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ORIGINAL ARTICLE

DEVELOPMENT OF PUBLIC HEALTH IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS

DOI: 10.36740/WLek202106117

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ABSTRACT

The aim: Investigate the health-saving direction of the content of academic disciplines and pedagogical practice in the educational programs of the 1st (bachelor's) educational level of specialties 012 Preschool education and 013 Primary education.

Materials and methods: A set of methods were used in the paper: general scientific (analysis, synthesis, comparison, systematization, generalization), empirical (observation, interviews, questionnaires) to form and understand the values of public health in the student community.

Results and conclusions: The development of public health in the student community is seen as an understanding of the value of their own health and mastery of health-saving technologies for their use in the future teaching profession. Theoretical understanding and the results of practical work with students of the 1st (bachelor's) educational level of specialties 012 Preschool education and 013 Primary education made it possible to determine the nature and content of the development of public health elements during student life of higher education students and the near future professional activity of preschool and primary school teachers.

KEY WORDS: educational process, personal skills of a healthy lifestyle, individual road map, life values, favorable social environment

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INTRODUCTION

The World Health Organization (WHO) views health as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. The problem of a healthy lifestyle, overcoming diseases in the field of physical and mental health of the individual is extremely relevant. Psychophysical integrity and personal development of a person is the main goal of the future of any country, because all cultural goods are the result of a physically strong and intellectually formed nation [1]. The search for common measures to improve a person's physical development and mental well-being in general health policy for preschool children is a topical issue in theoretical research in psychology, pedagogy, medicine and practitioners of preschool and primary education.

In modern socio-cultural conditions of the development of the society the problem of public health development is actualized. Public health is understood as the unity of the following components: health protection, disease prevention and strengthening (preservation) of health, in which important tasks are the prevention of disease, injury, disability and prolongation of life, provided by the adherence of healthy lifestyle in a healthy environment and living conditions for present and future generations.

THE AIM

Investigate the health-saving direction of the content of academic disciplines and pedagogical practice in the educational

programs of the 1st (bachelor's) educational level of specialties 012 Preschool education and 013 Primary education.

The hypothesis of the study is that the content of educational programs allows the formation of the main components of public health, among which the development of personal skills of a healthy lifestyle and promoting of the development of favorable natural and social environments are relevant.

MATERIALS AND METHODS

A set of methods were used in the presented research: general scientific (analysis, synthesis, comparison, systematization, generalization), empirical (observation, interviews, questionnaires) to form and understand the values of public health in the student community.

RESULTS

Materials of conferences, forums, orders on the development of public health in Ukraine are relevant for our research [2; 3; 4]. Analyzing and studying documents on public health, scientists and experts identify the main areas of work: assessing the health and well-being of the population; health protection, including environmental and food safety; assessment of risk factors for non-communicable diseases (tobacco, alcohol, nutrition and physical activity); health outreach; promoting the development of research in the field of health care.

Table I. Educational disciplines with health-preserving direction

Year	Preschool education	Primary school educations
I	Physical Education (4 credits)	
	Anthropology / integrated discipline / (10 credits)	
I-II	Pedagogy (12 credits)	
	Psychology (10 credits)	
III	Health-preserving technologies in preschool education (8 credits)	Social and health-preserving education with teaching methods (4 credits)
I-IV	Teaching practice (64.5 credits)	

While studying medical and psychological-pedagogical sources, we identified current aspects of the personal and professional development of students in the field of public health [5; 6]. We also referred to the First International Conference on Health Promotion (Ottawa, 21 November 1986), such as the Health Promotion Charter until 2000 and beyond. The Charter identified five main areas: promoting health policy, developing personal skills for a healthy lifestyle, promoting favorable natural and social environments, developing community and organizational activities, and reorienting health system priorities [7]. We emphasize that certain areas have not lost their relevance. In order to develop the concept of the study, we pay attention to the most important areas for working with students majoring in Preschool Education and Primary Education in the process of their studies and their future professional-pedagogical activities:

- development of personal skills of a healthy lifestyle;
- promotion of the development of favorable natural and social environments [7; 8].

