

MODELING THE PROCESS OF FORMATION OF HEALTH-SAVING COMPETENCE OF A FUTURE TEACHER

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Abstract. The education system based on outdated traditional provisions does not provide the necessary and sufficient level of formation of health-saving competence among students during their professional training. Despite a large number of studies, however, insufficient attention is paid to the formation of the health-saving competence of a future teacher. Therefore, the purpose of our study is to develop a system for the formation of the studied competence in the integral educational process of the university.

The study of the concept of health-saving competence of teachers in theory and practice has shown that this term is inextricably linked with the concept of "competence". It is a set of interrelated personal qualities that are set in relation to a certain range of subjects and processes necessary for high-quality productive professional activity of a future teacher.

Since the health-saving competence of a teacher acts as an integrative indicator and is considered from two positions: as a personality-oriented quality aimed at directly optimizing the health of a teacher and as a professional quality of a teacher aimed at preserving and promoting the health of participants in the educational process.

In the course of the study, the authors developed a structural model of the process of formation of health-saving competence of future teachers, including goals, objectives, principles, stages, components, forms, methods, tools, which allows to improve the student training, has a positive effect on their motivation. All of these allows effectively solving the problem of forming the health preservation of children and students, to introduce them to the norms and values of a healthy lifestyle, and successfully to choose for future teachers an adequate learning technology in the educational process of the school.

Keywords: modeling, process, formation, health, health-saving, competence, training, teacher.

Introduction

In the context of the modernization of Kazakhstani society, one of the main tasks of the state in the field of education, professional training and the introduction of standards in the sphere of social life is the problem of forming the preservation of the health of young students. Since only a healthy person can successfully live and work, be competitive and in demand in the labor market.

The peculiarities of labor and the various functions of modern teachers make high demands on their psychophysical and personal qualities:

- ability to withstand high information loads;
- stress tolerance;

- readiness to introduce new technologies;
- emotional stability;
- functional resistance of the body to the adverse effects of technical means and computer monitors, mobile devices [1;2].

All this often causes the appearance of a number of diseases: disorder of posture, vision, respiratory illness, poor blood circulation, etc., which generally served as the starting point for the introduction of such a term as "health-saving competence". It should be noted that this term appeared as a result of the widespread introduction of the competence-based approach in the education system [3].

Taking into account the specifics of the future professional activity of a graduate of a pedagogical university, a high increase in the indicators of professional “burnout” and exposure to stress, which undoubtedly requires high health indicators when applying for a job. So we consider it is necessary to pay special attention to the task of developing health-saving competence among students already at the initial stage of university training.

Materials and methods

The methodological basis of the study was formed by:

- philosophical provisions on universal connection, mutual conditioning of processes and phenomena; the unity of theory and practice; the doctrine of the driving forces of personality development, ideas about the role of activity in the formation of personality, which determined the research strategy;
- methodological provisions on the systemic, competence-based, personal-activity, axiological and reflexive approaches and modeling.

To solve the objectives of the study, we used a set of methods:

- theoretical research methods (analysis of scientific, pedagogical and methodological studies, study of advanced pedagogical experience of higher education teachers, modeling);
- empirical research methods (survey, questioning, conversation, interviewing; observation of the pedagogical activity of students in the course of pedagogical practice; verifying and forming experiment);
- methods of mathematical and statistical processing of empirical material.

Basic provisions

The analysis of sources on the problem under study showed that the term "health-saving competence" is interpreted as a motivated, self-organized activity, due to the logic of behavior and personal attitude of the individual to the problem of preserving own health [4; 5; 6].

Health-saving competence consists of health-saving competencies. The most detailed health-saving competencies, their components and conceptual apparatus were developed by A.V. Khutorsky [7], A.I. Zimnyaya [8].

The formation of a positive attitude of students to the pedagogical experience of education and on this basis health-saving competencies are manifested, which allow successfully solving the problems of preserving and promoting the health of

schoolchildren, proceeds under the influence of social relations in general and the social environment with which their life activity is directly connected. Part of this environment is the university system and its relations. The main means of future teacher training for the type of activity being studied here is an adequately organized system of educational work at university.

The health-saving competence of a teacher is an integrative professional and personal quality, which is a set of interacting and interdependent components of a value-motivational, cognitive and operational-active nature. It ensures the protection of life and health, the formation of a culture of a healthy and safe lifestyle of the subjects of the educational process, the teacher's readiness for health-saving activities based on knowledge, skills and experience in the educational environment using modern technologies to achieve high results.

