

ჯანმრთელობის შენარჩუნება - ფიზიკური განათლების მასწავლებლის პროფესიული ამოცანა

HEALTH PRESERVATION IS A PRIORITY COMPETENCE OF PHYSICAL EDUCATION TEACHER

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გოგიკის და ფიზიკური აღზრდის დეპარტამენტი

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ABSTRACT

The article is devoted to the actual problem - the role of the teacher in preserving the health of children, which is determinant in the health of the nation. Raising the level of physical development of the younger generation, its mental potential, is a prerequisite for the country's exit from the socio-economic crisis. The leading role belongs to the teachers of physical education in solving this problem. Higher educational institutions lay the foundation of professional readiness, their most important component is a health-preserving competence. Emphasis is placed on overcoming the problems associated with an insufficient level of readiness of physical education teachers to implementation of a system of health-preserving measures. Aspects of training for professional activity are developed imperfectly in the educational process, programme and methodological support in higher educational institutions does not form high professional readiness as a complex phenomenon, with great potential for improving the level of health of children and teenagers. The theoretical and practical component of biomedical training of students is the most important component of the readiness of physical education teachers to implement a competence approach in the system of physical education. The introduction of the phased formation of competence-based preparedness based on the planning of the educational components will make it possible to supplement the methodology for further improving the educational process in the field of health preservation.

Key words: health preservation, physical culture, professional readiness, competence.

ანოტაცია

სტატია ეძღვნება აქტუალურ თემას - მასწავლებლის როლს ბავშვების ჯანმრთელობის შენარჩუნების საქმეში, რაც ერის ჯანმრთელობის განმსაზღვრელია. მოზარდი თაობის ფიზიკური განვითარების დონისა და გონებრივი პოტენციალის ამაღლება წარმოადგენს სახელმწიფოს სოციალურ - ეკონომიკური კრიზისიდან გამოყვანის წინაპირობას. აღნიშნული პრობლემის მოგვარებაში მნი-

შენელოვანი ადგილი უჭირავს ფიზიკური კულტურის მასწავლებლებს. უმაღლესი სასწავლო დაწესებულებები აყალიბებენ პროფესიული მომზადების საფუძველს, რომელთა შორის განსაკუთრებით მნიშვნელოვანია ენერგო შემნარჩუნებელი კომპეტენტურობა. აქცენტი კეთდება პრობლემის დაძლევაზე, რომელიც დაკავშირებულია ფიზიკური კულტურის პედაგოგების მომზადების არასაკმარის დონესთან ჯანმრთელობის ენერგო შემნარჩუნებელი ღონისძიებების რეალიზაციის დროს. პროფესიული საქმიანობისათვის მომზადების ასპექტები საგანმანათლებლო სფეროში არასაკმარისადაა შემუშავებული, რის გამოც ვერ ხდება მაღალი პროფესიული მომზადების, როგორც კომპლექსური ფენომენის, ფორმირება, რომელსაც ექნება ბავშვებისა და მოზარდების ჯანმრთელობის გაუმჯობესების დიდი პოტენციალი. სტუდენტების მედიკო - ბიოლოგიური მომზადების თეორიულ - პრაქტიკული შემადგენელი წარმოადგენს ფიზიკური მომზადების პედაგოგების უმთავრეს ამოცანას ფიზიკური აღზრდისადმი კომპეტენტურად მიდგომის საქმეში.

საკვანძო სიტყვები: ენერგოშემნარჩუნებელი, ფიზიკური კულტურა, პროფესიული მომზადება, კომპეტენტურობა.

INTRODUCTION

Health is the most current value of modernity. The current socio-economic situation is such that the state problems of recent years have a negative effect on the dynamics of health, including the child population of Ukraine. The number of children with chronic pathology, children's disability is growing. Scientists warn that these factors affect not only the state of health, but also the life expectancy and mortality of future generations.

