

## PROFESSIONAL TRAINING OF FUTURE TEACHERS IN BASICS OF HEALTH CARE

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### Summary

The purpose of the research is to explore the state of theoretical and practical training of future teachers in formation of skills and knowledge for schoolchildren's health preservation. To implement the research goal, the following tasks have been set: to establish the state of scientific exploration for the problem of forming health preservation competence in psychological-pedagogical research works; to reveal the situation with training future teachers in formation of skills and knowledge for schoolchildren's health care. To perform the said tasks, the following methods of research are applied: theoretical – analysis of academic sources and literature on the problem of forming health preservation competence in future teachers and healthy lifestyle in schoolchildren; empirical – questionnaire-based survey and mathematical analysis of the obtained results.

As a result of the research, the issue of training future teachers in schoolchildren's health care has been highlighted. Theoretical-methodological aspects of training future teachers for health preservation activities at institutions of comprehensive secondary education have been revealed. The practical importance of forming healthy lifestyle in future teachers in the course of studying medical and biological subjects has been demonstrated. The research involved a questionnaire survey of higher education applicants at the Bachelor level which focused on issues of forming health preservation competence, professional knowledge, skills and habits of maintaining healthy lifestyle for schoolchildren.

**Keywords:** health, healthy lifestyle, health preservation technologies, student, schoolchild.

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### 1. Introduction

The most important task of modern schooling is to bring up a healthy generation having a conscious attitude to their own health and the health of others. At the legislative level, it is regulated by the Laws of Ukraine "On Education", "On Complete General Secondary Education", the National Doctrine for Development of Education in Ukraine in the 21st Century, and the State Program "Children of Ukraine." That is why updating the contents of education, commitment to the new type of pedagogical thinking, forming an ontological-preservation

worldview in the new generation, establishing ethical values in the system of relationships “nature-society-person” – all these and other challenges of the 21st century should undoubtedly influence the professional and personal qualities of a future teacher.

The process aiming to form a certain health culture, habits of healthy lifestyle, and a careful attitude towards one’s own health should begin at the primary school age. According to statistics, a significant number of schoolchildren have unsatisfactory physical fitness, which is caused by heavy academic workload, intensive introduction of information and communication technologies, disruption of work and rest schedule, reduced physical activity and failure to maintain a healthy lifestyle.

The relevance of the said problem is related to deterioration of schoolchildren’s health which raises concerns both among doctors and educators. Reformation of schooling without taking into consideration the health conditions of schoolchildren has substantial effects on their illness frequency. Information overloads, stressful situations, modernization of the educational process – all of these cause a lot of tension for the child’s body, and along with other negative factors (reduced physical activity, subject-based system of education, insufficient natural lighting, school furniture incompliance with sanitary requirements, improper nutrition) it leads to functional disorders that over time result in formation of an organic pathology. At the same time, educational activities are not adapted to the peculiarities of development and health of present-day schoolchildren, teachers lack training to form, maintain and strengthen children’s health, while families and schoolchildren alike retain a passive attitude in matters of personal health.

The concept of the New Ukrainian School is aimed to form competences required for successful self-actualization of a person in the society. The pedagogical community of Ukraine should direct their activities to providing future teachers with certain knowledge and train them on how to find the widest field possible for application of such knowledge. In this connection, an important part in professional training of a modern teacher should be the formation of health preservation competence in schoolchildren. In accordance with the specific nature of pedagogical activities, teachers themselves can apply a set of educational and upbringing resources to organize a certain health preservation interaction in educational establishments, based on pedagogical design, in order to completely solve the problem of preservation and promotion of physical, mental and social health of schoolchildren, and form their health preservation competence. All these tasks require teachers to look for new pedagogical approaches and use special methodologies that would facilitate preservation of children’s health and form their healthy lifestyle habits.

In modern education, children’s health is formed on the basis of various approaches. One of the key approaches is the competence-based one, according to which education should result in the schoolchild’s acquisition of health preservation competence, that is, of the qualities that are aimed at the preservation of one’s health and the health of others.

