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## PSYCHOLOGICAL AND PEDAGOGICAL APPROACHES TO THE FORMATION OF HEALTHCARE COMPETENCES OF FUTURE PRIMARY TEACHERS

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## ПСИХОЛОГО-ПЕДАГОГІЧНІ ПІДХОДИ ДО ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНИХ КОМПЕТЕНТНОСТЕЙ МАЙБУТНІХ УЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ

У статті розглянуто проблему формування здоров'язбережувальних компетентностей майбутніх учителів початкових класів та проаналізовано їх місце у структурі компетентності педагога. На основі нашого дослідження проведено узагальнення науково-педагогічної літератури, подано розуміння підходів до формування здоров'язбережувальних компетентностей майбутніх учителів початкових класів у ході фахової підготовки. Висвітлено стан професійного здоров'я учителя, адже саме в сучасних умовах реформування освітньої галузі здоров'я підростаючого покоління розглядається не тільки як важливий ресурс, а й провідний показник прогресу суспільства, ознака гармонійного і комфортного середовища для особистісного самовияву громадянина.

Визначено та обґрунтовано основні психолого-педагогічні підходи до формування здоров'язбережувальних компетентностей майбутніх учителів початкових класів, до складу яких входять: ціннісно-мотиваційний, когнітив-

ний, операційно-технологічний, компонент особистих і професійних якостей педагога. Нами проведено аналіз та сформульовано висновки про те, що здоров'язбережувальні компетентності майбутнього вчителя початкових класів – це особистісні характеристики та особливості, спрямовані на збереження власного фізичного, психічного, соціального та духовного здоров'я, а також сприяння збереженню, зміцненню здоров'я учнів під час навчального процесу та поза ним.

**Ключові слова:** здоров'язбережувальні компетентності, компоненти здоров'я, майбутній учитель, психолого-педагогічні підходи.

**Summary.** The article considers the problem of formation of health-preserving competencies of future primary school teachers and analyzes the place of these competencies in the structure of teacher competence. Based on the generalization of scientific and pedagogical literature, an understanding of approaches to the formation of health competencies of future primary school teachers in the course of professional training is presented. The state of professional health of teachers is highlighted, because in

modern conditions of reforming the health sector of the younger generation is considered not only as an important resource but also as a leading indicator of society's progress, a sign of harmonious and comfortable environment for personal expression.

The main psychological and pedagogical approaches to the formation of health competencies of future primary school teachers are identified and substantiated, which include: value-motivational, cognitive, operational-technological, component of personal and professional qualities of the teacher. We conducted an analysis and concluded that the health-preserving competence of the teacher – is personal characteristics and features aimed at maintaining their own physical, mental, social and spiritual health, as well as promoting the preservation and strengthening of students' health during school process and beyond.

**Key words:** health-preserving competence, components of health, future teacher, psychological and pedagogical approaches.

**The aim of the article** is to outline the main psychological and pedagogical approaches to the for-

mation of health-preserving competences of future primary school teachers.

**Introduction of the problem.** The system of higher pedagogical education is aimed at the training of future primary school teachers who have a high level of theoretical knowledge and practical skills of organizing the educational process, which is impossible without a positive and cultural, values-based attitude to the health and preservation of health of future generations, because it is the teacher who instills and develops the culture of health.

Ukraine's policy and the reform of higher educational establishments show that a priority issue of the national importance is strengthening the health of young people as the highest value of the society.

Preservation of health and a full-quality life of citizens is a necessary component of development and prosperity of the state, one of the most important tasks of the world community, reflected in European policy "Health 2020: the foundations of European policy in support of state and society in the interests of health and welfare".

Therefore, the effectiveness depends on the defined, clearly formulated and implemented psychological and pedagogical approaches to the formation of health-preserving competences of primary school teachers. The teacher's health culture is an integral part of the general culture, which affects the level of knowledge, skills, abilities necessary to form, maintain, reproduce and strengthen own health and is characterized by a high level of cultural behavior to the health of others (*Shyian, 2001*).

**Analysis of recent researches and publications.** Theoretical and methodological principles and psychological and pedagogical aspects of health and healthy lifestyles of students and conditions for their enhancement are formulated in the works of T. Andreieva, O. Artiukh, O. Balakirieva, T. Boichenko, L. Vashchenko, P. Duplenko,

O. Yezhova, G. Kovhanych, V. Orzhekhovska, N. Pogorila, O. Sakovych, S. Svyrydenko and others.

The scientific works of V. Brekhan, V. Horashchuk, O. Dubogai, V. Lozynskyi, Z. Malkov, V. Orzhekhovska, M. Talanchuk, L. Tatarnikova are devoted to the study of the basics of health-preserving education. The basic principles of the organization of health education and upbringing of schoolchildren are highlighted in the works of M. Hrynova, L. Zaplatnikov, S. Kyrylenko, L. Ponomarova, O. Shyian, B. Shyian and others.

These studies cover mostly the research of the peculiarities of the formation of schoolchildren's health-preserving competences. In our opinion, the health-preserving competences of future teachers should be considered as a subject of the educational process.

