Andrzej Kryński, Georges Kamtoh Tebug, Svitlana Voloshanska

STATE OF ENVIRONMENT AND HUMAN HEALTH

CZESTOCHOWA 2019
ISBN 978-83-7542-161-33

Edited by

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Published by the Resolution № 18/2019 of March 19, 2019 of the Interdisciplinary Faculty Council of Polonia University in Czestochowa

State of Environment and Human Health. Edited by Andrzej Kryński, Georges Kamtoh Tebug, Svitlana Voloshanska. Czestochowa: Publishing House of Polonia University „Educator", 2019, 200 p.

ISBN 978-83-7542-161-33

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This research work belongs to a group of authors, contains an in-depth study of the health preservation problem, fixes the scientific priority, provides society with the primary scientific information on health promotion, the formation of environmental responsibility, serves to highlight the issues of healthy eating.

The monograph is intended primarily for scientists and meets by its content and form of publication, but will be interesting for a wide range of public. The clarity of the wording and presentation of the material, the logic of coverage for the basic ideas and concepts in it are of particular importance. Requirements to the essence of the presentation of the material in the sections of the monograph, similar to the requirements of other scientific publications with certain features of their purpose. Moreover, the issues raised in this monograph are still the subject of lively discussion among contemporary domestic and foreign scholars.

We will be glad if the monograph will not leave you indifferent and you will want to share your impressions of it.

The publication is assigned with a DOI number: dx.doi.org/10.23856/W1713

Publishing House of Polonia University "Educator"
4/6 Pulaskiego street, 42-200 Czestochowa, PL
tel: +48 (34) 368-42-15, fax: +48 (34) 324-96-62
email: wydawnictwo@ap.edu.pl, www.ap.edu.pl

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CONTENTS

Chapter 2. METHODS OF PREPARING OF A FUTURE TEACHER FOR ORGANIZATION OF HEALTH-SAVING ENVIRONMENT AS A COMPONENT OF ECOLOGY OF CHILD'S HEALTH

H. BONDARENKO[1], O. VASHCHENKO[2], L. ROMANENKO[3], K. ROMANENKO[4],
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Abstract. *The article is devoted to the problem of preparing of a future teacher of elementary school for the organization of health-saving environment. Attention is focused on the health of the child of the elementary school age, as it is one of the components of the health-saving environment in which children should learn and develop.*

Since modern elementary school requires a new type of teacher who has a high professional qualification and professional culture, is able to objectively comprehend pedagogical phenomena and facts, critically evaluate and creatively transform pedagogical reality. This happens primarily due to the problems of self-development of the individual and the creative self-realization of the teacher, along with new conceptual approaches to the reform of the educational process.

Thereby, the teacher has a real opportunity to identify himself as the true creator of the educational process, to realize own spiritual potential. New tasks faced by New Ukrainian School as modern school require a revision of the content of pedagogical education, which is the core of a professionally competent teacher.

Keywords: *ecology of child's health, health-saving environment, elementary school, future teacher.*

Formulation of the problem

The analysis of scientific literature shows that the preparation of a teacher for professional activity becomes an extremely urgent problem, because a modern elementary school needs a specialist who must fully understand his place in the process of restructuring, thoroughly master the theoretical knowledge, professional skills, and who is ready to work in difficult competitive conditions, capable of self-education, self-knowledge, self-improvement. Different aspects of the formation of the personality of the teacher and the issue of improving the training of specialists in higher educational institutions are highlighted in the studies of such scientists as O. Abdullina, L. Kondrashova, N. Kuzmina, O. Moroz, N. Polovnikova, V. Semichenko, V. Slastionina, G. Trotsko, N. Khmil, O. Shcherbakova and others.

The term "readiness" began to appear in scientific and educational literature at the beginning of the twentieth century in connection with the activity of the individual in various spheres of life. Scientists-psychologists V. Thomas, F. Znanetsky, G. Allport, D. Kats, H. Smith and others considered readiness as a phenomenon of social and human value resistance to the external and internal influences of the environment within the limits of regulation and self-regulation of human behavior. Researchers M. Dyachenko, L. Kandybovich, A. Lynenko interpret this concept as an indicator of self-regulation and adaptation at different stages and

levels of the course of mental processes, which outline the behavior of the individual in the plane of physiology, psychology, and social behavior [10].

The readiness of a future teacher, according to the definition of the scientist T. Gutsan, is defined as the process of developing of future professional activity, depending on the knowledge, skills, and the developed level of competence obtained during the professional training. The main scientific approaches to the definition of the category of readiness are the psychological approach and the professional-pedagogical approach [25].

V. Slastionin considers readiness for pedagogical activity as a subject of professionally determined requirements for a teacher. As part of professional readiness the researcher allocates psychological, psychophysiological and physical, scientific-theoretical and practical training [25].

I. Glazkova distinguishes three components of teacher training based on analysis of works of other scientists [4]:

1) Psychological and pedagogical training (N. Kuzmina, O. Piskunov); the relationship between theoretical training and pedagogical practice (O. Abdullina, L. Kondrashov), vocational education (V. Slastionin, N. Khmel).

2) Joint activity of the faculty with the students (M. Kobzev, V. Strakhov).

3) Professionally useful activities (S. Vershlovskyi, L. Lesokhin).