Teenagers constitute a significant and most promising part of our society. The health of adolescent children is of particular value during the period of unfavorable demographic situation in Ukraine. The current stage in the formation of a healthy, viable generation is determined

by the social policies of states. The world community has already formed common views and requirements for the formation of health care by a number of documents and regulatory acts on the introduction of a healthy lifestyle. Declaration of Human Rights, Declaration of Alma-Ata, Jakarta Declaration, World Health Declaration “Health for All in the 21st Century”, the Bangkok Charter, European Strategy “Health and Development of Children and Adolescents” indicate the urgent need for a clear understanding of the changing strategy of human life [1, p.43]. But how to ensure real positive changes in the direction of improving health and increasing life expectancy, convey to the whole society that not only the state is responsible for the health of every citizen, but everyone should be aware of the responsibility to preserve their health.

The purpose and objectives of the research.

To study the main approaches in the formation of professional competence of health preservation of future teachers of physical education. To analyze the theoretical component of biomedical training of students in physical education and sports profile, in order to form their health-preserving competence. To determine the need to increase the motor activity of children as a social condition for the preservation of their health in the educational process. To substantiate the level of readiness of physical education teachers to implement a competence-based approach in the physical education system of secondary education.

ANALYSIS OF RECENT RESEARCH

Motor activity preserves health, which is the basis for achieving success during the learning process. Despite the efforts of the state, drawing public attention to the problem of preserving health, the introduction of a new educational reform “New Ukrainian School” has not yet succeeded in creating conditions for solving painful problems and creating a favorable atmosphere in schools, providing comfortable conditions and optimal scheme of strain for each child. . What are the ways our scientists are moving in addressing this issue? A number of authors highlight the importance of primary prevention, based on the formation of a healthy lifestyle. Each person should be responsible for its health, consciously eliminate deviant risk factors for health [2, p.45]. But such a life position does not arise forcibly or spontaneously, it must be motivated from childhood. Modern statistics is not optimistic, because it indicates a large number of somatic deviations acquired by children and students during their studies [1, c.44].

The reason for this lies in the educational process, which requires a certain tension in the musculoskeletal

system, prolonged immobility of the spine, tense of the visual analyzer, sedentary behavior outside the educational institution due to the weak development of extra-curricular sports and recreation. Not all parents can, as it is necessary, to create conditions for the normal development of the child, or do not have the means to do so.

Tevkun V.V. defines health-preserving competence, the basis of the professional training of physical education teachers, as a problem of paramount importance for modern higher education. Future teachers are lack of motivation for activities related to preserving children’s health, they do not know and do not know how to use health-preserving technologies in the educational process, ignore the scientific organization of labor in the pedagogical process.

The society needs a new specialist who can fulfill practical experience in the field of health preservation. It is the competence approach in the training of future teachers of physical education that forms new technologies in education and solves the contradictions between the social order and the insufficient level of development of health-preserving competence.

N. Tamarska, T. Bondarenko define the essence of “health-preserving competence” in conducting preventive measures and introducing the knowledge of specialists who possess the fundamental bases of health preservation, identify components of health-preserving competence such as: emotional, cognitive, and practically active. They include fundamental biomedical, psychological, pedagogical and methodological components.

I. M. Shepenyuk considers the problem of the formation of health-preserving competence of teachers in the context of innovative development of an educational institution to be the key element which defines research and experimental work that improves the professional development of teachers and their skills.

At the international labor market, first of all, they pay attention to the ability to apply effectively acquired knowledge in their professional activities. Y. Rybinskaya: “Competence is” a general ability based on knowledge, experience, values, and abilities that are acquired thanks to training. “

R. Milrud and A. Andreev characterize this concept as the ability to achieve results, to solve specific problems and to possess active knowledge of the requirements in the relevant industries.

Competence is the quality of a specialist, the result of his self-development and the application of experience according to V. Bolotov and V. Serikov. It is appropriate to pay attention to the opinion of I. Gushlyavskaya

and D. Trubachev, that the experience of applying acquired competencies is the part of components of the “competence” category listed above.