With regard to the analysis of the content characteristics of the pedagogical category "formation", we can say that this term reveals the process of becoming a person as a social being under the influence of a number of factors: social, economic, psychological, environmental, etc.

So, the formation implies a certain incompleteness, the achievement of a level of stability through the impact on the personality. Based on the foregoing, it can be argued that the formation of competence is a process of influencing an individual, involving the achievement of a certain level of educational standard. It follows that the formation is a controlled process of becoming a teacher through continuous education, self-education of the future specialist.

Thus, the model for the formation of health-saving competence of teachers is a pedagogical system aimed at "formation of health-saving competence and involving the scientific substantiation of a complex of pedagogical conditions for the effectiveness of its formation" [9]. Consequently, the developed model of the process of formation of the teacher's health-saving competence is a system that includes interrelated components: target, theoretical-methodological, organizational-technological, and evaluative-effective.

Results

Let us dwell on the disclosure of each component of the model for the formation of health-saving competence.

Thus, the target component of the model for the formation of health-saving competence ensures that the results of the process of forming the health-saving competence of future teachers correspond to the set goals and objectives, as well as effective diagnostics of the process of forming competence. The purpose of the component is to set goals for the stages of forming activity - from design and development to a reflexive analysis of the formed competence and, accordingly, the standards of professional activity.

The theoretical-methodological component of the model for the formation of health-saving competence is associated with the substantiation of methodological approaches and theoretical foundations of the forming process.

Today, with the introduction of modern technologies into the educational process, it becomes quite obvious that any transformation of the pedagogical

system requires their methodological substantiation. Since, one of the important functions of the methodology is to determine the directions for finding ways to transform pedagogical theory and practice. Methodological approach to the study of the problem involves relying on a set of theoretical provisions that have become reliable and are directed to the knowledge of something new, in our case, the process of formation of the health-saving competencies of future teachers.

To achieve this goal, in our opinion, productive are:

- systemic approach - allows to consider competence as a single system in which the educational process is built on the principles of health saving;

- axiological approach - allows you to focus on the formation of ideas about activity, health based on a positive strategy of interaction with the social environment;

- personal approach - this approach organizes a health-saving educational process, where priority is given to the interests and needs of the individual. In addition, the approach involves the active participation of the teacher himself in the formation of personal experience of health saving, which is acquired through the gradual expansion of the scope of activity within the framework of health saving competence;

- activity approach - considers activity as the main source of personality formation and development, thereby presupposing an orientation towards the development of personal potential, taking into account individual and age characteristics through inclusion in forming activities that promote self-realization and personal growth;

- competence-based approach - the main educational result is the formation of a motivated competent personality of a teacher, able to quickly navigate in a dynamically developing space, using a variety of information and making decisions based on the knowledge, skills and abilities acquired within the framework of health saving;

- reflexive approach - consists in the organization of reflexive activities aimed at self-analysis, self-assessment of one's needs and interests, determination of the further way of self-improvement of health-saving competence.

The organizational-technological component of the model for the formation of health-saving competence is represented by blocks of organizational, pedagogical, didactic and methodological conditions. That is, conditions that determine the content of education for the formation of competence, technological conditions (methods, forms, tools, technologies) that allow obtaining the appropriate educational result and methodological conditions, including recommendations and books for teachers on health saving of subjects of the educational process.

The main part of the professional training of a future teacher is psychological and pedagogical training, which involves:

- Perfect knowledge of the main provisions of pedagogical and psychological science;

- a clear understanding of the essence and patterns of education and educational processes, the relationship of education, upbringing and personal development at each stage of age;
- methodical knowledge, skills and experience, perfect mastery of applying modern technologies;
- a deep conviction in the necessity and importance of psychological and pedagogical knowledge, personal skills and professional skills, the desire and ability to use them professionally in practice;
- personal education, humanity, tact, high demands on oneself.

The learning process at the university is carried out in such a way that students are offered various forms of teaching, both theoretical and practical. The theoretical ones include lectures, the practical ones include seminars, laboratory work, workshops, trainings and practice itself.

We believe that this component is aimed at developing students to creatively solve a set of professional problems, reveals the content of health-saving activities and the experience of transforming individual values, knowledge and skills of health-saving activities; as well as self-realization of the student as a future specialist.

The solution to this problem seems to us in the use of the resources of pedagogical and professional practice, as well as in the possibilities of modern pedagogy, which today offers many new technologies, methods and forms of education that involve the gradual immersion of students in health-saving activities.