A modern school requires a new type of teacher who has a high professional qualification and professional culture, is able to objectively comprehend pedagogical phenomena and facts, critically evaluate and creatively transform pedagogical reality. This happens primarily due to the problems of self-development of the individual and the creative self-realization of the teacher, along with new conceptual approaches to the reform of the educational process.

The value of a teacher of elementary education in society is decisive: it not only contributes to the development of the personality of the student as a citizen, but actually builds the foundations of civil society in the daily work of class and school. It is important to realize society the necessary teacher's mission for the dynamic development of society. Alongside with this, the professional activity of the teacher is filled with ever deeper creative content: he was given the opportunity to make changes not only to a separate lesson, but also to the curriculum in general; use both traditional and new forms of work, to develop and implement their own approaches to teaching and upbringing of students.

Thereby, the teacher has a real opportunity to identify himself as the true creator of the educational process, to realize own spiritual potential. New tasks faced by New Ukrainian School as modern school require a revision of the content of pedagogical education, which is the core of a professionally competent teacher. Ability to pedagogical communication is the basis of teacher's activity, his professionalism, this is a professional-personal component of the teacher's work, a complex system of socio-psychological interaction with students. Active social and psychological teaching of a teacher corresponds to the task of optimizing his personal qualities, as a result of which he will be able to become closer to his students, to better know their interests and needs, to influence their development accordingly and to contribute to the preservation and strengthening of their health.

The most important task of vocational training in a higher educational institution is the formation of a sufficient level of professional competence of the future teacher.

Professional competence is a set of theoretical knowledge in pedagogy, psychology, teaching methods and their practical use in the educational process of a comprehensive educational institution.

The need for modernization of higher pedagogical education makes it possible to distinguish the following basic competences of a graduate of a pedagogical university, such as:

1) adoption of an active life and professional position;

2) orientation to social and professional self-determination and self-realization, the ability to self-organization;

3) mastering of basic professional skills, practical skills in the professional field;

4) the formation and mastering of professional values and qualities that meet the human standards;

5) achievement of the modern general cultural level and the formation of professional culture.

In addition, the following characteristics are important in the training of a teacher: professional motivation, fundamentalism, methodological validity, professional orientation of student training, multifunctionality, complexity in content, organization, methodology and control, emotional saturation, activation of independent search educational and research work of students.

According to N. Borysko, the process of professional training of the future teacher is marked by multilevelness. This multilevelness is conditioned by relatively discrete stages of the pedagogical process, consisting of a sequence of qualitative changes in professional consciousness and activity, in the form of a professional "I", in reflection, functions and technology of their use. In general, N. Borisenko distinguishes three main levels of continuous education teacher.

The first level is the choice of a profession, when the orientation of a person in the world of professions takes place, the preference of pedagogical activity as a professional (at the stage of pre-vocational education) is given, the learning of the motivational-psychological and procedural components of pedagogical activity, the identification of the social role of the teacher with a certain subject field of science, culture (the stage of initial vocational training). The result of this level of continuous education is the comprehension of pedagogical activity as such, which is aimed at qualitative transformation of the child, into "the formation of human in person".

The second level is the self-determination in the profession, mastery of the intrinsic mechanisms of pedagogical activity, readiness for the transformation of socio-cultural experience, search (in the process of student research) and approval (in postgraduate education) of its pedagogical style, awareness of education and education as a transformative promotion. The result of this level is the conceptual position of the teacher-educator, the definition of the system of principles of his professional and pedagogical activity.

The third level is the professional self-development, when the author's conception of the teacher is implemented in the system of pedagogical activity, author's experience, educational programs, projects that coordinate the system of pedagogical factors. The processes of comprehension and awareness of vocational and pedagogical activities take place simultaneously at the "meeting point" when the professional-personal position of the educator as the value-semantic education becomes not only the basis but also the source of self-development of the teacher, the approval of professional freedom and dignity [2].

Modern society is interested in specialists who can independently act, make decisions, be responsible for their implementation, adapt to changing conditions of the present. Pedagogy has always sought to meet the requirements of progressive development of man and society. Therefore, in order to improve the training of future teachers in the modern concept of pedagogical education, new approaches to the system of its implementation have been developed.

For example, L. Homich distinguishes factors for new approaches to the training of the future teacher:

- socio-economic, associated with changes in the public consciousness and the emergence of new values in education, that is, the benefits of self-development, self-

education over the mere transfer of knowledge, skills and abilities; the interests of the individual have priority in comparison with the curricula and programs; create conditions for the constant exaltation of man, harmonization of his relations with nature and society, the state and other people;

- practical problems that arose as a result of socio-economic transformations in our country, the emergence of new types of educational institutions, except for general education; they need a new teacher with integral representations about their professional activities; the future teacher must act independently, mastering in the process of psychological and pedagogical training with special skills of interaction and communication; teacher training must meet modern requirements; it is necessary to intensify the development of methodological and theoretical foundations of pedagogical education;
- theoretical, due to both socio-economic and practical changes in the development of public education; pedagogical education develops on the way of formation of a comprehensive understanding of future educators' professional activity; that's why the majority of Ukrainian pedagogical institutions introduces integrated courses of psychological and pedagogical disciplines into the curricula, and on this basis, purposefully organizes the formation of professionally important qualities of the future teacher, his/her professional consciousness and behavior, contributes to the development of individuality [29].

A teacher must learn to build the teaching of a subject with the student, adapting it to general program of university, and preparing for the further professional activity. Teacher training technologies must ensure the subject's position of the person being taught, in the course of his cognitive activity, to orient him to constant self-development.

