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EDUCATION OF THE HEALTH CULTURE FOR FUTURE TEACHER'S PERSONALITY

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ABSTRACT

The **purpose** of the article is to substantiate the process of educating the health culture of a future teacher.

Methodology. Among the theoretical research methods, the main ones were: conceptual and comparative analysis (study of pedagogical, philosophical and psychological literature, textbooks on the research topic); structural-system analysis (theoretical analysis of problems, modeling of the studied systems, comparative, comparative and retrospective analyzes, diagnostics and forecasting of initial approaches and research consequences).

Results. The research model helps to improve the process of educating a future teacher's personality in terms of creating a health-preserving environment of higher education, is able apply to creatively acquired health-preserving knowledge, skills and abilities in practice as well as to find, process, analyze, use information independently, think nonlinearly, use modern content in future teacher's activities, methods of education, technologies, pedagogical techniques, acquire the necessary personal qualities, self-change and strive for continuous self-improvement.

Conclusions. The education of a health culture for a future teacher's personality is a purposeful, structures and managed system of ideas and principles, indicators, levels, criteria, guidelines and recommendations, as well as certain organizational and pedagogical conditions and tools, united by a single concept; it is aimed at individual creative development of a future specialist's personality in the structure of multilevel pedagogical education.

KEYWORDS: Scientific and Methodological Support, Education, Personality, Health-Preserving Environment, Institution of Higher Education.

INTRODUCTION

Educating the culture of personal health is an urgent problem of modern psychological and pedagogical science and practice, because health is the basis of prosperity and flourishing of the nation, the source of a happy full life. Only a healthy person is able to think creatively, self-realize, succeed, move forward, contribute to the development of our society.

The analysis of recent research and publications shows the versatility of the problem of health care. The problem of implementing health technologies is widely represented in the works of modern Ukrainian scientists: Garkusha S., Drahnev Yu., Momot O. and foreign scientists (Clausson E. K., Clark N. M.,

Zimmerman B. J., Patterson P. B., McIntyre L., Anderson L. C., Mah C. L.).

The study state of the problem confirms the appropriateness in the justification of the question education of the culture of personal health of a future teacher.

The **purpose** of the article is to substantiate the process of educating the health culture for a future teacher.

METHODOLOGY

Among the theoretical research methods, the main ones were: conceptual and comparative analysis (study of pedagogical, philosophical and psychological literature, textbooks on the research topic); structural-system analysis (theoretical analysis of problems, modeling of the studied systems,

comparative, comparative and retrospective analyzes, diagnostics and forecasting of initial approaches and research consequences).

Methods of educational research context, data collection, data analysis, and reporting of student responses were used. In this study, some questionnaires and interviews were used to obtain answers from future teachers of the Poltava V. G. Korolenko National Pedagogical University.

It has been established that the process of fostering the health culture of future teachers' personality becomes more effective under the implementation of certain pedagogical conditions for the creation of a healthy environment at universities. The basis of our study was scientific and pedagogical research on the formation of the personality's health culture of future teachers in the conditions of creating a healthy environment at universities.

RESULTS

In structural terms, the education of the culture of health of the future teacher, in our view, covers three main components: criteria, indicators and levels of education of the future teacher's personality; characteristics of organizational and pedagogical conditions of education of the future specialist; a model of educating the future teacher's personality in terms of creating a health-preserving environment of a higher education institution. Let us consider each of them:

1. Criteria, indicators and levels of education of the future teacher.

On the basis of essential characteristics of education of the future teacher's personality and position of the criterion approach the basic criteria of education are defined as motivational-value, cognitive, procedural-activity, practical.

Based on defined criteria and indicators, the levels of education are characterized as low, medium, sufficient, high.

The low level of education of the future teacher's personality is marked by weak motivation and value orientations to health preservation; lack of initiative, inadequate assessment of their capabilities; poor quality of knowledge, skills and abilities to maintain good health; non-responsibility for health-preserving behavior in all spheres of life, impatience, inability to manage their behavior; unsatisfactory level of development of motor skills, self-esteem and correction of one's own behavior, inactivity.