Practical implementation of the task to create a health preservation living space for a child depends primarily on the teacher, by whose efforts the process of learning any subject should become an integral part of a schoolchild’s way to health preservation.

Hence, the teacher as the main organizing factor behind the educational process can systematically and most effectively influence the development of their pupils and facilitate formation of their health preservation competence.

One of the essential aspects in solving the problem of child and teenage health through education is the training of a highly educated and competent teacher who is an active advocate of valeological knowledge and skills among pupils of secondary education establishments, in

addition to the educator's recognition of personal responsibility for preservation of their own health. These days, an educator is facing an important task – to form a healthy worldview in their pupils, teach them to mobilize the internal resources of their body and achieve self-perfection through self-knowledge (*Amosov, 1990: 6*).

The problem of professional training of teachers has been the focus of attention for a number of research works by Ukrainian and foreign authors. In particular, professional training of teachers at higher education institutions in the field of health protection and promotion was the subject of research conducted by G. L. Apanasenko, T. Ye. Boychenko, V. I. Bobrytska, E. G. Bulych, S. S. Volkova, O. D. Dubogai, S. S. Krokmal, I. V. Muravov, V. M. Orzhekhovska, V. M. Pavliuk, S. I. Sytnyk, A. V. Tsarenko and others.

Determining the set of favourable and unfavourable factors that affect schoolchildren's health enables us to develop, substantiate scientifically and implement a concept for management of children's and teenagers' health. In this connection, training of future teachers in basics of forming a healthy lifestyle envisages building profound theoretical knowledge and the skill of implementing it into practice.

The *purpose of the research* is to explore the state of theoretical and practical training of future teachers in formation of skills and knowledge for schoolchildren's health preservation. To implement the research goal, the following *tasks* have been set: establish the state of scientific exploration for the problem of forming health preservation competence in psychological-pedagogical research works; reveal the situation with training future teachers in formation of skills and knowledge for schoolchildren's health care.

To perform the said tasks, the following *methods of research* are applied: theoretical – analysis of scientific sources and literature on the problem of forming health preservation competence in future teachers and healthy lifestyle in schoolchildren; empirical – questionnaire survey and mathematical analysis of the obtained results.

Hence, the timeliness and relevance of exploring this problem are determined by the need to solve certain contradictions: theoretical improvement of the contents, forms and methods of forming health preservation competence of schoolchildren and practical implementation available in the process of their realization for ideas of subjectivity, practical orientation and health preservation; considerable opportunities of school health preservation environment as a factor in formation of a schoolchild's personality, and the demand of society for competent teachers capable of building a kind of health preservation interaction at institutions of comprehensive secondary education.

Therefore, the problem of training a teacher capable of developing schoolchildren's health preservation competence remains insufficiently explored both in the theoretical and methodological aspects which has a substantial effect on practical activities of educators.

## **2. Theoretical-methodological aspects of training future teachers for health preservation activities**

Theoretical and methodological grounds for the problem of health, healthy lifestyle, and formation of health preservation competence have been highlighted in research works in the field of pedagogics, psychology, medicine, philosophy, school hygiene, valeology, life safety, physical education and sport. Conceptual grounds of pedagogical science concerning the essence and principles of valeological education and formation of healthy lifestyle are explored in the works by such scientists as V. Bobrytska, D. Davydenko, L. Drobot, S. Kondratiuk, K. Kuper, S. Lapaienko, N. Maksymova, V. Orzhekhovska, A. Zdravomyslova, L. Sushchenko and others.

Psychological and pedagogical research concerning formation of a person's health culture and their health preservation competence was conducted by M. Bezrukikh, V. Bezrukova, N. Bibik, T. Boychenko, Ye. Vainer, V. Gorashchuk, O. Dubogai, G. Zaitsev, O. Ionova, S. Kyrylenko, S. Kondratiuk, O. Omelchenko, S. Omelchenko, O. Savchenko, G. Sierikov and others.