This includes situational assignments, business games, discussions at seminars, thanks to which the student perceives, assimilates and puts into practice the knowledge and skills of health-saving activities that arouse interest, certain emotions and values, personal meaning for him/herself. Encountering real teaching practice is possible through the use of professional stories, documentaries and feature films through methods such as situation analysis.

Therefore, methods that activate their own health-saving activity, building plans, life goals, healthy habits, and the need for motor activity play a great role in strengthening the independent work of students in the aspect of health-saving activities. These include: the method of generating ideas, trainings, case studies, role-playing games, flash mobs.

The evaluative-effective component of the model for the formation of health-saving competence is represented by a set of criteria and indicators of the formation of competence among teachers, a description of the measured levels, diagnostic techniques and methods for mathematical processing of results

We believe that the structure of a future teacher's health-saving competence, as well as professional competence, is to a greater extent diagnosed by a combination of the following components:

- motivational-value, which includes attitudes, orientation, value orientations, motives for performing health-saving activities;
- cognitive component - a system of health-saving knowledge and skills;

- activity - the ability to apply the acquired knowledge and skills in practice, the readiness of a future teacher to implement health-saving knowledge and skills.

Discussion

The structural model we propose for the formation of the health-saving competence of future teachers involves student training for diverse activities to preserve the health of schoolchildren in accordance with the material, technical and other conditions, the contingent and preferences of students.

Speaking about the features of future teacher training for managing the process of health-saving activities in a secondary school, we highlight the main competence, the development of which will allow a future teacher to be successful in professional and pedagogical activities in this aspect: “readiness for health-saving activities in the educational process and extracurricular work” [10].

The above is confirmed by the results obtained by other researchers. In particular, the fact that the development of competence involves the following components of the process:

- axiological - the development of a system of values (the leading place among which is health), motivating a student for health and a healthy lifestyle, forming a positive attitude towards him/her;
- cognitive - mastering the system of necessary knowledge about the theoretical and methodological foundations of health saving;
- activity - mastering the skills to carry out activities to preserve and promote health and the presence of the necessary personality traits;
- managerial - mastering the skills to predict, plan, organize, control, analyze, reflect on pedagogical activity in the context of health saving of schoolchildren [11].

The content of the remaining components of the studied competence is represented by a certain range of knowledge and skills necessary and sufficient not only for the implementation of professional activities, but also for the improvement of the teacher's professional and pedagogical skills.

In the process of organizing and implementing the professional and pedagogical training of a future teacher at a university, it is also necessary to take into account that “external influence gives one or another mental effect, only being refracted through the mental state of the subject, through the system of thoughts and feelings that has developed in him/her” [12]. In order to activate the personality in the process of training and education, it is advisable to take into account the laws of the psyche of the learning subject. Acquired knowledge should have a personal meaning, value. Therefore, in the process of formation of health-saving competence, situations should be created in which the individual as corresponding to his/her goals and intentions will perceive the socially significant.

In this case, the success of the professional training of a future teacher is largely determined by the formation of positive motivation for learning, which determines the attitude to both cognitive activity and the educational activity of the teacher, its various aspects.

Conclusion

Analysis of the data obtained in the course of the study allowed us to draw a number of conclusions on the problem of formation of the health-saving competence of future teachers.

The formation of the health-saving competence of future teachers largely depends on the theoretical and technological components of professional and pedagogical education.

The process of formation of the health-saving competence of future teachers proceeds from the very essence of professional training of a specialist. The entire educational process, all forms and types of classes with students, academic disciplines provided for by the curriculum, professional and pedagogical practice should be focused on the activities of the subject teacher to ensure the health of schoolchildren in the unity of academic and extracurricular work.

Based on modeling the process of formation of health-saving competence of students, the following conclusions can be drawn:

- firstly, this process should cover the entire period of a student's education at a university, that is, go through the content of all courses;

- secondly, it has a phased nature, i.e. provides a consistent consideration of the range of skills and abilities of the health-saving competence of the individual from stage to stage.

In addition, it is necessary to take into account the inclusion in the content of the training of future teachers with components that contribute to the development of the required competence, in particular, elective courses, modules that will provide a logical continuation of the development of the health-saving competence of future teachers.