The medium level of education of the future teacher's personality is characterized by partial motivation and value orientations to health preservation; limited or partial knowledge, skills and abilities to maintain health, mediocre analysis, synthesis and generalization of theoretical knowledge; formed, but meanly expressed level of responsibility for health-preserving behavior in all spheres of life, endurance, patience; insufficient level of development of motor skills, self-esteem and correction of one's own behavior, mediocre confidence and activity.

The medium level of education of the future teacher's personality is marked by stable motivation and value orientations to health preservation, showing interest in improving health; the available level of knowledge, skills and abilities to maintain health, possession of theoretical material; the formed level of responsibility for health-preserving behavior in all spheres of life, endurance, patience; sufficient level of development of motor skills, self-esteem and correction of one's own behavior, self-confidence, demanding and persistence.

The high level of education of the future teacher's personality is characterized by a pronounced motivation and value orientations to health preserving, initiative, responsibility, persistence; high level of knowledge, skills and abilities to maintain health, rational analysis of the phenomena of the surrounding reality; responsibility for health-preserving behavior in all spheres of life; high level of development of motor skills, self-esteem and correction of one's own behavior, ingenuity and activity.

Motivational and value criterion is the formation of motivation and value orientations in the personality of the future teacher to health-preserving actions; desire to strengthen and maintain health; work to maintain and strengthen health. It determines the assessment of all components of health by the future specialist; satisfaction with activity that forms physical health; a sense of self-importance and effectiveness of their actions.

Cognitive criterion – the acquisition of knowledge, abilities and skills about human health, health preservation. Assessment of existing and acquired knowledge in the personality of the future teacher of higher education will determine their general level of awareness of the importance of health, the desire for self-knowledge.

The procedural and activity criterion helps to assess how future teachers master technologies, methods and tools of health activities, which are to follow health-preserving advice and recommendations aimed at improving physical fitness, prevention of bad habits, proper training organization, daily routine and diet.

Practical criterion – the level of development of motor skills, activity and self-assessment of the importance of their

participation in joint work, the ability to correct their own behavior.

We are convinced that depending on the manifestation of the criteria indicators in the future teachers' personalities, we can say about the level of education (high, sufficient, medium, low) in general.

2. Characteristics of organizational and pedagogical conditions for the education of the future teacher's personality.

We have specified the set of organizational and pedagogical conditions for the education of the future teacher's personality as a result of empirical research methods.

The first organizational and pedagogical condition, which is the creation of a health-preserving environment in higher education institution, involves the selection of scientific and pedagogical staff of the appropriate level which is able to promote productive activities of the future teacher's personality, to determine their health-preserving skills (Hrynchenko et al., 2021); the interaction of high school and the future teacher's personality in a health-preserving environment; providing conditions for independent, health-preserving activities in order to increase the professional level of the future specialist; stimulating intellectual and creative search, the ability to see the problems and ways to solve health-preserving problems; synergy of cooperation and co-creation relations; modernization of health-preserving means, forms, methods of education; creating a stimulating, positive, health-preserving, spiritual, moral and psychological atmosphere (Yevtushenko, N., Tverdokhliebova, N., & Mezentseva, I., 2022); responsible attitude to one's own health and environment; desire, discipline and dedication.

The implementation of this condition leads to coordinated and meaningful cooperation of higher education institutions, scientific and teaching staff, family and personality of the future teacher in the field of maintaining and strengthening health, and as a result - the success of health-preserving activities.

The second organizational and pedagogical condition, which is the formation of health-preserving competencies of the future teacher of higher education, is based on the ability to apply knowledge and skills of pedagogical and psychological methods of influencing a teaching staff, students, a future teacher's personality; to use health-preserving knowledge, skills and abilities in all spheres of life (observance of a daily routine and diet, physical activity, alternation of mental and physical activity); ability to self-regulation (according to M. Hryniova); ability to characterize the properties aimed at the harmonious development of the individual, his self-realization in professional, creative potentials, the preservation of physical, social, mental and spiritual health of his and the environment.