In terms of the implementation of educational programs of the 1st (bachelor's) and 2nd (master's) educational levels at the Pedagogical Institute of Borys Grinchenko Kyiv University, a two-part educational model to develop and support students' personal health and healthy lifestyle, their professional competence for future professional activity was designed.

In the educational programs of the 1st (bachelor's) educational level of specialties 012 Preschool education and 013 Primary education curricula provide for the study of a number of disciplines on health-saving direction, as well as undertaking of students' pedagogical internship, among the tasks of which health-preserving direction of work with both pupils and their parents is determined (Table I).

Physical education, as a discipline aimed at developing the physical qualities of students, the formation of their habits of a healthy lifestyle, a conscious attitude to the need to improve their own motor skills and abilities.

It is worth noting here that the integrated course "Anthropology" consists of two modules: the first one – "Anatomy", human physiology with the basics of medical knowledge; the second one – "Psychological anthropology". One of the main tasks of the first module is the formation

of future teachers' ability to effectively address issues of maintaining and strengthening their own health (physical, mental, social and spiritual) and the health of students, to understand and distinguish elementary manifestations of common childhood diseases, to carry out basic preventive premedical actions and provide first aid, to prevent injuries, etc. Mastering the content of the second module "Psychological Anthropology", students acquire the ability to perform reflective psychodiagnostics, self-knowledge of the level and features of their own professionally important qualities and properties, as well as plan and implement various activities to ensure the safety of their own and other participants actions.

In the educational disciplines "Psychology", "Pedagogy" the topical issues of preserving the health of students are considered, social and health-preserving competence is formed, which presupposes the ability to prevent conflicts and resolve them productively; to introduce non-violent methods of interaction with students, to prevent manifestations of bullying and other negative tendencies in peer communication; ability to promote technologies of ensuring of mental and social health of preschool and primary school children [4; 9].

The content of academic disciplines includes, among others, the study of such problematic issues that provide in-depth knowledge and form an understanding of the importance of mental health from an early age: mental development of the child in ontogenesis and its general patterns; determinants and driving forces of human mental development; biological preconditions of mental development (heredity, innate inclinations and maturation of the nervous system); the need for knowledge of age and psychological characteristics of the child for the teacher.

The family plays a special role in health-preserving, so the following topics have been introduced and studied in detail in the content of academic disciplines: the family as an institution of socialization of the child; problems of family upbringing of preschool and primary school children; psychological and pedagogical features of family educational influences; types of family upbringing; features of gender education in the family; psychological and pedagogical diagnosis of child-parent relations; conditions for effective family upbringing; problems of raising children in families of "risk groups" [10].

Together with the theoretical mastery of the basics of ensuring, maintaining and promoting a healthy lifestyle and understanding its importance for oneself and one's future profession, students begin to study current technologies for implementing health policy in educational institutions: preschools and general secondary education. The content of the disciplines "Health-preserving technologies in preschool education" (specialty 012 Preschool education) and "Social and health-preserving education. Methods of teaching in the educational field "Social and health-preserving education" (013 Primary education) is aimed at the formation of health-preserving competencies. Thus, among the tasks of the discipline "Health-preserving technologies in preschool education" (specialty 012

Preschool education) are the formation of a preschool teacher with worldviews, professional moral and ethical, health behavioral skills, personal needs and beliefs in the priority of the implementation of health tasks; formation of practical skills and abilities to conduct various forms of physical culture and health work; providing optimal conditions for learning, activities, recreation and life processes of children, taking into account the requirements for the protection of their lives and health, individual characteristics of physical development; creation of the health-preserving environment in groups of young and preschool children. As a result of studying the discipline, students acquire competencies for maintaining the physical and mental health of children and their own; select and carry out indoors and outdoors traditional and special methods of hardening on the recommendations of medical staff; to carry out individual work for the purpose of correction of physical development of children; have the technology to organize and create a developmental environment in groups of young and preschool children; assess the availability of optimal conditions for physical education and rehabilitation of children; organize the lifestyle processes of children taking into account the requirements related to the protection of their lives and health. Considerable attention is paid to the problems of medical and pedagogical control over the physical education of preschool children, as well as the organization of a healthy lifestyle in preschool institutions and families.