This is facilitated by the individualization of pedagogical training, as a result of which the future teacher works by the individual educational program, makes a professional self-portrait, learns to formulate and provide a personal pedagogical concept, strategies and tactics of professional life. It is very important to use projective technologies in pedagogical disciplines, to teach the future teacher to create projects of schools of today and tomorrow, to design and build professional relations. In this case, the dominant of any design should be the improvement of the qualities of school life in general, the life of the child, the professional life of the teacher.

It is accepted that the main directions of the future teacher's training are a set of methodological, pedagogical and methodological problems that are advanced and solved by involving higher school students in practical pedagogical activities aimed at raising their level of professionalism. However, it should be noted that scientists have somewhat different approaches to the interpretation of the concept of "professional training". Thus, some of them (O. A. Abdulina, N. V. Kuzmina, N. F. Talizina, etc.) note that the professional training of future teachers is a process of forming and acquiring the teachings, knowledge and skills necessary for a specialist to properly perform specific tasks of the educational process.

Other scientists (L. Ahmedzjanova, I. Bogdanova, I. Zyazyun, E. Karpova, N. Kichuk, Z. Kurland, R. Khmelyuk, O. Tsokur etc.) emphasize that the professional training of future teachers is an integral process of assimilation and consolidation of general pedagogical and social knowledge, skills and abilities.

The pedagogical encyclopaedia allows to establish the essential meaning of the concept of "professional training" as "a set of special knowledge, skills and abilities, qualities, work experience and norms of conduct that ensure the possibility of successful work in a particular profession, the process of informing students of the relevant knowledge and skills" [22].

O. Abdulina believes that general teacher training is a process of students' learning in the system of educational activities in pedagogical disciplines and pedagogical practice and the

result, characterized by a certain level of development of the teacher's personality, the formation of general pedagogical knowledge, skills and abilities. The system of general pedagogical knowledge, skills and abilities is common, unique, necessary for every teacher, in particular, a teacher of elementary school for the implementation of its socio-professional functions (hence the notion "general pedagogical preparation") [1].

We believe that the most complete analysis of the essence of vocational training is contained in the work of V. Semichenko, who substantiates the legitimacy of understanding this phenomenon as the process of professional development of future specialists, the purpose and result of the activity of the pedagogical university, the need to include the student in educational activities [25].

According to O. Ivliyeva, the special readiness for the teacher's activity of ат elementary school teacher is a holistic sustainable formation, which is a fundamental condition for the successful performance of functions, the organization of an effective educational process for elementary school students and the result of teacher's professional-pedagogical training [8].

According to S. Martynenko, one of the most important components of vocational training of the elementary school teacher is the preparation for diagnostic activity. The specified training as an integral system is based on the organic unity of the general, special and individual. As a general one it is part of a professional general-pedagogical teacher training; as a special one it has its own specificity, due to the features and regularities of the educational process; as an individual it reflects the dependence of training on the personal qualities of the teacher and the level of his pedagogical activity. The readiness of the teacher to ensure the development of individual capabilities of students, the ability to professional and personal self-development is the dominant goal of his professional training.

Consequently, S. Martynenko concluded that "pedagogical activity, in the course of which the professional capabilities of the teacher are realized and the individual development of his personality is realized, is a means of forming the student's creative personality in the educational process. That is why preparing a teacher for diagnostic activity involves the training to the subject-subject interaction in the system of "teacher-student" [18].

Based on the above, we define the training of a primary school teacher as a process of mastering the personality of life competencies, general scientific, professional knowledge and skills for the successful pursuit of professional activity.

The process of preparing a future teacher at the present stage can be divided into the following basic components: general training (methodologically-developing); special-professional (psychological and pedagogical, methodical); personal training (self-education of the personality of the future teacher, self-determination). The modern curriculum, which reflects the content of the professional training of a future specialist, suggests that an important place in the system of teacher training belongs to the disciplines of the psycho-pedagogical cycle. We separate separately general pedagogical preparation as an element of the general, special-professional and personal training of the future teacher. The result of such training is the mastery of students with a certain level of content-procedural and scientific foundations of pedagogical activity, the formation of a holistic complex of general pedagogical knowledge, skills and abilities [3].

The structure of psycho-pedagogical training of primary school teachers includes study in teaching such subjects as "Pedagogy" (clarifies the methodological and theoretical foundations of the educational process); "Psychology" (studying conditions and the basic laws of identity formation, the development of mental processes and individual psychological characteristics, promotes self-knowledge of students and their self-organization); "Basics of pedagogical skills" (skills reveals the essence of modern teacher and finds ways of formation); "Research Organization" (defines the ways scientific activity of students of pedagogical institutions in the

system of professional development). The result of this training is mastering a certain level of procedural and content-scientific foundations of educational activities, forming their integral complex of general knowledge and skills [29].

Thus, the preparation of a future teacher of elementary school is a complex, multifaceted process that encompasses both a general pedagogical and a special component. It is aimed at mastering the totality of specific knowledge, skills and abilities that should ensure the effectiveness of its independent professional and pedagogical activity in the real conditions of the initial level of education.

Purpose of the study: determine and experimentally verify the content, forms and methods of preparing a future teacher for the organization of health-saving environment of primary school as a component of the child's health ecology.