The implementation of this condition improves the quality of knowledge, skills (Kostikova et al, 2021) and abilities, experience, values and attitudes mastery that can be fully implemented in practice, ensures the growth of the general level of personal development.

The third organizational and pedagogical condition, which is innovation and health climate in the team of research and teaching staff and future teachers of higher education, provides a positive relationship in the team; rational organization of the health-preserving process taking into account the capabilities of the body of each individual;

ensuring normal working, learning and leisure conditions for all participants in the process; healthy interpersonal relationships based on mutual understanding and mutual respect. Fulfilling this condition increases the motivation of the future teacher to improve health, the desire to preserve the environment, the ability to work in a team, and forms the skills of interpersonal interaction.

The fourth organizational and pedagogical condition, which is the introduction of educational and methodological support and methods of its implementation during the education of the future teacher's personality into the educational process of higher education, is implemented through the introduction into the educational process of higher educational institutions of educational and methodological support, which includes educational and methodical complexes of disciplines. The implementation of this condition leads to the formation of an integral system of theoretical knowledge, practical skills and abilities of future teachers and their use in practice.

In our opinion, the process of educating the future teacher's personality will be more effective if it meets the above organizational and pedagogical conditions.

3. Model of education of the future teacher's personality in terms of creating the health-preserving environment of the institution of higher education.

In the context of the studied general principles, we took into account that the developed model of education of the future teacher's personality allows a deeper understanding of the essential characteristics of the educational process and to identify scientifically

justified approaches to its practical implementation.

This structure indicates the two-sided nature of education and necessitates close interaction of the educator and the pupil at all stages of educational work, from defining its aim and objectives, to verifying and evaluating its results. "Comprehensive education", says A. Kuzminskyi and V. Omelianenko, "involves the formation of certain qualities in a person in accordance with the requirements of moral, mental, physical, labor and aesthetic education. Furthermore, harmony is understood as the coordination, combination of these qualities, their complementarity and mutual enrichment in the spiritual and physical nature of man" (Kuzminsky, & Omelianenko, 2003, p. 50).

Equivalent components within the developed model are aim, content, procedural, control and product blocks, each of which has structural components. We describe each block of the model:

The aim block of the model includes a social order to check the health-preserving environment in higher education institutions, aim, objectives, theoretical and methodological approaches, principles of educating the future teacher's personality in the health-preserving environment of higher education institutions.

The aim represents the end result of education of the future specialist's personality to the specified type of activity. Tasks are aimed at forming a positive motivation to acquire knowledge, skills and abilities in a health-preserving environment of higher education institution; ensuring the quality of theoretical knowledge, consolidation of skills and abilities, mastery of technologies, methods and tools of health-preserving activity, development of motor skills,

activity, self-esteem; orientation of future teachers to understand the need for health-preserving behavior in all spheres of life.

Theoretical and methodological approaches reflect the specifics of the organization of the educational process in terms of creating a health-preserving environment in higher education institution; these include: systemic, axiological, individual, activity, competence, information, synergetic, environmental, technological.

The principles ensure the effectiveness of the education of the future teacher's personality in the conditions of creating a health-preserving environment for higher education institution, taking into account the legitimacy of the educational process. Among them we distinguish the next principles: love for yourself and your environment; health-preserving education; self-regulation; consciousness and activity; diligence and initiative; the interaction of higher education and the future teacher's personality in a healthy environment; individual health-preserving approach to the future teacher's personality; the effectiveness of the implementation of health-preserving technologies.

The content block of the model reflects the content of educating the future teacher's personality in terms of creating a health-preserving environment for higher education institution: the formation of motivation in research and teaching staff and future teachers to create a health-preserving environment for higher education institution; creating conditions for the functioning of physical culture; formation of a culture of health in the future teacher's personality; self-education, self-assessment, self-analysis, which unite all areas of higher education in the formation, preservation and

strengthening of the student youth health.

The content block of the model also includes educational and methodological support, which is a part of the technology of educating the future teacher's personality in terms of creating a health-preserving environment in higher education institution and consists of the following disciplines: "Technology of creating a health-preserving environment in higher education institution", "Sports and pedagogical improvement".