Analysis of psychological-pedagogical and methodological literature on this topic – in particular, the research works by O. Antonova, N. Polishchuk, G. Zhara, A. Zubko, N. Vasina, O. Matafonova, A. Moskaliova, E. Shatrova– gives us sufficient grounds to state that effectiveness of pedagogical activity in the field of schoolchildren's health preservation and promotion depends directly on the level of corresponding training of their teachers.

Analysing the international practices and Ukrainian prospects of competence-based approach in modern education, the authors of collective monograph "Competence-based approach in modern education: International experience and Ukrainian prospects" (2004) under the general editorship of O. Ovcharuk have drawn special attention to health preservation competence as one of the key competences of a person that has to be formed in every personality to ensure their productive and creative life. In particular, O. I. Pometun views it as the basis for human living, where the main element is recognizing the importance of health and healthy lifestyle for the entire life-sustaining activity of a person aimed to preserve physical, social, mental and spiritual health – one's own and that of others (*Pometun, 2004*).

The noospheric pedagogical paradigm is inseparable from health-promoting education. This is pointed out in the Strategy for Sustainable Development "Ukraine 2020" where special attention is paid to human health and life safety, programs for lifestyle and longevity are developed, physical culture and sport are popularized, and health preservation technologies are implemented.

The part of key competences related to health preservation in the interpretation of its social aspects is envisaged in recommendations of the European Parliament and of the Council of Europe of 20 December 2006 "On Key Competences for Lifelong Learning." The abovementioned recommendation emphasizes that the competence "related to personal and social wellbeing requires an understanding of how people can ensure optimal physical and mental health, including as a resource for themselves and their families and their social surrounding, and the knowledge of how healthy lifestyle can promote it. For successful interpersonal and social participation, it is important to understand the rules of behaviour and manners accepted in various societies and conditions. It is equally important to be aware of the main notions that are related to specific persons, groups, working organizations, gender equality and non-discrimination, society and culture. Understanding of multicultural and social-economic aspects of European societies and peculiarities of interaction between national-cultural identity and the European identity is also significant. Key skills of this competence include ability to communicate in a constructive way in various environments, show tolerance, express and understand different viewpoints, negotiate with building trust and compassion. Competence is based on relations of cooperation, confidence and integrity. People should be interested in social-economic processes and intercultural communication, value variety and respect others, and be ready to overcome superstitions and make a compromise" (*Recommendation, 2006*).

In the works by Ukrainian scientists concerned with implementation of competence-based approach, the group of key competences includes the so-called health preservation competence. Various sources and literature give ambiguous interpretations of this definition. In particular, researchers O. Plakhotnik and O. Beznosyuk, who studied the issue of competence-based approach in higher education institutions, emphasize formation of valeological-healthful competence in future teachers (*Plakhotnik, 2013:200*).

In the opinion of T. Ye. Boychenko, competence is a complicated integrated characteristics of a personality which is understood as a set of knowledge, skills, and attitudes that enable a person to engage in activities effectively or perform certain functions, thus ensuring solution of problems and achievement of certain standards in a profession or an activity. The scientist defines health preservation competence as a key one and suggests to recognize its characteristics as follows: multifunctionality that allows to solve problems of health preservation in the plane of the four elements of health – physical, social, mental and spiritual; supersubjectivity and interdisciplinarity (information about forming, preserving, promoting, using (or consuming), restoring and transferring health takes place within every element of the continuous valeological education –at the preschool stage, school stage, pre-graduate stage, postgraduate stage, and adult education stage); multidimensionality which is determined by the essence of human health being a multidimensional and holistic phenomenon (*Boychenko, 2008: 6-7; Boychenko, 2009*).

Health preservation competence suggests preservation of one's own physical, social, mental and spiritual health, and the health of one's surrounding. Having accentuated health preservation competence in the group of competences concerned with the human being as a personality and a subject of activity and communication, another scientist I. Zimnyaya specifies that it should include as follows: knowledge and adherence of healthy lifestyle standards, awareness of the harm caused by smoking, alcoholism, drug addiction and AIDS; knowledge and adherence of personal hygiene standards, and home hygiene; physical culture, freedom and responsibility of choosing a lifestyle to follow (*Zimnyaya, 2006: 21*).