Presentation of the main material

Nowadays, the attention of scientists (N. Abaskalova, M. Amosov, O. Bondarevskaya, V. Bespalko, I. Bekhterev, V. Bogomolov, M. Vilensky, V. Gorshkov, V. Kaznacheyev, G. Kalachov, Y. Kobyakov, V. Kolbanov, S. Kryvykh, S. Lebedchenko, Y. Lisitsin, V. Magin, A. Makarenya, I. Novosyolov, I. Parchevskaya, E. Perevozchikova, H. Seleuko, V. Serikov, L. Tatarnikova, V. Shilko etc.) is aimed at the training of future specialists, taking into account the preservation of their physical and psycho-physiological health, aimed at observing a healthy lifestyle. First of all, this is due to the fact that the student's period of life is not an isolated spatial-temporal niche, but part of a holistic health cycle, within which the formation of the foundation of human health and the process of its vocational education is being completed [9].

The health of student youth is one of the most important conditions for its effective participation in education. Various deviations and health impairments that arise in the educational process are obstacles to achieving success in the educational process of a higher educational establishment. D. Somov observes that in order to ensure that students achieve the level of professional training at least at the relevant state standard, it is necessary to devote significant attention to the preservation, and, if possible, to strengthening of their health in the educational process [27].

The value of health is seen as key factor, because the health of the nation as a whole depends on the health of every citizen and is a condition not only for development and growth but also for society's survival. Therefore, according to D. Somov, the development of a comprehensive program of a higher educational institution is urgent, which would allow solving such problems as: creating conditions conducive to the preservation and strengthening of health in educational institutions; introduction of methodology, principles and methods of health-saving education, software and hardware for monitoring, formation, development and preservation of health of students and teachers of higher educational establishments; implementation of medical-physiological, sociological and psychological and pedagogical control over the state of health of subjects of the educational process, in compliance with legislative and regulatory legal acts regulating the activity of an educational institution on the issues of preserving the health of students [27].

However, as previously stated, the health of a professional is not only his physical and psychological condition, but also the existence of the established personal character traits necessary for future professional activities. This is especially true for future primary school teachers, given the complexity and multifunctionality of their profession, which has a negative impact on health. We are convinced that the formation of sustainable health-saving skills for students of faculties of primary education, ensuring the preservation and strengthening of their health in a higher educational institution will be influenced by the availability of health-saving educational environment as a factor in the training of future teachers, taking into account their health-saving during teaching.

V. Orynchuk, investigating pedagogical conditions for the formation of the quality of life of students, notes that the current state of the educational sphere undergoing the reform process is manifested in the inability to quickly and adequately respond to changes taking place in society and to regulate the quality of life of students. The author emphasizes that the state of the healing and educational environment of the modern higher educational institution doesn't always correspond to the level necessary for solving the problems of forming a harmoniously developed personality, preparing for the implementation of their professional and human intentions in the conditions of information civilization. The real level of health of student youth reflects the fact that the personal understanding of the essence of health as a value for students remains low. High psychophysiological and emotional stress, violation of the regime of work, rest and nutrition, hypodynamia, crisis of moral values, uncertainty in the future, changes in the place of residence and many other factors require students to mobilize forces to adapt to new living conditions and overcome difficult life situations.

As a result of the study, V. Orynchuk concludes that the educational environment of the higher educational institution is a factor of the professional and personal development of the student, when the values, meanings and norms affecting their quality of life, which are contained in the educational space of the institution, are integrated. In this sense the environment is not just some educational space – it is already the most important socio-cultural characteristic of a higher educational institution, since the educational environment encompasses a complex of natural and social factors that can directly or indirectly influence the quality of life and activities of people. Therefore, the more fully a person uses the opportunities of the educational environment, the more successful is its free and active self-development [21].

Today, more and more data is gathering about the fact that the educational environment itself is one of the most important risk factors for student's health, which is due to information overload and intensification of the educational process. Therefore, according to Y. Kobyakov, the problem of the transition from the traditional pedagogical paradigm to the teaching of innovative type arises in front of the system of higher education, which should be based, first of all, on the health of students, which are the genetic, cultural and professional potential of the nation.

However, the solution to this problem within the existing educational system is complicated by the fact that the system, called "health-saving", by its definition, directs teachers only to preserve the health of students, which is strategically and methodologically wrong, since in youth students need to strengthen, develop and improve their potential [9].

Available scientific sources also indicate that the health-saving pedagogical system in a higher educational institution turns out to be ineffective (S. Bondar, V. Smirnova, T. Vybornova, Y. Gordeyev, I. Gordeeva, V. Irkhin, S. Filippova, etc.) and the health of students from the course to the course deteriorates, which has a hidden threat to the national security of the country. The reasons for this condition, according to Y. Kobyakov, are concealed in the overload of students with training sessions, the volume of which exceeds the physiologically acceptable norms and requirements, which inevitably leads to hypokinesia – an antipode of motor activity [9].

According to L. Yelkova, the quality of education cannot be considered beyond the context of the health of the subjects of the educational process. Today, the main factors of risk are complications of the educational standard, the lack of universal monitoring of health, non-compliance with elementary physiological and hygienic requirements for the organization of the educational process, socio-economic conditions of life [6].

In our opinion, the improvement of such a situation in a modern university will be facilitated by the organization of a learning process aimed at developing of health-saving skills for students, creating conditions and factors for the preservation and strengthening of their

health. The said envisages the interconnection and interaction of all subjects of the educational process (administration, teachers, students), which to some extent is the basis for the emergence of subjective factors of training of health-skills preservation, which will direct and stimulate the activity of future teachers, as well as inhibit the action negative factors causing a passive attitude towards future professional activities aimed at health promotion.