As an example for future physical training teacher we offer the procedural block of the model that covers the stages of implementing the technology of educating future professionals: (motivational, learning health-preserving material, developing health-preserving skills and abilities in the behavior of future professionals), methods (persuasion, encouragement, punishment, criticism, discussion, Olympic example, competition), forms (lectures, consultations, round tables, trainings, conversations, discussions, methodical seminars, meetings with outstanding people, practical classes, independent and individual work, Olympic quizzes, Olympic weeks, Olympic readings, physical culture and sports activities, master classes), means (Olympic literature, biography of Olympians, Olympic movement, teaching aids, training and work programs, test tasks, rational and balanced diet, rational daily routine, exercise) education, which fulfills the main purpose of the study and specific tasks in relation to the individual, reveal a set of ideas, concepts, assertions and values that enrich students.

The control and product block of the model provides monitoring of the quality of the future specialist's education, highlighting criteria, indicators of education, determines the end result – the

level of influence of the educational process on the development and formation of the future teacher's personality, which is system of abilities, knowledge and skills; deeds and actions of the future specialist's personality; comprehensive and harmonious development of the student; active life guidance and focus on success.

Organizational and pedagogical conditions for educating the future teacher's personality in the health-preserving environment of the higher education institution are included in the model to show their importance in ensuring the effectiveness of the process of educating future professionals. The figure 1 of the offered model is done.

DISCUSSION

In the context of our study is important a large number of modern scientific and methodological works, the authors of which consider health and health environment in some aspects (substantiated the principles, content, forms and methods of health pedagogy as a field of pedagogical knowledge (Voronin, D. Ye.; Domashenko, A. V.; Kyrylenko, S. V., Lekholetova, M. M.), an integrated approach to the formation of human health is argued (Novik, S.M., Marunencko, I., Lekholetova, M.).

Thus, our research model helped to improve the process of educating the future teacher's personality in terms of creating a health-preserving environment of higher education, able to creatively apply acquired health-preserving knowledge, skills and abilities in practice, independently find, process, analyze and use information, think nonlinearly, use in their activities modern content, methods of education, technologies, pedagogical techniques, acquire the necessary

personal qualities, self-change and strive for continuous self-improvement.