A theoretical model of health preservation competence, its structure and contents are presented in the research work by E. Shatrova and E. Finogenko. Researchers concur that health preservation competence envisages a person's ability to understand, explain and regulate their own state, behaviour and lifestyle in order to preserve health, quality of life and environment (*Finogenko, 2008*). From the point of view of O. Shatrova (*Shatrova, 2012:112*), the health preservation competences should be viewed as an integrated quality of a personality expressed in overall ability and readiness for health preservation activity based on the integration of knowledge, skills and experience.

The most substantial interpretation of theoretical foundations for formation of teacher's individual competence of health preservation in the present-day system of lifelong learning was presented in the scientific heritage of G.I. Zhara. Basing on analytical researches, the scientist explores the content-related characteristics of individual health preservation of a teacher in two aspects: as a quality, and as a process. Individual health preservation of a teacher (as a quality) is an integrated quality of a teacher as a professional unit capable of creating, preserving and maintaining physical, mental, emotional and energetic balance in conditions of the educational environment while preventing professional burnout and achieving active longevity. Individual health preservation of a teacher (as a process) is a process of physical, mental, social and energetic adaptation of a teacher to conditions of the educational environment, where high-quality energetic-informational and psycho-emotional exchange between subjects of the educational process is ensured. The quality of individual health preservation is acquired in the course of professional training of a future teacher and can be developed during professional activity. In terms of procedure, individual health preservation is an obligatory component of professional activity and it can be improved and adjusted by the teacher themselves, depending on certain changes in conditions of the educational environment (*Zhara, 2017: 292*).

The state of the problem of teacher training for development of health preservation competence in schoolchildren is highlighted in the monograph "Preparing a teacher to development of health preservation competence in pupils" (2016) written by O. Ye. Antonova

and N. M. Polishchuk. The researchers presented a model, and authors' program of training a teacher within the system of post-qualifying pedagogical education for development of health preservation competence of secondary school pupils, substantiated a structure of teacher's readiness for this type of activity, and defined the criteria, indices and levels of such readiness (*Antonova, 2016*).

Analysing the structure and contents of health preservation competence of pedagogical university students, scientist O. Yugova views health preservation competence as a complex of systematic knowledge and ideas about positive and negative changes in the state of one's health and the health of others; the skill of drawing a program for preservation of one's health; knowing how to organize activities in promotion of health and health preservation (*Yugova*). A. Busygin sees the notion of "health preservation competence" as an ability to mobilize a system of knowledge, skills, intellectual and personal qualities required to form motivation for health preservation, and the ability to predict, prevent or compensate for loss of health, seeing all these as ways to satisfy basic human needs (*Glebova, 2008: 98*).

In the dissertation research by D. Ye. Voronin, dedicated to formation of health preservation competence in students of higher educational institutions by ways of physical education, the author specifies that health preservation competence is an integral and dynamic feature of a personality that is manifested in the ability to organize and regulate one's health preservation activity; to assess properly one's behaviour as well as actions and views of others; preserve and implement one's own health preservation opinions in various conditions, including unfavourable circumstances (*Voronin, 2006: 52*). In this connection, the notion of "health preservation competence" can be formulated as a certain level of medical and valeological literacy of a student, a state of social wellbeing, a stage in development of creative, physical, mental and intellectual abilities of a person that are expressed in organization of one's life-sustaining activities, in one's attitude to oneself, other people, and nature. Developing this idea, D. Ye. Voronin claims that health preservation competence suggests not only medical and valeological awareness, but also the ability to put the knowledge into practice, and the skills in applying methods of health promotion and disease prevention. Forming one's thinking in the direction of health preservation and promotion is an integral component of health preservation competence for future specialists (*Voronin, 2006: 28*).

The notion of "health preservation competence" suggests a complex of physical and intellectual abilities and qualities of a person required to solve various life problems independently and effectively, to create better conditions for oneself and one's health in a constructive interaction with others. In the opinion of N. V. Tamarskaya, the essence of the notion "health preservation competence" is manifested through conducting preventive activities and applying health preservation technologies by people who know objective laws of the health preservation process (*Tamarskaya, 2002: 11*). N. F. Denysenko notes that in order to form one's health, a person needs to have a clear understanding of how it is built, preserved and damaged, and be aware that health depends on many factors including relationships within a family (*Denysenko, 2007: 9; Denysenko, 2009: 7*).

