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**CURRENT APPROACHES TO HEALTH-PRESERVING ACTIVITIES
 OF PHYSICAL CULTURE SPECIALISTS IN THE CONTEXT OF INTEGRATION INTO
 THE GLOBAL EDUCATIONAL SPACE**

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The article is devoted to the urgent problem of using modern approaches to health-preserving activities of physical culture specialists in the context of integration into the global educational space. The structure of health-preserving competence of a physical culture specialist includes: multifunctionality, which helps to solve the problems of youth health preservation in the space of health components (physical, social, mental and spiritual); interdisciplinarity, which provides information about a healthy lifestyle in all areas of education, studies ways and means of health preservation; multidimensionality, because it considers the essence of human health as a holistic, multidimensional phenomenon. We have proven that the health-preserving activities of physical culture specialists are a set of measures aimed at preserving and strengthening the health of young athletes. In this study, we developed and experimentally tested a model for implementing health-preserving technologies in the professional training of education seekers on the basis of the Poltava National Pedagogical University named after V.G. Korolenko.

Key words: health-preserving activities, modern approaches, physical education specialist, integration, educational space.

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СУЧАСНІ ПІДХОДИ ДО ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ ДІЯЛЬНОСТІ ФАХІВЦІВ
ФІЗИЧНОЇ КУЛЬТУРИ В УМОВАХ ІНТЕГРАЦІЇ У СВІТОВИЙ ОСВІТНІЙ ПРОСТІР

Стаття присвячена актуальній проблемі використання сучасних підходів до здоров'язбережувальної діяльності фахівців фізичної культури в умовах інтеграції у світовий освітній простір. Структура здоров'язбережувальної компетентності фахівця фізичної культури включає: поліфункціональність, що допомагає вирішувати проблеми здоров'язбереження молоді у просторі складових здоров'я (фізичній, соціальній, психічній та духовній); міждисциплінарність, що надає інформацію про здоровий спосіб життя в усіх ланках освіти, вивчає шляхи і засоби здоров'язбереження; багатомірність, бо розглядає сутність здоров'я людини як цілісний, багатомірний феномен. Нами доведено, що здоров'язбережувальна діяльність фахівців фізичної культури – це комплекс заходів, спрямованих на збереження та зміцнення здоров'я юних спортсменів. У даному дослідженні ми розробили та експериментально перевірили модель упровадження здоров'язбережувальних технологій у професійній підготовці здобувачів освіти на базі Полтавського національного педагогічного університету імені В.Г. Корolenка.

Ключові слова: здоров'язбережувальна діяльність, сучасні підходи, фахівець фізичної культури, інтеграція, освітній простір.

The work is a fragment of the initiative research project.

Enhancement of the education system in the social, economic and spiritual development of the state requires the training of a new generation of specialists who will skillfully apply health-preserving technologies in their professional activities. Fundamental changes in the socio-economic and spiritual development of the state necessitate the training of specialists of a new generation. The implementation of this strategic objective is driven by profound changes in the system and structure of general secondary education and the need for the national education system to integrate into the European educational space. Implementation of this strategic goal is also conditioned by deep transformations in the system and structure of higher physical education in Ukraine [8].

It is worth noting that renowned educators such as H. Apanasenko, H. Vashchenko, V. Sukhomlynskyi, A. Makarenko emphasized the importance of physical activity, a positive psychological climate a well-structured training regimen and proper nutrition in shaping a healthy individual. H. Apanasenko's research, in particular, expanded the concept of health to include not only physical well-being but also spiritual and social health, encompassing physical, psychological and social aspects.

The scientific foundations of developing health-preserving and valeological competence in students have been explored by I. Anokhina, V. Babych, N. Byshevets, O. Bobrytska, E. Vilchkovskyi, D. Voronin, S. Medynskyi, A. Minenok, O. Soltys, A. Chornoshtan, Zh. Kholodova.

Recently, there has been a growing interest among scholars in the formation of health-preserving competence in professionals within the European educational space. This topic has been studied by S. Honcharenko, I. Vasiutenkova, L. Vorotniak, L. Danylova, Ya. Huletska, L. Peretiaga, P. Khomenko, O. Shchekhlova [2].

We consider the health-preserving activities of future specialists as a holistic, integrative and multi-level formation that results from professional training in higher education institutions and the continuous process of integration into the global educational space. It encompasses a system of health-preserving knowledge, skills, interests, needs, motivations, values, social norms and behavioral rules, which are manifested in the ability to effectively address educational, training and pedagogical challenges.

The purpose of the study was to define, theoretically substantiate and experimentally verify the effectiveness of current approaches to the health-preserving activities of physical culture specialists in the context of integration into the global educational space.

We have identified a group of health-preserving competencies for future physical culture specialists:

- medical and health competencies, related to mastering methods for strengthening health and preventing diseases;
- cultural competencies, which involve being a role model, preserving and implementing one's own health-preserving positions, and understanding and adopting moral norms and principles;
- communicative competencies, meaning the ability to organize and regulate health-preserving activities;
- information competencies, which involve evaluating educational and training achievements of students in the educational system, mastering health-preserving technologies, and the ability to acquire, critically assess and use various information;
- self-development and self-education competencies, associated with the need and readiness for continuous learning, both professionally and in terms of health, as well as in personal and social life;
- competencies, implemented in the desire and ability to engage in rational health-preserving activities and adhere to a healthy lifestyle.