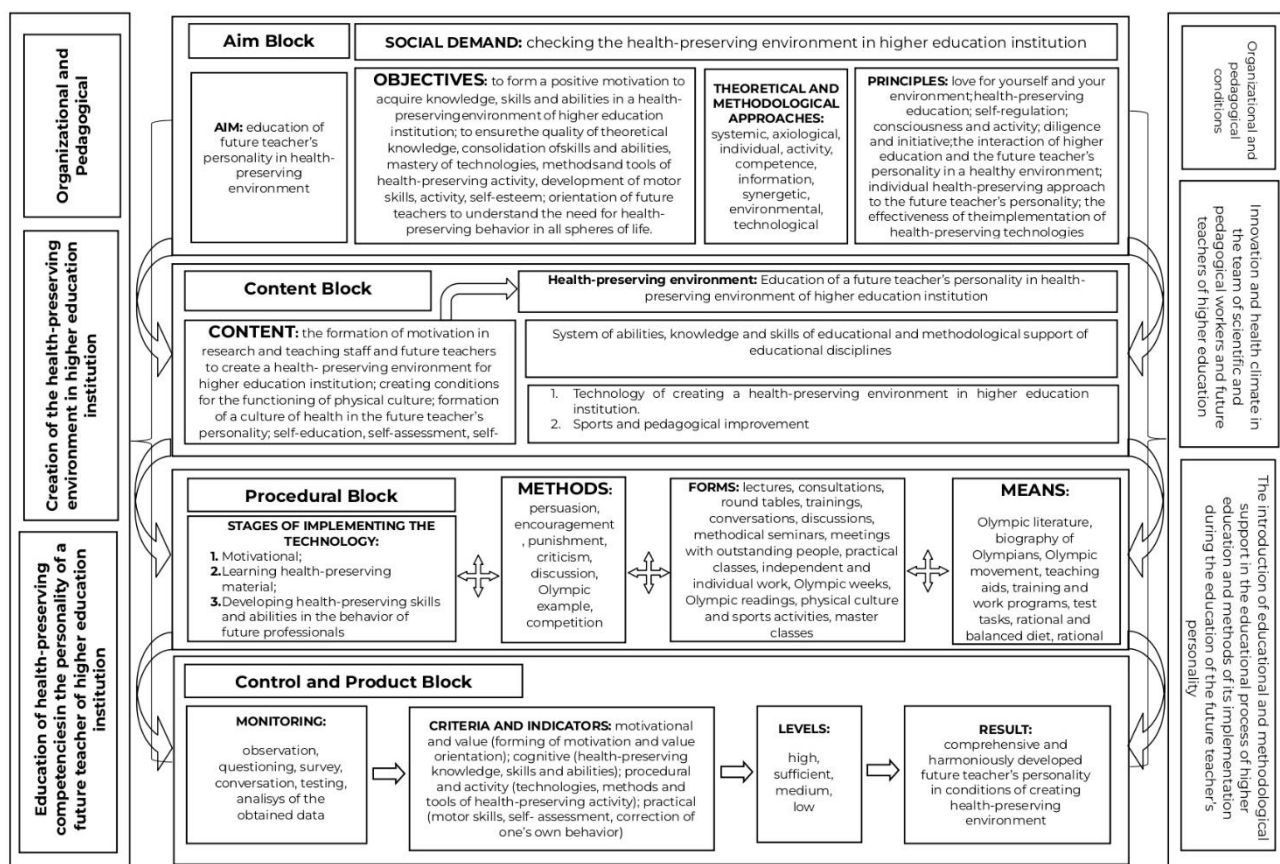
CONCLUSIONS

Therefore, the education of the culture of health of the future teacher's personality is a purposeful, structures and managed system of ideas and principles, indicators, levels, criteria, guidelines and recommendations, as well as certain

organizational and pedagogical conditions and tools, united by a single concept and aimed at individual creative formation of the future specialist's personality in the structure of multilevel pedagogical education. Prospects for further research in this direction are to further study the theory and practice of educating the future teacher's personality.

Figure 1

Model of Educating Future Teacher's Personality in Conditions of Creating Health-Preserving Environment of Higher Education Institution



CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

ВИХОВАННЯ КУЛЬТУРИ ЗДОРОВ'Я ОСОБИСТОСТІ МАЙБУТНЬОГО ВЧИТЕЛЯ

Метою статті є обґрунтування процесу виховання культури здоров'я майбутнього вчителя.

Методологія. Серед теоретичних методів дослідження основними були: концептуально-порівняльний аналіз (вивчення педагогічної, філософської та психологічної літератури, підручників з теми дослідження); структурно-системний аналіз (теоретичний аналіз проблем, моделювання досліджуваних систем, порівняльний та ретроспективний аналізи, діагностика та прогнозування початкових підходів і наслідків дослідження).

У **результаті** дослідження було запропоновано модель, яка сприятиме вдосконаленню процесу виховання майбутнього вчителя в умовах створення здоров'язбережувального середовища закладу вищої освіти, а як результат – формування особистості, здатної творчо застосовувати набуті здоров'язбережувальні знання, уміння та навички на практиці, самостійно знаходити, опрацьовувати, аналізувати та використовувати інформацію, мислити нелінійно, використовувати у своїй діяльності сучасний зміст, методи навчання, технології, педагогічні прийоми, набувати необхідних особистісних якостей, самозмінюватися та прагнути постійного самовдосконалення.

Зроблено **висновок**, що виховання культури здоров'я особистості майбутнього вчителя – це цілеспрямована, структурована й керована система ідей і принципів, показників, рівнів, критеріїв, настанов і рекомендацій, а також певних організаційно-педагогічних умов і засобів, об'єднаних єдиною концепцією та спрямованих на індивідуальне творче формування особистості майбутнього вчителя в структурі багаторівневої педагогічної освіти.

КЛЮЧОВІ СЛОВА: науково-методичне забезпечення; освіта; особистість; здоров'язбережувальне середовище; заклад вищої освіти.

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