Educational discipline “Social and health-preserving education. Methods of teaching of the educational field “Social and health-preserving education” provides for the solution of the following tasks: the formation of a set of skills and abilities for the application of health-preserving practices in the educational process of primary school in accordance with the concept of “New Ukrainian School”; formation of skills to model the system of students’ activity, which will contribute to the formation of their social health-preserving competence; formation of skills to create a favorable safe and healthy primary school environment. Students develop the ability to apply modern health-preserving practices in the educational process of primary school, which contribute to the social health of primary school children, in accordance with the conceptual foundations of NUS; ability to demonstrate the ability to apply modern health-preserving social health practices in the educational process of primary school. The organization of the teacher’s activities to preserve the physical, mental and social health of students is the focus of professional training of future primary school teachers. The primary school teacher is an authority for younger students, so they are significantly emotionally dependent on him, easily exposed to his/her emotional influence, want to be recognized and meet the expectations of the teacher [11]. While being aware of the psychological characteristics of primary school children, students, future teachers, should be motivated to form emotional competence.

Regarding the second direction, identified by us as a priority in the training of future teachers of primary education

is the promotion of the development of favorable natural and social environments. The Pedagogical Institute conducts significant educational work to create a prosperous social student environment (smoking prevention, positive microclimate in groups, corporate culture, conflict prevention): lectures, flash mobs, competitions, joint projects, etc. Together with students, teachers take care of the creation and development of a favorable natural environment – greenery was planted on the territory of the institute, a rosary was laid, the seasonal aspect of flowering shrubs and flowers was realized. In the process of such work, ecological thinking and creativity develop; environmental awareness, which is part of physical and mental health, is formed. The favorable natural environment motivates students to understand the importance of ecological education of preschool and primary school children, search for effective technologies to work with children, in particular, conducting nature lessons in primary school and observation of natural phenomena and objects.

Thus, we have outlined the amount of theoretical training and personal development of students, which is the scientific and methodological basis for the formation of professional competence of modern teachers and self-improvement: preschool teachers and primary school teachers.

The system of work on training of future teachers on the formation of competence in the field of public health, which is implemented both in the process of professional training and personal development of students – future teachers of primary education – provides such an organization of the educational process, aimed not only at mastering theoretical knowledge, but also at the formation of values, motives, methods of activity, skills necessary for high quality training and achievement of a high level of professionalism.

One should emphasize the know-how of professional training: future specialists in the field of preschool and primary education have the opportunity to combine training with school practice, provided high learning outcomes (average grade must be not less than 4.5). The individual schedule (individual roadmap of the educational process) directs students to the implementation of acquired knowledge in practical pedagogical activities, as well as allows them to develop their own professional ability to influence the minds of parents of children who attend these institutions. Tasks of pedagogical practice are performed by students who have an individual schedule at the workplace. Students undergo pedagogical practice in basic educational institutions of Kyiv, with which the University has cooperation agreements. Among the tasks of pedagogical practice, students determine the interaction with parents as the most difficult one to implement, so we define, as an important area of training, the formation of competence of future teachers in the implementation of psychological and pedagogical interaction of preschool institutions with families. Innovative technologies are widely used in the educational process during mastering of theoretical material by students: coworking, workshops, pedagogical battles on topical issues of family and public education. This problem is especially relevant in the 2020-