Health-preserving activities of physical culture specialists are a set of measures aimed at preserving and strengthening the health of young athletes. Its structure includes several interconnected components: preventive work, a properly structured training process, psychological support, social adaptation, educational activities and cooperation with parents. Preventive activities involve medical examinations, that is, the regular conduct of medical check-ups to detect potential diseases and health deviations. In coaching activities, an individual approach must be applied, which includes developing personalized training programs based on each athlete's health characteristics. Coaches must consistently monitor the safety conditions of training, teach safety techniques, and prevent injuries. Special attention in coaching work should be given to hygienic education, meaning the development of hygienic skills in athletes and instilling a love for cleanliness and order.

Health preservation in the educational environment of sports schools for children and youth is a purposeful activity aimed at preserving and strengthening the physical, mental and social health of young athletes. It is not just the absence of illness, but a set of measures that ensure the harmonious development of the individual, as well as their physical and psychological abilities [6].

We have identified the key aspects of health preservation activities for physical culture specialists:

1. Formation of a healthy lifestyle: promoting healthy eating, physical activity and the rejection of harmful habits.
2. Optimization of the educational and training process: rational planning of educational and training loads, using interactive teaching methods.
3. Creating a favorable psychological climate: developing communication skills, stress prevention, and creating an atmosphere of mutual respect.

The comprehensive approach to solving the problem includes:

- promoting a healthy lifestyle: encouraging regular physical activity, balanced nutrition and the rejection of harmful habits;
- creating a favorable environment: setting up sports fields, organizing sports sections and clubs, and creating conditions for healthy rest;
- developing educational programs: integrating health knowledge into the educational process and conducting preventive measures.
- engaging families and the community: involving parents in fostering healthy habits in children and collaborating with NGOs [4].

The goal of pedagogical modeling is to reveal the features of implementing health-preserving technologies in the professional training of higher education students at Poltava V.G. Korolenko National Pedagogical University.

The object of pedagogical modeling, under any conditions, is the educational process, which is implemented and planned for introduction in the training of future physical education specialists. It is professionally oriented and takes place at higher education institutions that train physical education specialists [6].

The analysis of the theoretical and methodological foundation of the researched issue provides for construction a model for the implementation of health-preserving technologies in the professional training of students at Poltava V.G. Korolenko National Pedagogical University.

The developed model of the process of implementing health-preserving technologies in the professional training of students at Poltava V.G. Korolenko National Pedagogical University consists of two blocks: the goal block and the content-technology block. The first block includes the setting of goals and tasks for the implementation of health-preserving technologies in the professional training of students at Poltava V.G. Korolenko National Pedagogical University [1].

The second block consists of four stages: the organizational stage, which includes the development of the main components, indicators and levels of health-preserving competence, the selection and justification of diagnostic methods, and the formulation of principles for designing the content of the process of forming health-preserving competence in students; the initial diagnostic stage, the formation stage and the final diagnostic stage. All elements of the model for implementing health-preserving technologies in the professional training of students are interconnected and represent a unified cycle of the pedagogical process.

Let's characterize the organizational stage.

We have identified the main components targeted by the model for implementing health-preserving technologies in professional training: motivational, cognitive, emotional-volitional and behavioral.

The motivational component aims to form a conscious attitude toward one's own life, physical and mental health, and the desire to implement health-preserving technologies in future professional activities. The main tasks of this component are to create a stable personal and professional orientation toward the implementation of health-preserving technologies [3].

The cognitive component aims to create a system of knowledge on the basics of health preservation, motivation for a healthy lifestyle, and the fundamentals of using health-preserving technologies; to develop skills in the use of health-preserving technologies.

The behavioral component ensures the ability to implement health-preserving technologies in professional training.

The emotional-volitional component ensures the readiness of the education seeker to preserve their health and implement health-preserving technologies in future professional activities. This is a dynamic process of personality formation for the child and self-education for the future specialist in physical education.

The features of conduct of entrance diagnostics are the following.

The selection and justification of research methods were carried out based on our theoretical analysis of the problem. Considering theoretical generalizations and based on our own pilot study, a diagnostic toolset was developed, which included the following methods.

The motivational component is determined using the following methods: the method for determining the structure of professional orientation of a coach (V. Semychenko), a pedagogical assessment (self-assessment) card for the ability of coaches to engage in innovative activities (O. Motorniuk), and the self-actualization diagnostic method according to A. Lazukin.

The cognitive component is determined using a questionnaire for determining levels of competence.

The practical-activity component is determined using the following method: diagnostic card for assessing the effectiveness of implementing new and advanced teaching technologies (T. Orlova).

The reflexive-value component is determined using the following methods: diagnosis of empathy abilities (V. Boyko) and a differential test (D. Leontiev).

The findings of the analysis of the features of the professional orientation of future coaches using the V. Semichenko methodology are presented in Table 1.