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Dzyatkovskaya has a very interesting interpretation of health-preserving competence, which considers that this competence includes the ability: to motivate for a healthy lifestyle, awareness of the value of health, the possibility of longevity, social activity; adjusting the physiological state to maintain health with the use of health-preserving and healthy methods of professional activity.

The teacher, who works according to the principles of pedagogy of a healthy lifestyle (according to V. M. Orzhekhovskiy), is distinguished by individual abilities and qualities that determine its capabilities and ability to independently search for, collect, analyze, present, transmit information about health, healthy lifestyle; to model and design objects and processes, including their own individual activities; carry out preventive work; make the right decisions, creatively and effectively solve unforeseen tasks.

In our opinion, the formation of health-preserving competence should be consonant with the direction of “sustainable development”, which is crucial for the modern world. The attitude to life, rational nutrition, physical development, regulation of a healthy lifestyle, ability to study one’s own lifestyle and conduct self-assessment of physical development, attitude to human values, understanding of noospheric norms of behavior, ability to “love oneself”, knowledge of the theory of healthy person’s health and its preservation - are components of health preservation.

So, summing up, we can conclude that the physical education of children and young people should be carried out by high-class specialists and professionals [3, c.58]. Many scientists who highlighted scientific and pedagogical searches in the methods of physical education and the formation of physical culture of young people in the context of educational reform, consider the possibility of updating the content of the subject (V. Arefieva, I. A. Kuzmenko, J. Vaskova, A. M. Vatsiba, etc.). Some authors propose the use of various forms of physical education (A. Tsos, A.A. Vlasyuk, N. Krachevskaya, A.V/Ognennaya). A. Bondarchuk proposes to unite the

school and the family, starting from the first class through updating the content of physical education teaching.

In this regard, the need for such teachers of physical culture, which would satisfy the needs of children in physical activity in various ways and methods, and directed their development in a healthy way is being actualized. The fundamentals of professional readiness of the teacher of a new era, a competent specialist in the relevant aspect, must be formed at the stage of training future specialists in higher educational institutions. The formation of professional competencies should be taken into account in the educational practice of higher educational institutions of pedagogical profile [4, p.33].

Today physical education specialists are looking for ways to reform the system of training professional personnel that meet European standards. There will be fundamental changes in practice specially for them in the near future.

The modern standard of living requires from the lessons of physical education that students develop motor skills and abilities for independent physical exercise, following the rules of a healthy lifestyle, the ability to independently monitor changes that occur in the body, evaluate and analyze the effects of physical activity as positive processes of life.

A competent specialist in physical education should foster the need for physical activity and the ability to own simple methods of monitoring somatic health. The teacher, which is able to take into account favorable age and anatomical and physiological periods for the development and improvement of the body of schoolchildren, reveals for them the importance of human physical culture. [3, p.93].

The formation of a persuasion in the need for motor activity, the possibility of obtaining pleasure from physical exertion and a conscious desire for health preservation is achieved by conducting comprehensive monitoring of physical activity. The usage of its indicators in planning studies and educational out-of-school work, objective information about the health status of pupils are components of effective management of the process of physical education and sports training, the necessary result of the teacher’s professionalism as a modern competent specialist.

The basis of health protection are the skills to implementation of constant monitoring of well-being and general health. The teacher should not only be able to control the state of their own health, but also teach the students to do it.

Applied loads must correspond with physical fitness, age and bring pleasure. Regular monitoring will determine

the effectiveness of classes, tools and methods for optimal planning of the size and intensity of physical activity and rest. Mastering the techniques of anthropometric and physiometric research will allow to determine the initial physical condition and the prospects for its further improvement.

Understanding the role of fatigue as a natural activator of recovery processes is important, because without fatigue, there is a steady decrease in the volume of functional reserves of organs and body systems, a decrease in efficiency. Systematic fatigue stimulates regenerative processes, as a result we have the improved well-being, improved mood. Therefore, it is the teacher, the trainer who will help to uncover the meaning of the positive addiction to physical exertion that occurs during regular physical activities, which makes them an integral part of a full healthy life.

