responsibilities, after engaging with ISTs, stress levels decreased in 47% of participants, as measured by pre- and post-test surveys, 41% of educators indicated that online mindfulness programs and virtual counseling sessions helped them manage anxiety and improve focus at work.

Changes in Health Behaviors: 54% of participants adopted healthier lifestyle habits, including regular physical activity, improved sleep hygiene, and better time management, 48% reported improved work-life balance, attributing it to digital tools that provided reminders for breaks, exercise, and relaxation, 39% of educators started using nutrition and diet-related applications to maintain a healthy diet.

Despite the positive impact, several barriers were identified: limited digital literacy: 28% of educators faced difficulties in navigating digital wellness platforms. Lack of institutional support: 35% felt their universities did not provide adequate resources or training on ISTs for health management. Time constraints: 43% of educators mentioned they lacked sufficient time to regularly engage with digital health programs.

Statistical Significance of ISTs on Educator Well-being. Using SPSS analysis, the study found that: there was a statistically significant decrease ($p < 0.05$) in self-reported stress levels after exposure to digital wellness tools, a positive correlation ($r = 0.62$) was observed between IST usage and improved work-life balance, educators who regularly engaged with ISTs reported higher job satisfaction scores (mean increase of 15%) compared to those who did not.

Conclusion. The integration of information supply technologies into higher education institutions plays a critical role in developing educators' health competence. By providing to digital health resources, personalized wellness programs, and interactive learning tools, these technologies help educators manage stress, adopt healthier lifestyles, and enhance their overall professional performance. Universities should actively implement and promote ISTs to create a healthier and more productive academic environment.

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