For V. Khymynets, the notion of "health preservation competence" means characteristics and qualities of a student meant to preserve one's physical, social, mental and spiritual health – and that of other people around them (*Khymynets, 2010*). A similar opinion concerning formation of health preservation competence is shared by I. Anohina. She views formation of health preservation competence as the readiness to independently solve the tasks related to maintenance, promotion and preservation of health – one's own health, and the health of others (*Anohina, 2007: 25*).

With consideration of the intensive influence on the part of many risk factors typical for the teaching profession, there is a need for teachers to have a solid foundation to be able to adapt to the changing socio-cultural conditions – and that foundation is the health preservation competence. As teachers should be an example of creative life to form cultural and value-related mindsets of the new generation, professional teacher training requires its health preservation component to be redirected towards sustainable development. As specified in the Concept of the National Program “Health 2020: Ukrainian Dimension”, “healthy lifestyle of the population is five times as effective as treatment and diagnostic activities related to people’s health preservation and promotion” (Zhara, 2017: 285-286).

Taking into consideration the abovementioned facts, we believe that a teacher’s training in formation of health preservation competence of schoolchildren should include the following aspects: 1) conceptual basics of knowledge about modern health, development of mental and physical health culture; 2) inuring healthy lifestyle (psychological, pedagogical, medical and hygienic aspects); 3) safe conduct skills; 4) cultivating health-building, health-preserving, and active behaviour; 5) operating knowledge about health and its components; 6) forming a person’s value-related attitude to the environment, other people, and themselves; 7) possessing methods for comprehensive assessment of one’s health condition and a system of practical knowledge and skills to ensure health preservation and promotion; 8) using self-correction and self-regulation skills, health preservation and promotion knowledge; 9) possessing methods and skills of providing first aid; 10) being able to practice injury prevention.

Just as any other kind of competence, the health preservation competence has a certain structure. Analysing the structure and contents of health preservation competence, scientist O. Yugova distinguishes three of its components: content-related, activity-related, and personality-related. The content-related component envisages that a personality possesses knowledge in a certain subject as well as in adjacent subjects that expresses the quintessence of the specialty (conceptual competence) which is explored by such student. Examples may include subjects that are studied in a consecutive manner – developmental anatomy and physiology, basic medical training (or basic paediatrics and hygiene) – and basic life safety is the subject that completes formation of the corresponding competence. The activity-related component encompasses invariant professional knowledge in health preservation which also includes practical skills (working knowledge): a complex of practice-oriented classes (workshops, laboratory courses, practical trainings, case study, role-play and simulation exercises etc). The personality-related component is characterized by integrated personal qualities which are manifested through presence of inborn abilities to study and acquire knowledge by oneself, that is, the skill in working on one’s own with textbooks and academic literature (writing reports, reviews, participating in research work etc). A student is supposed to not only possess a certain kind of intellect, but to know how to use it appropriately in various situations.

Based on the abovesaid, high-quality training of future teachers appears to be a field of strategic importance, and its implementation should be the focus of attention and the top priority area for education, recreation and physical culture, as the state of every child’s health and their healthy lifestyle depend largely on these factors. That is why restoring the importance of physical education, reducing children’s illness frequency, promoting health, improving physical and mental preparedness, developing creative abilities and skills of independent academic cognition and self-study are of great relevance for improving the level of professional training of education specialists at the present-day stage.

Hence, analysis of academic literature dealing with the problem of health preservation has enabled us to formulate the basic notion of “health preservation competence” as an

integrated quality of a personality that is manifested in their overall ability to pursue health preservation activity which is based on integration of knowledge, skills, practices and value-related attitudes of a personality aimed to preserve physical, social, mental and spiritual health of such personality and other people around them.