For a deep, informed awareness of the positive effects of physical activity on health, it is necessary to include a theoretical component in the practical course of the discipline. The ability to consciously approach the choice of motor activity and determine it for yourself as the basis for the formation of a healthy lifestyle is an indicator of positive changes in the minds of young people.

In our previous works, we noted that the creation of a direction – physical culture – a way of life – is an innovative aspect in the formation of a healthy generation. Only through this unity are possible shifts in the minds of people are possible.

In our previous works, we noted that the creation of a direction – physical education – a way of life – is an innovative aspect in the formation of a healthy generation. Shifts in the minds of people are possible only through this union.

Unfortunately, a general acceptance of understanding of the health-preserving competence of a teacher of physical education as a complex phenomenon with great potential for improving the health of children and adolescents has not yet been formed. Unfortunately that a large amount of information in the cycle of natural fundamental training has been removed from educational content. Every year, educational programs in physical education lose more and more medical and biological disciplines, although they form the fundamental basis for health protection. Among the educational components, their number is about 19%. The modern world, with its new forms of life support, a specialty, a profession that requires high technical and technological training, directs the entire training potential to the achievement of a highly competitive ability of a specialist, but undoubtedly a healthy specialist. And if we are talking about a specialist in the sphere of physical education, then definitely, capable to shape health, to ensure its preserving.

It is interesting to look at the proportion of biomedical and other professional disciplines in the program for applicants with a bachelor's degree in the specialty 014.11 Secondary education (Physical education) (Figure 1). As it was already mentioned, their number does not exceed 20%. In our opinion, the changes that occur all the time in the educational process of higher education, namely: changes in curricula, work programs, in academic disciplines, do not make it possible to form a single line of smooth flow and consistent generalization of theoretical knowledge of health protection to practical application.

The monitoring of the attitude of students to a healthy lifestyle that we conducted showed that students do not define physical activity as a priority in maintaining health.

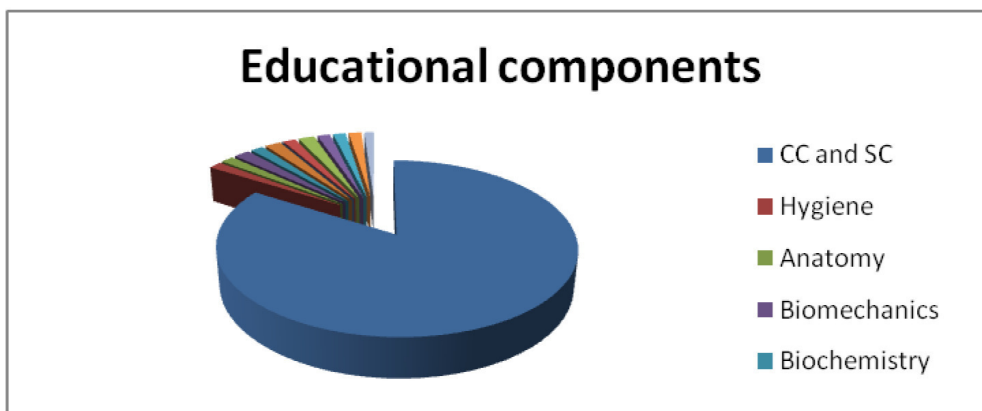


Fig. 1. Distribution of medical and biological disciplines among the compulsory and selective components in the educational program: Secondary education (Physical education).

Unfortunately, not all students have the right idea about a healthy lifestyle, believing that only the abandonment of most bad habits is able to give a positive result. According to students' of 1-2 courses point of view the main elements of health are: the rejection of bad habits, compliance with the regime of work and rest. Physical education occupies the fourth place. Insufficient personal orientation and motivation to physical activity can reduce the performance of both physical and professionally significant personal qualities, with the result that the overwhelming majority of students show a low level of attitude to their health and healthy lifestyle (Fig. 2). One of the main humanistic tasks of the teacher of physical education in universities should be the formation of sustainable motivation for physical self-improvement. The solution of this problem is possible

through special pedagogical influences in the process of physical education, allowing to have a positive impact on the emotional and motivational sphere. Moreover, the main factors that would contribute to the formation of the motivational sphere should be, first of all, the content of physical education, the method of its implementation and the system of requirements.