In this regard, we agree with L. Yelkova that education should be built in such a way that the acquired knowledge and accumulated experience have become the driving force on the way to the disclosure and implementation of the spiritual, moral, psychological and social potential of future teachers of the primary schools. It requires the use of an integrated approach to the organization of educational process, which, according to L. Yelkova, means the creation of a system for the active preservation, restoration and strengthening of health of student youth, helping to realize the potential of young people's health for successful study, management of active executive, social and personal life, aimed at reducing morbidity and disability, improving the quality of life, increasing adaptation mechanisms; the realization of internal harmony of the physical, mental, spiritual states of man, as well as harmony with the ecological and social environment; the responsibility of the young person for their health and health of their loved ones [6].

To create a healthy preservation environment in a learning environment is means creating an appropriate pedagogical environment. Pedagogical environment, according to the pedagogical vocabulary of G. Kodzhaspirova, is a system of conditions for the organization of children's lives, specially created in accordance with educational goals, aimed at shaping their attitude towards the world, people and one another [12].

N. Miller understands the healthcare-saving educational environment as a set of anthropogenic, natural, cultural factors that contribute to the satisfaction of man's own needs, abilities, and opportunities for maintaining health. This environment contributes to the implementation of health-saving learning as a process of interaction between students and teachers, the result of which is the learning of knowledge, skills, abilities, ways of creative activity, value system and the health of participants in the educational process [20].

Health-saving environment is the interconnection of the factors contributing to the formation of the student's personality, the formation of the need for a healthy lifestyle by organizing the space of study and free time, joining the moral and environmental values, psychological protection of physical, mental, social and spiritual health of a student, prevention of asocial conditions, which collectively produce the internal need of a student in mastering the means and methods of using the possibilities of his body to maintain, preserve and strengthening his/her own health and mastering modern learning technologies aimed at preserving and improving the health of future pupils.

In order to achieve the goal, according to the scientists (M. Leontiev, V. Odintsova, N. Sigacheva, Yu. Taldykin etc.), the integration of two main factors is envisaged:

- internal resources of the student's personality: physiological and psychological peculiarities, instructions, needs, inclinations, interests, motivation, psychological mood, mastery of methods of self-development, self-management, self-perception as a subject of personal development;
- and external: interaction of social partners (different levels of education management departments, community organizations, families, structural units); optimization of the educational process in order to overcome negative factors and negative influences on the health of students (the difficulty of educational programs, the expediency of educational load, the imperfection of pedagogical technologies, the mode of work of the institution) to create an environment conducive to the preservation and strengthening of physical, mental, social and spiritual health of students.

A. Majuha regards a health-saving educational environment as a purposeful and professionally created system of didactic conditions in which the learning of knowledge, skills and abilities, the development of creative thinking and the formation of emotional and value relation to the world (including to their health) occurs in situations of physical, emotional, intellectual, social, spiritual comfort, as well as the absence of ethno-functional differences, which ensures the creation of a generally favorable psychological climate in the process of learning [17].

Health-saving activity in a higher educational institution should be based on a systematic approach involving all subjects of the educational process, aimed at physiopsychosocial adaptation of students through the specially developed content of educational work, as well as methods and means of its implementation. In accordance with this provision, the aim of health-saving educational technology is to ensure the conditions of physical, mental, social and spiritual comfort, which promotes the preservation and strengthening of the health of the subjects of the educational process, their productive educational, cognitive and practical activities, which is based on a scientific organization labor and culture of a healthy way of life of an individual [27].

The process of creating a health-saving environment can be defined as a complex of changes in the traditional system aimed at increasing the effectiveness of activities to preserve and enhance the viability of students and teachers in correlation with their personal health. During the creation of a healthy preservation environment on the basis of the acmeological approach, special attention is paid to such problems as: patterns of development and self-development of man; self-realization of creative potential, health potential and development of readiness for future professional activity; subjective and objective factors contributing to and preventing the preservation of health, achieving the peaks of professionalism; self-education, self-organization and self-control in the field of health care; self-perfection, self-correction and self-organization of their actions under the influence of new demands of the profession, society, development of science, culture; awareness of their abilities and capabilities, the merits and disadvantages of their work on healthcare.

Preparing for a professional activity in a health-saving mode, according to D. Somov, is one of the most important problems of the theory and practice of higher education. To solve it, it is necessary to solve such tactical tasks as: health promotion through proper physical development; the formation of the need for regular and systematic physical education; development and improvement of natural motor qualities: strength, agility, endurance; formation of the somatic component of health: education of a culture of nutrition, observance of the regime of a day, etc.; education of the need to achieve emotional agility; development of self-regulation skills; the development of psychological immunity to harmful habits and a conscious attitude towards their consequences, an understanding of the value of health in all aspects of its manifestation; the development of motivation for moral behavior as the basis of mental and social health [27].

It actualizes the problem of studying the development, formation and preservation of students' health, which is considered as the basis for success in any form of their future professional activities [9].

Taking into account the aforementioned, we consider health-saving educational environment of a higher educational institution as a purposeful system of conditions of educational activity that does not harm the health; application of active forms and methods of training aimed at preserving and strengthening the health of participants in the pedagogical process; the presence of a comfortable psychological atmosphere during the training sessions; Awareness of teachers and students on ways to preserve health and respect for their health and preserving behavior; the development of a future attitude towards the health and well-being of

pupils by future teachers.