**The methods used.** A set of mainly theoretical methods (analysis, synthesis, generalization, systematization, comparison) of obtaining information and posteriori knowledge on the problem of developing health-preserving competences of future primary school teachers was used to solve the tasks of the research.

**Statement of basic materials.** Education, competence and a healthy lifestyle in the 21st century are among the most important life-supporting factors of every person. Competence is the ability to solve professionally and effectively certain problems that arise in the course of any human activity.

Analyzing the scientific and pedagogical literature on the content of health-preserving competences, it is worth noting the approach of O. Dziatkovska (*Dziatkovska, 2010*), who believes that these competences include the ability:

- to form teachers' motivation for a healthy lifestyle and the values of health, longevity, creative self-realization in work, family life and social activity;
- to regulate the functional state in ways that are not harmful to health, in order to maintain proper

working ability;

- to define and apply individually efficient for a person methods of educational (professional) activity;

- to form an individual health-preserving approach to education (professional activity);

- to ensure the ecological and psychological safety of the pedagogical environment, which includes the regulation of interpersonal relations, compliance with sanitary and hygienic requirements, etc.

It should be noted that according to the generally accepted definition of the World Health Organization (hereinafter – WHO), the concept of health includes the following integral parts:

- physical health – the functioning of the body and the health of each of its systems, strength, dynamism, stamina;

- mental health – a state of a peculiar mental well-being, characterized by the absence of painful psychic phenomenon, which provides adequate environmental regulation of behavior and activities;

- social health – acceptance of oneself as an individual of a certain sex, feelings of love, friendship, success, group solidarity; ability to build, use and maintain relationships with other people; social connections, resources, ability to communicate and its quality;

- spiritual health – the pursuance of love, truth, verity, good, of discovering something new; ability to act in love for neighbours, involvement in animate and inanimate nature (*Horkovska, 2011*).

By contrast, L. Antonova notes in the studies that the health-preserving competences of a teacher is an integral quality of personality, based on knowledge and experience and shown through a readiness for activities to maintain health in the educational environment (*Antonova, 2004*).

V. Orzhekhovska believes that a teacher who works on the basis of pedagogy of a healthy lifestyle, is characterized by:

- individual competences and

qualities that determine the abilities and skills independently to search, collect, analyze, present, transmit information about health, healthy lifestyle;

- the abilities to model and design objects and processes, including their own individual activities;
- carry out a preventive work;
- make the right decisions;
- constructively and effectively solve the tasks that arise in the process of activity;
- introduce modern health-preserving technologies in their daily and professional activities (Orzhekhovska, 2007).

Basing on the analysis of the psychological and pedagogical literature a number of the most effective approaches to a positive and cultural attitude to health were outlined; a structure of health-preserving competences of a teacher, which contains the following components was defined:

- value-motivational – the system of values of a teacher's personality (leading value – health), which motivates the teacher to complete the health-preserving activities, is in the interest and needs of the teacher to the formation of health-preserving competencies;
- cognitive – the approach aimed at the formation of the system of knowledge about the laws of health preservation and development the desire for self-education in the health-preserving field;
- operational-technological – focused on mastering the methods of health-preserving activities by teachers, which comes out in the readiness to implement behavioral models of healthy lifestyles and health-preserving technologies and the ability to improve their own health;
- component of personal and professional qualities of a teacher, which includes personal (self-discipline, responsibility for own health, friendliness, self-care, diligence, ability to work, leadership, vigorousness, perseverance, determination, etc.) and professionally significant qualities (interest in

people, love for children, tact, empathy, tolerance, selfconsciousness, etc.) (Shatrova, 2012).

It is possible to take the most effective steps to form future teachers' value attitude to their own health with the use of psychological and pedagogical approaches. According to L. Mitina, health-preserving competences provide the ability to maintain and strengthen occupational health. V. Baidenko notes that the above mentioned competences form professional stamina, which, consequently, affects the successful formation of social competences (Mitina, 2006; Baidenko, 2010).

In the scientific literature the competence of health is considered as the basis of human existence, the leading idea of which is the awareness of the importance of health, a healthy lifestyle for the entire life of the individual (Antonova, 2004).

Thus, the health-preserving competences of a teacher are personal characteristics and features aimed at maintaining own physical, mental, social and spiritual health, as well as promoting the preservation and strengthening of students' health during the educational process and extra-curricular activities.

The problem of developing health competences is becoming more acute in the educational environment, and the main reasons for this are the lack of generally accepted understanding of health competences of teachers as a complex phenomenon that has great potential for improving the health of the educational process participants.

**Conclusions and further research perspective.** Psychological and pedagogical approaches to the formation of health-preserving competences of future primary school teachers such as value-motivational, cognitive, operational-technological, component of personal and professional qualities of a teacher are specified.

The teacher must purposefully introduce elements of health-preserving into the educational process, which will significantly im-

prove all levels of students' health and the formation of their health competences, the ability to use the acquired knowledge in practice.

The study of the state of health of students and the introduction of the system of formation students' health-preserving competences in the educational environment of the school seems to be promising.

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