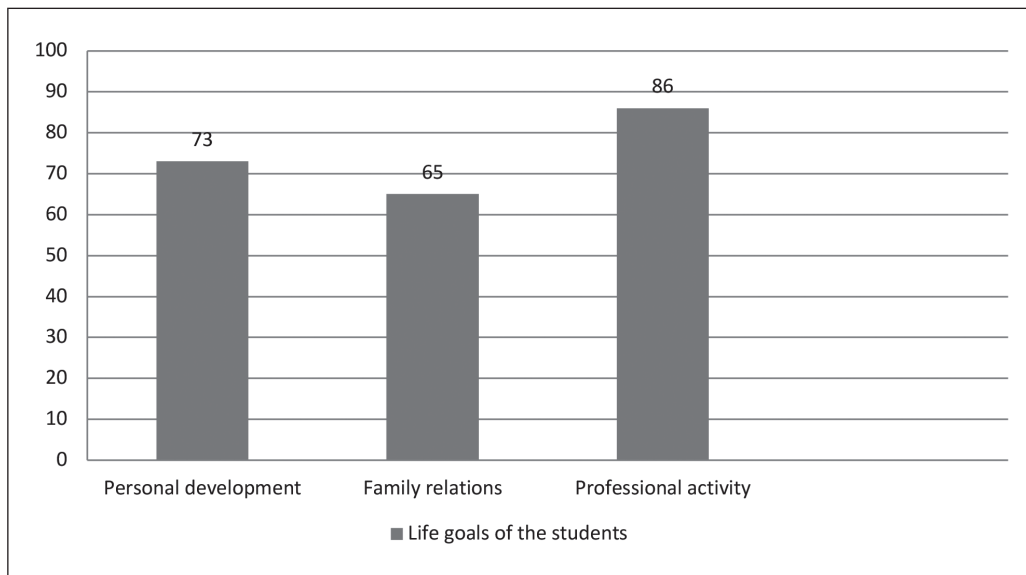


Fig. 1. Life goals of students in personal, family and professional life

Table II. Ways to achieve the life goals

Life goals	Purpose	Concrete actions	Quantity of respondents %
Personal development	Strengthening of the health	Adherence to sleep patterns	73
		Exercise once a week	
		Healthy nutrition	
Family relations	Raising the children in love and understanding	Positive child-parents relations	65
		Daily communication with each child / children	
		Organization of joint leisure	
Professional activity	Development of professional career	Self-development	86
		Business relationships and dating	
		Searching for a new job	

2021 school year during the pandemic of COVID-19, when personal communication took place online.

In order to determine the level of formation of the main components of public health in students, we conducted a survey, which concerned the definition of life goals in personal, family, professional life and specific ways to achieve long-term goals. The instruction to perform the task was that students had to make a list of activities for each strategic (life) goal, that helped to achieve a certain goal during the year. Condition – to define in detail, then, having considered the list of actions, to limit it to 3-4 basic kinds of activity. After analyzing and summarizing the materials of the task, we obtained the following results:

- life goals for personal development are to improve health through specific actions: to adhere to sleep patterns; train once a week, eat healthy food – 73% of respondents;
- life goals for family relationships are to raise children in love and understanding through specific actions: the establishment of positive parent-child relationships; daily communication with each child / children; organization of joint leisure – 65% of respondents;

- life goals for professional activities are to develop a professional career through specific actions: self-development, business relationships and acquaintances; looking for a new job – 86% of respondents.

Calculations were performed for each life goal, based on 100% (Fig. 1).

Among all the formulated goals, those that characterize the indicators of the components of physical, mental, social, and spiritual health were chosen.

The life goal of personal development is to improve health in the answers of 73% of respondents. Summarizing the specific actions for its implementation one has identified those that were repeated at least 1 time in the answers – adhere to sleep patterns, exercise once a week, healthy nutrition. In 27% of respondents, another goal dominated in personal development. Thus, such a section gives grounds to talk about the definition of physical health as a priority in personal development. Longitudinal observations of student life (which is 98% of girls) confirm these findings.