Summing up, we arrive at the conclusion that health-saving educational environment is a factor that influences the effectiveness of purposeful training of future elementary school teachers to the formation of health-saving skills in junior pupils, which are aimed at forming components of readiness for future elementary school teachers to organization of health-saving educational process and extracurricular activities of children.

Based on the above, we have developed the content, forms and methods of preparing future teachers for organizing a health-saving educational environment in elementary school.

The content of the work included acquainting students with the essence of the concepts of "environment", "health-saving environment", "health-saving educational environment", the importance and ways of its creation in elementary school, taking into account all components of health: physical, spiritual, social, emotional.

O. Podgorna defines the concept of a "health-saving environment" as a multi-level educational system and a socially organized educational environment in which the following priorities are: healthy lifestyle, health culture, health care prognostication. The substantive components of health-saving environment are social, creative-activity and rehabilitation [23]. The author emphasizes that the health-saving environment ensures the awareness of its subjects of the value of a healthy lifestyle, preservation and strengthening of health, productive activity of all participants in developing the skills of culture of health and spiritual and moral self-improvement.

In the organization of health-saving environment should take into account conceptual provisions for the formation of a healthy lifestyle child identified by G. Selekovko: the priority of health over other values; health is the most important life value; valeological approach; the principle of healthy lifestyle, compliance with the regime; environmental education; the principle of the prevention of children's health; the principle of natural conformity; variety of forms and methods of valeological education; the principle of self-regulation; rejection of negative health effects; the principle of preservation and training technology [25].

Some scholars argue that the preparation of a future teacher for the organization of health and conservation environment is also aimed at developing knowledge about ecology and environmental competence. They explain this by the fact that human ecology is a part of ecological knowledge, aimed at achieving balance and harmony between man and socio-natural environment of its existence. In this context, the ecology of childhood becomes of paramount importance, since it is precisely for the child's body that is actively developing and developing that the environmental impact is decisive in comparison with the already formed adult organism.

In addition to environment ecology, the health of the child is significantly influenced by social ecology: the composition of the family, living conditions, the customs of parents, social hygiene, the children's team, in which the child develops. Substantially negative impact on the health of the child has high, uncontrolled and unbalanced information and psychological pressures of the media, in particular, television and the Internet. Negative influences on the health of the child are also poor quality of food, constant stresses that a child is exposed to in society. The information field of society has become a significant environmental factor that negatively affects the health of people, and especially children [19].

In the context of the implementation of the tasks of the State Standard of Elementary Education, the components of the healthcare-saving environment of the educational institution are factors that affect health and healthy lifestyles, namely:

- ability to track positive and negative changes in their own health and health of others;
- ability to form an effective health-saving program;
- ability to create a health-saving environment;

- possession of methods for organizing prevention and healthcare;
- possession of effective technologies of healing direction, development of stable motives for the implementation of health-saving behavior [5].

Among the forms that we used to work with students, the preference was given to the frontal and group forms.

Arranging group work proceeded from the fact that participation in such activity gives each student the opportunity to deploy and represent the whole variety of comparisons of themselves, their value orientations, teaching techniques with other people, their value orientations and guidelines. Group activities included the formation of students' ability to assess themselves from different perspectives, increase responsibility to other group members, develop joint skills, constructive dispute resolution, ability to make decisions and be responsible not only for themselves but also for others.

The introduction of group work was aimed at developing an active life position, ability to self-regulation, the formation of a more adequate self-esteem, and the ability to coordinate their actions with the actions of other participants.

While selecting methods of work, in addition to the traditional lecture, teachers' active and interactive varieties were introduced: group work, discussions, role plays, presentations, etc.

Active methods are those that stimulate cognitive activity of students, are built primarily on dialogue, provide for the free exchange of views on a particular problem. Among the active methods, preference was given to disputes, discussions, debates, thematic selection of which encouraged students to search for constructive solutions, forming an important interpersonal relationship of quality for the culture.

The term "interactive" comes from a combination of two Latin words: inter – and activ – active. Interactive methods are those that provide communicative activity or interaction between the participants of communication, their introduction into a single process of obtaining and mastering knowledge, creating a positive emotional background, which is the main condition for the expression of the participants in the educational activity. The use of interactive methods helps to more effectively master the knowledge, makes it possible for the participants to interact in a relaxed way.

L. Shcherbina sees in interactive methods an important means of transition to pedagogy of cooperation, which is most in line with the principles of humanization and democratization of education, activation of cognitive activity, provides partner cooperation between educator and pupils, aimed at solving the system of socially and personally critical educational and life problems [30].

The classification "register" of interactive methods, proposed by N. Avramenko and A. Lysenko also seems to be very promising [16]. Each of the methods proposed by them is characterized by certain organizational, pedagogical and didactic peculiarities, which predetermine the appeal to them for the achievement of a specific educational goal. The most effective among researchers are: the method of a particular situation, the method of brainstorming, the method of projects, the method of the incident, the method of training sensitivity, the method of synectics, the method of immersion, the inversion method, the method of the aquarium, the method of "Press".