### 3. Assessing the level of training future teachers for health preservation activities

It is possible to form a healthy lifestyle in future teachers at pedagogical higher education institutions in the course of studying medical and natural sciences if their activities in acquisition of knowledge and skills for rationalization of life-sustaining activities are organized in accordance with their field of specialization. This is ensured by the interconnection of learning, cognitive, research, exploration, and practical teaching activities of future educators that creates a foundation to enable students to search for a personally attractive, professionally significant and socially important meaning in the contents of the natural science subjects, and causes the students' individual program of self-education and self-actualization to coincide with the objectively determined program of personal and professional development (*Bohdanova, 1998: 56*).

Forming basics of healthy lifestyle in students working under the bachelor's degree curriculum is envisaged by the academic program – the document that determines the norms of contents, duration of the course, and forms of state attestation for specialists of certain education standards. Integrated education plans for teacher-training institutions have received a compulsory pre-requisite subject – valeology. It allows students to acquire a necessary volume of fundamental valeological knowledge in the field of forming, preserving and promoting health. In addition, the system of modern professional training of future teachers in the area of schoolchildren's health places special emphasis on studying such subjects as developmental physiology and school hygiene, ecology, psychological hygiene, and basics of life safety.

Organization of the educational process in higher education institutions sets certain requirements for students, and this causes their previous experience acquired within the school education system to become incompliant with the new conditions. Students master new methods of performing their activities, join in a new way of living, and adopt the different forms of organization of their educational work throughout a lengthy period of adaptation. It is evident that students' skills in overcoming difficulties of the adaptation stage (which may encompass one or two terms) can determine not only their academic progress and further identification with their profession, but also their health conditions (*Bondarenko, 2012*).

Another factor that entails changes in students' lifestyle is the complex of social and psychological problems connected with their adoption of a new social role and slightly modified forms of individual and group behaviour. This aspect reflects an individual's psychological readiness to actively join in the life of a student group (department, college, university), become its full-fledged member, a creator of moral standards and ways of self-expression and self-affirmation within a newly-created collective.

Summing up the abovesaid, we can distinguish the factors that can affect students' health in the course of their academic activities: requirements to absorb large volumes of information; permanent load on certain functional systems of their bodies; lack of skill in organizing academic activities in a rational way that results in eating and sleeping disorders and therefore affects the students' academic progress and health conditions; poor recreation culture characterized by choosing passive forms to organize their free time over active forms of leisure.



The search for most effective and adequate ways to influence health conditions of future teachers suggested development and scientific substantiation of simple and available practices, techniques, methods, and correctional methodologies, the main criterion for the relevance of their application being not only positive effects on students' health conditions at the stage of their professional training, but also their potential to form a course of action that would ensure effective professional activity in the future. With this consideration in mind, the health preservation technologies that are most appropriate for development of a rational way to organize an intellectual worker's life have been defined to include as follows: methods for assessment, self-control and rehabilitation of intellectual work capacity during academic studies; methods for rehabilitation of intellectual work capacity during free time; methods for correction of the functionality of the visual system and auditory analyser; methods to improve the mental health and reduce nervous tension; other tonic aids that improve stress resistance; a system of actions to organize a proper day regimen; sensible nutrition.

A research to study preparedness of future teachers to forming healthy lifestyle was conducted on the basis of Hryhorii Skovoroda University in Pereiaslav among students of natural sciences. For the purposes of the research, two groups were created: an experimental group of 46 students and a control group of 42 students.

In the course of the research, a survey was conducted to explore the students' observation of healthy lifestyle basics. The results we have obtained indicate that the number of future teachers who combine their cognitive interests with acquisition of professional knowledge and skills in rationalization of their own lives and lives of other people while studying natural sciences comprises 34.5 % of the control group and 42.8 % of the experimental group. They believe that success in forming a rational pattern of living depends on one's professional competence and personal attitude to healthy lifestyle values, one's own activity in forming one's character, perseverance, and consistence required both for improvement of the already formed behavioural stereotypes and for everyday teaching work.

For students who find the subjective essence of studying at a pedagogical higher education institution in merely acquiring higher education, the task to understand the logic of studying natural sciences as a component of their professional education is almost never implemented. The share of such students makes 17.5 % in the control group and 7.2 % in the experimental group.

