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**EXPERIMENTAL VERIFICATION OF THE EFFICIENCY OF
PEDAGOGICAL CONDITIONS FOR THE FORMATION OF HEALTH
PRESERVING COMPETENCE OF FUTURE PRIMARY SCHOOL
TEACHERS**

The priority task of modern educational institutions is to ensure proper conditions for students to acquire social experience, master innovative technologies for preserving and strengthening their health.

The implementation of the competence approach in the educational process is one of the important steps for solving the problems of preserving the health of student youth, which is emphasized by the content of modern normative documents that regulate the functioning of educational institutions. They direct the educational process on the formation of key competences of younger schoolchildren, among which the health preserving competence occupies a special place.

Training effectiveness of future primary school teachers largely depends on the determination of the levels of their professional competences, which, in turn, requires the development of appropriate criteria. The assessment of the levels of professional competences of the future teacher, in particular health preserving, is subjective and reflects the standpoint of the researcher of the given problem. The logic of conducting scientific research provided the definition of components and criteria of the formation of appropriate levels of health preserving competence of future primary school teachers.

Therefore, the teacher's health preserving competence characterizes knowledge, skills, aspirations, motives, interests, ability and readiness to use health

preserving technologies in professional activities and determines the criteria of the formation of health preserving competence of future primary school teachers at each of the stages of their formation: *basic, subject, professional, professional and research*.

Relying on existing theoretical provisions and practical experience, three levels of development of health preserving competence have been determined: low, medium, high.

Organization and methodology of conducting the pedagogical experiment involved the transition from the development and theoretical justification of the formation of the health preserving competence of future primary school teachers to its practical implementation in the system of their professional training, which requires the definition of specific methods, individual organizational forms and adjustment of the content of training, based on which and formation of health preserving competence as a professional characteristic of a specialist will take place.

At the search stage, objectives of the study related to the problem of formation of health preserving competence of future primary school teachers in pedagogical institutions of higher education were clarified. The content of health preserving disciplines was analyzed, and knowledge control works were conducted in the selected groups in order to determine objectively the initial level of formation of health preserving competence of future primary school teachers.

As already mentioned, the formation of health preserving competence of future primary school teachers takes place within the study of health preserving disciplines: normative and selective ones.

To check the effectiveness of teaching health preserving technologies, at the initial stage of the study, a comparison of the results of control works performed by students of the experimental and control groups of Khmelnytskyi Humanitarian and Pedagogical Academy, Mukachevo State University and Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University was carried out.

Assessment of students' knowledge was carried out in the experimental and control groups. Tasks were selected from traditional textbooks and were formed in accordance with the requirements for the professional training of future primary school teachers at the first (bachelor) level of higher education. In the above-mentioned higher education institutions, the assessment of future teachers' knowledge is carried out according to credit-module systems. It turned out that the indicators of the levels of formation of health preserving competence of future primary school teachers in the experimental and control groups are almost the same.

Based on the analysis of the results of the ascertainment stage of the pedagogical experiment, *a working hypothesis of the study* was formulated, which is grounded on the assumption that the structural and functional model of the formation of health preserving competence of future primary school teachers will be effective if the fulfillment of modern requirements for the professional training of future primary school teachers is ensured, in particular, their competences regarding the use of health preserving technologies in professional activities; if there is provision of pedagogical conditions (ensuring students' positive motivation for the formation their health preserving competence; organization of the educational process of a pedagogical institution of higher education on the principles of health preserving, personally oriented pedagogy, integration of educational courses and introduction of empirical learning systems; activation of the use in the process of professional training of future primary school teachers of interactive teaching methods aimed at the formation of health preserving competence) of the formation of health preserving competence taking into account all components and features of the educational process.

The main task of the formative experiment was checking the effectiveness of the developed in the research process model of the formation of health preserving competence of future primary school teachers and practical verification of the main theoretical provisions.

Approbation of the model of the formation of health preserving competence of future primary school teachers was carried out in experimental groups of students at certain stages of formation of health preserving competence.

In order to check the effectiveness of the suggested model of the formation of health preserving competence of future primary school teachers at all stages (basic, subject, professional, professional and research), questionnaires, control activities were conducted in experimental and control groups, levels of health preserving competence formation were determined according to the relevant criteria.

For the purpose of identification the effectiveness of the suggested structural and functional model, the level ratio of the formation of the health preserving competence of future primary school teachers in the experimental and control groups was determined according to the formula.

$$\lambda = \frac{T_e}{T_k} = \frac{T_{1e}+T_{2e}+T_{3e}+T_{4e}}{T_{1k}+T_{2k}+T_{3k}+T_{4k}},$$

λ is the efficiency coefficient of the method; T_k – the level of the formation of health preserving competence of future primary school teachers in the control group; T_e is the level of the formation of health preserving competence in the experimental group.

If $\lambda > 1$, the method can be considered effective. The effectiveness of the method is higher, if the coefficient λ is greater than one

Let us substitute the value of the high levels of the formation of health preserving competence of future primary school teachers in the control and experimental groups:

$$\lambda = \frac{58+69+51+54}{30+33+20+19} = \frac{232}{102} = 2,27$$

In the considered case, $\lambda > 1$ (2.27), and therefore the method can be considered effective.

Thus, in the research process, not only pedagogical conditions and structural and functional model of the formation of health preserving competence of future primary school teachers were developed, theoretically and experimentally

substantiated, but also the criteria for the assessment of the levels of formation of health preserving competence at each stage of its development were determined, analyzed and experimentally tested.