In our work, the application of these methods fulfilled the following tasks:

- method of particular situation (orients students on the development and improvement of their analytical abilities, the development of communication skills, to formulate their own opinion, to make decisions on their own);
- method of brainstorming (aimed at activating students' creative thinking, going beyond the standard thinking);
- method of projects (based on the idea of constructing a pedagogical process on an

active basis through the active and practical activities of students taking into account their personal interests);

- method of the incident (aimed at overcoming age and personality inertia, developing adequate methods of behavior in stressful situations: at the moment, the lack of information, time, etc.);
- method of training sensitivity (contributed to the formation of the ability to manage their behavior in terms of how it was perceived by others, what actions provoked their sympathy or antipathy; provided development of such personal qualities as sensitivity, ability to observe, determine the condition of another person on external grounds, to form their behavior);
- method of synectics (contributed to the stimulation of students' imagination);
- method of immersion (involves the use of elements of relaxation, suggestion, persuasion);
- inversion method (oriented towards the search for ideas in new, unexpected directions, most often in those that are opposed to traditional views and beliefs);
- method of the aquarium (aimed at activating the mental activity of students, improving the ability to discuss and argue their opinion);
- press method (gives students the opportunity to learn to formulate and express their own opinion on the discussion issue in an argumentated, concise form, and to influence the opinion of the interlocutor).

According to K. Krutyi, the peculiarity of interactive methods is that they are based on research activity, which involves "the formulation of questions and problems, the heuristic formulation of hypotheses and their verification in the course of mental and practical operations with the use of dialogue" [15]. The dialogue here serves as a method of resolving contradictions. From here, interactive methods are interpreted as communication methods based on dialogue.

Krutyi emphasizes on such a method as a game – a form of "free self-expressing man, which involves real openness to the world and unfolding either in the form of competition, or as an image (performance, representation) of some situations, meanings, states" [15].

There are different approaches to the definition of the nature of the training in the scientific literature. Quite common is the approach, according to which this term means "a set of group methods of forming skills and skills of self-knowledge, communication and understanding of people in the group" [14].

According to K. Korolyova, psychological training is used "for the development of skills of self-knowledge, reflection, changing attitudes towards oneself and others, developing self-regulation skills, developing emotional flexibility, improving social adaptation of participants, deepening the experience of interpreting the behavior of other people" [13].

The choice of training was conditioned, firstly, by the differences that exist between training and traditional forms of education. Traditional education is more focused on getting the correct answer, involves the transfer of a certain amount of information and knowledge acquisition. Instead, the training focuses primarily on questions and search. Training sessions "cover all human potential: the level and extent of its competence (social, emotional, intellectual), autonomy, ability to make decisions, interaction, etc." [28].

The whole course of the training and each individual lesson can be considered as a situation of influence. The methods of influence are directly aimed at interfering with the development of a group or person in order to cause certain changes [7].

By organizing work on the program we developed, we proceeded from the fact that the training group is a model of real life, in which the participants enter into relationships, show their feelings, learn to understand and respond adequately to the emotional and behavioral manifestations of others. Here there was a correction of the problems faced by students at the

expense of interpersonal interaction, group dynamics.

The basis for carrying out training sessions was the self-organization of students, which was achieved through independent development and approval of the rules of communication, interaction, the search for compromises, the definition of the goal – that's what I can, and this I have to learn. It helped to improve the ability to listen to the interlocutor, to respect his opinion, to refuse his own, if it turned out to be false.

In defining the terms of training, guided by the recommendations contained in this issue in the scientific literature, namely: updating the cognitive motive. This was achieved by:

- determining the goals and objectives of developing interaction and the prospects of parity of teacher and student activities;
- reflection on the readiness of students to search-dialog activity;
- creation of foundation models for the presentation of the training program [11].

Consequently, the appeal to this form of educational work as a training was due to the fact that by its very nature, it enabled students to master the skills of self-study, self-regulation of thoughts, reactions and emotions, intensified positive thinking, helped to realize their new opportunities.

Widespread use has been made in groups that are united by common purpose. Appeal to group work made it possible to involve students in actively studying the proposed issues through practical interaction, creating preconditions for using each other as a source of information.

Group activity contributed to the activity and effectiveness of experimental work, the formation of humane relationships between students, the ability to independently prove and defend their point of view, listen to the opinions of other participants, conduct a constructive dialogue and be responsible for the results of their work. Work in groups also opened up possibilities for active communication, taught to formulate their own position, coordinate actions, develop cooperation. It is easier for a student to express their thoughts in a small group, because here he/she feels safer, realizing in this way a natural desire for communication, interaction and cooperation.

An obligatory element of the training sessions was a reflection, which implies the ability of a person to realize his/her own activities, to analyze and evaluate its success. Reflexive processes lie at the core of self-awareness, allow students to comprehend, change their experiences, thoughts, interests, goals, plans, schemes of activity. Thanks to reflection, a person is able to gradually consume, reproduce and create cultural values, to define himself/herself, his/her abilities, a place in the world.

Conclusions

The analysis of scientific literature shows that the preparation of a future teacher for professional activity involves forming his/her interest in the chosen profession, developing his/her abilities and skills of independent work, forming a desire for creative work, mastering the reflection of his/her own activities, etc. The main task of vocational and pedagogical training is to ensure that students acquire a certain amount of theoretical knowledge in the disciplines of the pedagogical cycle, as well as practical skills and abilities for work in school, the formation of personal qualities necessary for the future teacher for cooperation with pupils related to the organization of health-saving environment.