Let's turn to the characteristics of the next life goal – family relationships. 65% of respondents said that raising children

in love and understanding is important for the proper functioning of the family. Moreover, about 35% of them noted that understanding as contact interaction characterizes not only the relationship with children, but also serves as an indicator of mutual understanding between husband and wife as parents in the unity of educational influences on the child / children. We determine the presence of positive parent-child relationships, organization of joint leisure and daily communication with the child / children among specific actions. In the daily communication, we emphasize that in a family with several children, parents should find time to communicate with each child individually and with all children together. We emphasize that students are aware of the role of the family in the development of not only the physical but also the mental, spiritual and social health of the child. In the answers, 35% of respondents focus on family relationships for a different purpose, which generally characterizes the crisis of the family as a social institution, the spread of the “child-free” trend and other negative trends.

Considering professional activity as a life goal, it was determined that 86% of respondents see their goal as professional career development. In our opinion, the specific actions mentioned in the achievement of the goal are closer to the sphere of health, although somewhat indirectly. The specific actions include answers that occur more than once: self-development, business connections and acquaintances, job search. 14% of respondents indicated other specific actions and goals in the terms of life goals of professional activity. The analysis of the results is presented in the table II.

DISCUSSION

The purpose of scientific research was realized. The results of the work showed the high efficiency of the content of educational programs in the professional training of future teachers in the development of public health.

It was concluded that in modern conditions, mental well-being as an indicator of mental health of the individual becomes important and manifests itself in a favorable psycho-emotional state [4], manifestations of activity that provides positive interpersonal interaction with the environment, the formation of communication skills. processes, understanding the emotional states of people, displays of empathy in accordance with the situation of communication, especially online [2; 6].

In addition, mentally balanced students – focused on life-affirming processes of cognition, develop intuition, remain in constant development, continue to develop the ability to reflect, to overcome stress, have and use their own resource potential in difficult situations of choice, fully reveal emotional and personal behavior, marked by self-criticism and adequate self-esteem [3]. Such students fully perceive themselves and at the same time show tolerant behavior towards others; independence acquires spiritual values, their lives are filled with meaning [1; 7]. One can consider that the mental health indicators are the following: the tendency to act rather than worry about a situation; optimal functioning of all mental structures that

provide a state of mental comfort in the social environment; development of personal qualities that contribute to a positive perception of oneself and others; altruism, creativity, responsibility.

The study established the relationship between physical activity and mental health of students of HEIs, which is observed in establishing and strengthening links between social, cognitive, emotional achievements of the individual, which increases the integrity, integration and constructive manifestation of its mental health in education. and life practice.

The study revealed the answers of respondents which we consider to be not enough important in the development of public health, which gives us the grounds for the development of innovative technologies to implement them in the educational process and extracurricular activities with students, especially in conditions caused by coronavirus SARS-CoV-2.

CONCLUSIONS

Theoretical understanding and the obtained results of practical work with students of the 1st (bachelor's) education level of specialties 012 Preschool education and 013 Primary education made it possible to determine the essence and content of the development of public health elements during the student life of higher education students and the near future professional activity of preschool and primary school teachers.

We have identified current aspects of personal and professional development of students in the field of public health. In terms of the implementation of educational programs of the 1st (bachelor's) and 2nd (master's) educational levels at the Pedagogical Institute of Borys Grinchenko Kyiv University, a two-component educational model has been designed in order to develop and support students' personal health and healthy lifestyle, as well as the formation of the professional competence for their future professional activity.

The study revealed the answers of respondents, which we consider to be not enough important in the development of public health, which gives us grounds for the development of innovative technologies to implement them in the educational process of higher education institutions.

In further work on the identified problem, we plan to monitor the level of formation of public health in students of the 2nd (master's) educational level and their readiness to perform the functions of experts to provide conditions for the implementation of the content of health-preserving activities at the Pedagogical Institute.

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