Based on the analysis of data obtained from the research, the dynamics in changes of value-related attitudes to healthy lifestyle has been identified, and the levels of preparedness of future teachers to programming and acquiring experience in adoption of healthy lifestyle standards as a lifelong and professional prospect have been defined.

It is characteristic that the number of students whose innate features include adoption of healthy lifestyle values, a conscious desire to adjust the already formed behaviour stereotype, aspiration to gain experience in improving one's life-sustaining activities in the long-term prospect, and a professionally motivated attitude to natural sciences has grown considerably in the experimental group in comparison with their initial figure, from 15.5 % to 42.9 %. Another noticeable tendency is the reduced number of students in the experimental group who only had occasional interest in advantages of healthy lifestyle, lacked desire to rationalize their current lifestyle, and needed external stimuli for their health-promoting activities: throughout the experiment, their share dropped from 16 % to 10.2 %.

As demonstrated by our research, systematic practical trainings involving use of health-promoting technologies help students to self-actualize, learn to control their emotions, behaviour,

identify their own psychophysiological state, degree of fatigue, and achieve harmony between their bodies and souls.

One of the areas of training students in health preservation of schoolchildren is when they deal with practical assignments as a part of their teaching practice. During the practice, students explore the conditions of upbringing and teaching in comprehensive schools, and conduct valeological analysis of lesson organization patterns, study regularities in how the abovesaid conditions influence schoolchildren's academic progress and intellectual capacity, begin to master health-promoting methods of teaching, and assess schoolchildren's physical development and health. Basing on the results obtained from the research, recommendations are developed on creation of proper valeological conditions in organizing the education process and the use of health preservation technologies in teacher's activities.

As evidenced by the survey we have conducted, during their teaching practice students mastered methods of implementing health preservation technologies in institutions of comprehensive secondary education, which facilitated an increase in the practical component of their health preservation competence. Accordingly, their level of knowledge has improved by 28.2 % in comparison with the figure they showed before undergoing their teaching practice (61.4 %), and now it equals 89.6 %. This figure corresponds to the high level of professional training of future teachers in health preservation of schoolchildren.

Therefore, in the present-day conditions of intensified learning, there is an urgent need to train teachers in implementation of health preservation technologies into the education process. At the same time, this implementation should be viewed as a blend of creative and practical activity aiming to use valeological knowledge and skills in an active, conscientious and purposeful manner to ensure harmonious development of a personality.

#### 4. Conclusions

Analysis of academic literature dealing with the problem of health preservation has enabled us to formulate the basic notion of "health preservation competence" as an integrated quality of a personality that is manifested in their overall ability to pursue health preservation activity which is based on integration of knowledge, skills, practices and value-related attitudes of a personality aimed to preserve physical, social, mental and spiritual health of such personality and other people around them.

We have established that the notion of "health preservation competence" is closely connected to such notions as "health preservation technologies" and "health-promoting technologies." Accordingly, we have explored various interpretations of these notions given by other researchers and proved that the notion of "health preservation technologies" encompasses all areas of activity of a comprehensive educational institution concerned with formation, preservation and promotion of health.

The analysis of academic literature we have conducted to explore implementation of a methodology employed to forms health preservation competence in schoolchildren shows that in practice this work is performed only episodically. Meanwhile, most teachers understand the importance of forming healthy lifestyle in schoolchildren, but they lack proper command of methodologies applied to ensure health preservation for schoolchildren.

It has been established that future teachers' mastering of health preservation technologies during their teaching practice at education establishments promotes improvement of their professional knowledge and helps schoolchildren form basic skills in health care and acquire profound knowledge in basics of healthy lifestyle.

The prospects for further research in this field consist in concretization and effectiveness of pedagogical conditions that will exert a targeted influence on forming schoolchildren's health preservation competence, particularly the step-by-step implementation of the methodology to form their health preservation competence and organize a health preservation environment to help schoolchildren to consolidate the life skills that facilitate physical, social, mental and spiritual health.

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