It has been established that the professional training of future teachers is a process of forming and acquiring the teachings, knowledge and skills required by a specialist for the proper performance of specific tasks of the educational process; integral process of assimilation and consolidation of general pedagogical and social knowledge, skills and abilities; the process of professional development of future specialists, the purpose and result of the activity of the pedagogical university.

Under the notion of "health-saving educational environment of elementary school" means a set of comfortable health-improving means that contribute to the preservation of the physical,

spiritual, mental and social health of the child and the formation of her health-saving and environmental competence.

"The preparation of a teacher for the organization of health-saving educational environment of elementary school" is considered by us as a complex personal formation, covering knowledge of the essence of health, healthcare, methods of healthcare, value attitude to this activity, the ability to use existing health knowledge and attitude in their professional and pedagogical activity, contribute to the formation of the preservation and strengthening of children's health.

The analysis of research on the problem also allowed to state that the health-saving educational environment emerges as a separate pedagogical system, which provides a balance between the adaptive capabilities of the organism and the constantly changing environment, and which combines the methods of providing medical, psychological and pedagogical, social support to students at each stage of their physiological development, is carrying out the diagnosis of the health of students, is implementing methods to actively involve students in health-saving activities, ways of forming personal concepts of health, is developing skills for self-regulation of emotional states, self-control in stressful situations. A comprehensive strategy for improving the health of children is created during the training and development of the necessary knowledge, skills and abilities.

Creating a health-saving educational environment in accordance with the age and individual characteristics of students will contribute to the formation of their values of a culture of health, healthy lifestyle habits, a careful attitude to the health of others and the environment.

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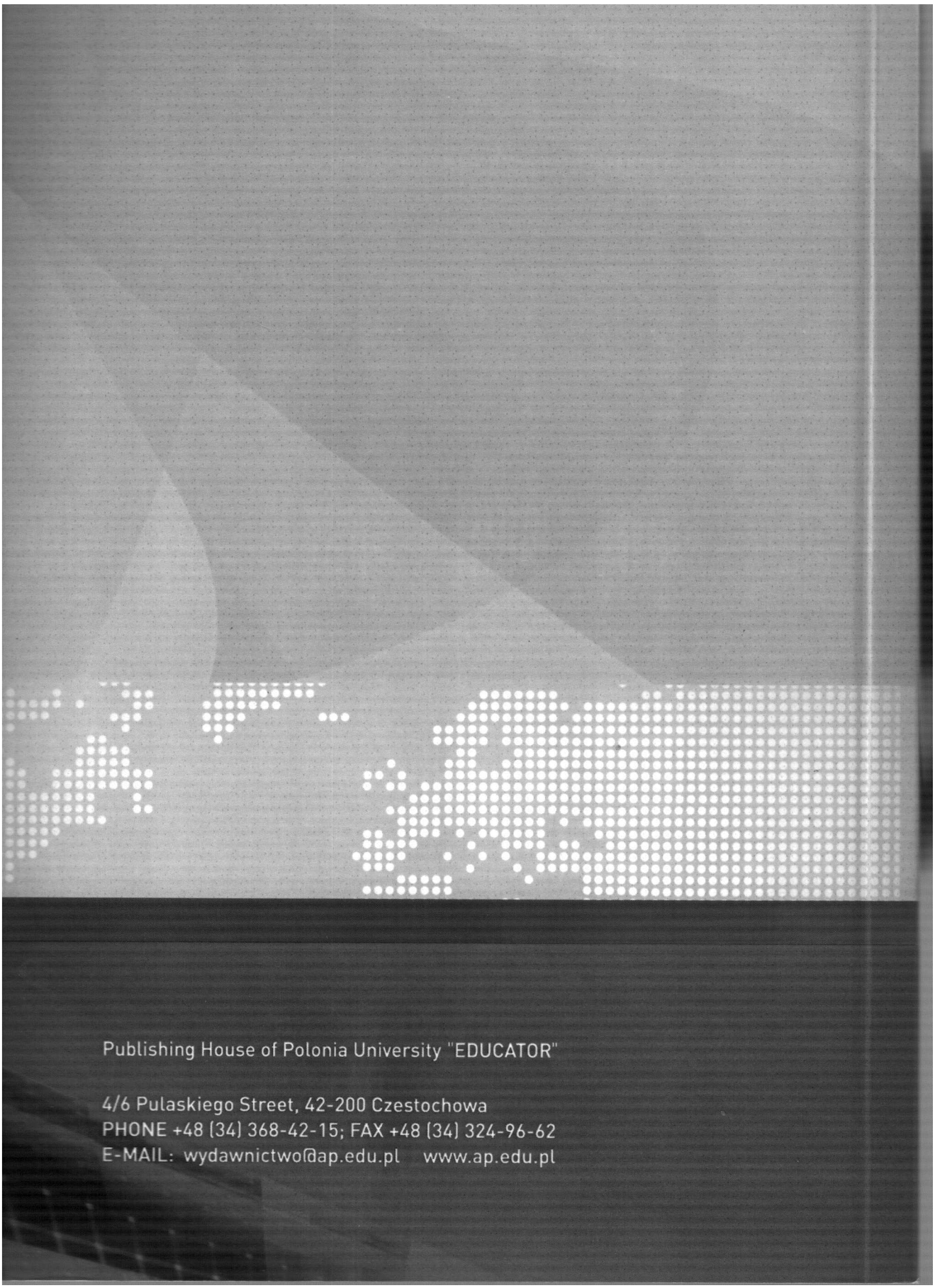

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