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БОЛАШАҚ МҰҒАЛІМНІҢ ДЕНСАУЛЫҚТЫ САҚТАУ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ ҮДЕРІСІН МОДЕЛЬДЕУ

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Аңдатпа. Дәстүрлі қағидаларға негізделген білім беру жүйесі бүгінгі таңда студенттердің кәсіби дайындығы кезінде денсаулықты сақтау құзыреттілігін қалыптастырудың қажетті және жеткілікті деңгейін қамтамасыз етпейді. Демек жүргізілген көптеген зерттеулерге қарамастан, болашақ мұғалімнің денсаулықты сақтау құзыреттілігін қалыптастыру мәселелеріне жеткілікті көңіл бөлінбейді. Сондықтан біздің зерттеуіміздің мақсаты-университеттің тұтас оқу-тәрбие процесінде зерттелетін құзыреттілікті қалыптастыру жүйесін дамыту.

Теория мен практикадағы мұғалімдердің денсаулықты сақтау құзыреттілігі ұғымын зерттеу бұл термин "құзыреттілік" ұғымымен тығыз байланысты екенін және болашақ мұғалімнің сапалы өнімді кәсіби қызметі үшін қажетті пәндер мен процестердің белгілі бір шеңберіне қатысты өзара байланысты жеке қасиеттердің жиынтығы ретінде қарастырылатыны анық.

Мұғалімнің денсаулықты сақтау құзыреттілігі интегративті индикатор ретінде әрекет ететіндіктен және екі тұрғыдан қарастырылады: мұғалімнің денсаулығын тікелей оңтайландыруға бағытталған, яғни, жеке тұлғаға бағытталған сапа және білім беру процесіне қатысушылардың денсаулығын сақтауға және нығайтуға бағытталған мұғалімнің кәсіби сапасы.

Зерттеу барысында авторлар болашақ мұғалімдердің денсаулықты сақтау құзыреттіліктерін қалыптастыру процесінің құрылымдық моделін сұлбасын жасап, оның ішінде мақсаттар, міндеттер, принциптер, кезеңдер, компоненттер, формалар, әдістер, құралдарын ұсынып отыр. Бұл өз кезегінде студенттердің кәсіби дайындығын арттыруға мүмкіндік береді, олардың мотивациясына оң әсер етеді; балалар мен оқушылардың денсаулығын сақтау мәселесін тиімді шешуге; сонымен бірге болашақ мұғалімдерге салауатты өмір салтының нормалары мен құндылықтарын ескере отырып мектептің оқу-тәрбие процесінде алға қойылған міндеттерге сәйкес педагогиялық технологияларды таңдауға мүмкіндік береді.

Тірек сөздер: модельдеу, процесс, қалыптастыру, денсаулық, денсаулықты сақтау, құзыреттілік, дайындық, мұғалім

МОДЕЛИРОВАНИЕ ПРОЦЕССА ФОРМИРОВАНИЯ ЗДОРОВЬЕСБЕРЕГАЮЩЕЙ КОМПЕТЕНТНОСТИ БУДУЩЕГО УЧИТЕЛЯ

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Аннотация. В настоящее время система образования на основе устаревших традиционных положений не обеспечивает необходимый и достаточный уровень формирования здоровьесберегающей компетентности у студентов в период их профессиональной подготовки. Несмотря на большое количество исследований однако вопросам формирования здоровьесберегающей компетентности будущего учителя уделяется недостаточно внимания. Поэтому целью нашего исследования является разработка системы формирования исследуемой компетенции в целостном учебно-воспитательном процессе вуза.

Изучение категории «здоровьесберегающая компетентность» в педагогической теории и практике показало, что данный термин взаимосвязан с категорией «компетентность» и представляет собой совокупность взаимосвязанных личностных качеств, задаваемых по отношению к определенному кругу предметов и процессов, необходимых для продуктивной профессиональной деятельности будущего педагога.

Проведенный анализ показал, что здоровьесберегающая компетентность педагога выступает интегративным показателем и рассматривается с двух позиций: как личностно-ориентированное качество, направленное на оптимизацию непосредственно здоровья педагогического работника и как профессиональное качество педагога, обеспечивающее сохранение и укрепление здоровья участников воспитательно-образовательного процесса.

В ходе исследования авторами была разработана структурная модель процесса формирования здоровьесберегающих компетентности будущих учителей, в числе которых: цели, задачи, принципы, этапы, компоненты, формы, методы, средства, что позволяет повысить качество подготовки студентов, оказывает положительное влияние на их мотивацию; позволит эффективно решить проблему сохранения здоровья детей и учащейся молодежи, приобщить их к нормам и ценностям здорового образа жизни, так и успешно выбрать будущим учителям адекватную поставленной задаче технологию обучения в учебно-воспитательном процессе школы.

Ключевые слова: моделирование, процесс, формирование, здоровье, здоровьесберегающая, компетентность, подготовка, учитель

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