Based on this, it is necessary to direct efforts in training a physical education teacher in a humanistic direction, which is required by modern ideas about health, based on leading theoretical propositions about the unity of the body with the environment, knowledge about adaptation, homeostasis, functional systems and data of biological cybernetics about control mechanisms in live systems.

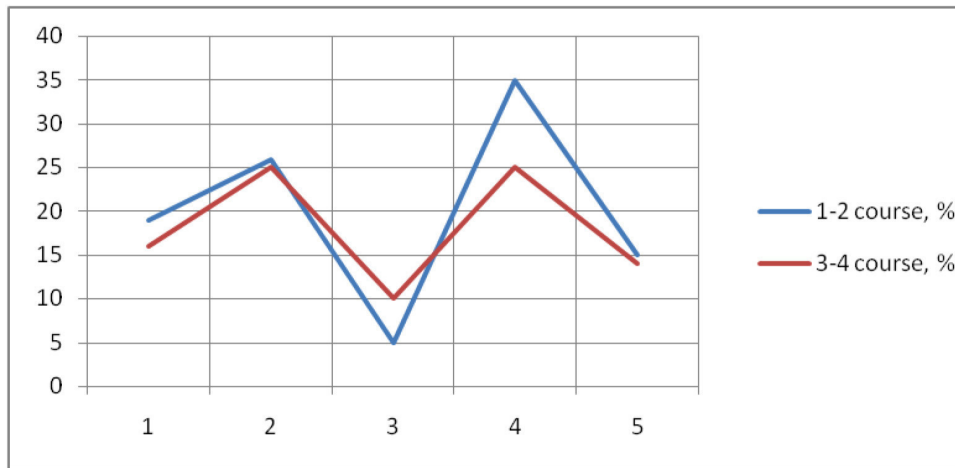


Figure 2. Motivations for students to go in for sports

1. The desire to become strong, healthy
2. Aesthetic enjoyment of your own beauty
3. Sense of duty
4. Self-affirmation in society
5. The desire to manifest in extreme situations

The teacher of physical education should own the methods of determining and evaluating quantitative indicators of the health of the individual and be able to use the most informative of them in practice. To involve students in monitoring activities, conducting research in the sphere of health preservation. Concrete results, illustrative examples will provide a conscious formation of a focus on health preservation. The formation of the competence-based readiness of future teachers of physical education will proceed efficiently if, in the process of their professional education, the orientation to the health-saving functions of physical education is carried out, the motives for improving professional readiness are activated based on the combination of theory and practice of education.

The solution of the problem will be most effective in the gradual mastering the medical and biological component of the educational program of a higher educational institution.

The study of the fundamental component of the biological direction with the formation of modern ideas about the state of research in the sphere of vocational training, the formation of concepts of teachers' readiness for professional activity on the theory and methods of physical education, recreational physical culture, the study of normative documents regulating the necessary level of training of future physical education teachers - this is the sequence which will lead the students to the readiness of physical education of health-preserving activities.

The final stage should include the interpretation of the achieved results and to form the readiness of future teachers of physical culture to form the health preservation of students.

CONCLUSION.

The main role in the implementation of one of the leading functions of education - social and health, healthpreserving belongs to the teacher of physical education. Having studied the main approaches in the formation of professional competence of health preservation, having analyzed the value of the theoretical and practical component of the medical and biological training of physical education and sports students, they

substantiated the components of readiness of physical education teachers to implement the competence approach in the system of physical education.

The introduction of a phased formation of competence-based preparedness based on the planning of educational components will make it possible to supplement the methodology for further improving the educational process in the field of health preservation.

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