The findings show that the students in both the experimental and control groups have a high level of humanistic and idealistic orientation ($p \leq 0.05$). The pragmatic and egocentric types of professional orientation are not characteristic of future physical education specialists, as these orientations have a low level of manifestation ($p \leq 0.05$). No significant difference between the groups was found across the scales.

Table 1

The structure of the professional orientation of a physical education specialist

Scale	Group 1	Group 2	t 1.2
Humanistic	2.7±0.7	2.8±0.7	1.25
Idealistic	2.5±0.5	2.7±0.3	1.06
Pragmatic	1.5±0.5	1.9±0.3	1.13
Egocentric	1.5±0.6	1.7±0.5	1.17

Note hereinafter: critical values: $t=1.96$, $p \leq 0.05$; $t=2.58$, $p \leq 0.01$ according to Student's t-test.

The findings of the analysis of the characteristics of future physical education specialists' ability to engage in innovative activities according to the pedagogical assessment and self-assessment card by O. Motorniuk are presented in Table 2.

Table 2

Indicators of coaches' ability for innovative activity

Scale	Group 1	Group 2	t 1.2
Motivation	9.2±2.4	9.5±4.2	1.5
Creativity	6.5±2.4	6.7±4.2	1.3
Professional abilities	8.8±0.6	8.6±4.4	1.3

The findings show that the students in both the experimental and control groups exhibit a sufficient level of motivation for innovative activity ($p \leq 0.05$), a moderate level of creativity in the educational process ($p \leq 0.05$), and a sufficient level of professional competence readiness for innovative activity ($p \leq 0.05$). No significant differences between the groups were identified across the scales.

The findings of the analysis of the characteristics of personality self-actualization using A. Lazukin's methodology are presented in Table 3.

Table 3

Indicators of personality self-actualization

Scale	Group 1	Group 2	t 1.2
Need for Cognition	10.3±2.6	11.2±4.2	1.58
Creativity	8.6±2.4	7.9±4.2	1.62
Flexibility in Communication	11.7±0.6	12.2±4.4	1.8
Time Orientation	8.6±1.7	8.4±1.5	1.7
Values	6.3±2.1	7.8±3.2	2.01
Autonomy	7.8±1.8	7.6±2.1	1.78
Spontaneity	8.8±1.3	8.4±1.6	2.2
Self-understanding	6.9±1.5	7.4±2.02	1.84
Autosympathy	8.9±1.3	9.2±1.3	1.78
Contactability	9.5±1.7	9.2±0.9	1.9

The findings show that both groups demonstrate a high level on the "Need for Cognition" scale ($p \leq 0.05$). This indicates that future specialists in physical culture are capable of appreciating the present moment in life, without comparing or devaluing it in relation to the past or future, and without postponing their lives "for later."

On the "Creativity" scale, both groups demonstrate a medium level ($p \leq 0.05$), which indicates a sufficient awareness of the values that an individual should strive for in their self-actualization. This also reflects a healthy attitude toward others and the absence of a tendency to manipulate people for personal gain.

On the "Flexibility in Communication" scale, both groups demonstrate a medium level ($p \leq 0.05$), indicating openness to new knowledge and experiences, a partially present need for learning new things, and the ability to derive satisfaction from this process.

On the "Time Orientation" scale, both groups demonstrate a medium level (with the difference between groups falling within the zone of uncertainty), indicating situational manifestations of creativity in their activities.

On the "Values" scale, both groups demonstrate a medium level ($p \leq 0.05$), indicating their ability to make independent decisions, be free from stereotypes, and possess an internal sense of orientation.

On the “Autonomy” scale, both groups demonstrate a medium level (with the difference between groups falling within the zone of uncertainty), indicating a partial ability to effortlessly adjust behavioral strategies, embrace changes, and adopt innovations both in their professional activities and in life overall.

On the “Spontaneity” scale, both groups of participants exhibit a medium level ($p \leq 0.05$), indicating a partial understanding of their own needs, values, views and the ability to distinguish personal beliefs from those imposed by the environment.

On the “Self-understanding” scale, both groups of participants exhibit a medium level ($p \leq 0.05$), indicating insufficient integrity of the future educators’ personalities, as well as the presence of certain anxiety and insecurity.

On the “Autosympathy” scale, both groups of participants exhibit a medium level ($p \leq 0.05$), indicating sufficient communicativeness of the personality, the ability to build effective communication, and a tendency toward helpful and positive interactions.

On the “Contactability” scale, both groups of participants exhibit a high level (with the difference between the groups falling within the zone of uncertainty), indicating the ability to self-disclose potential, a focus on personal communication without falsehoods or manipulation. No significant differences between the groups were found across the scales.

The survey on determining the levels of competence of future physical education specialists allowed us to outline the current level of knowledge regarding the specifics of this approach. Based on the results, we can conclude that future specialists have an insufficient understanding of the essence of innovative technologies, which we define as the presence of an integrated system of knowledge about the nature of coaching work and an awareness of its societal significance for the training of higher education students. The scope of knowledge on the issue, its systematization, substantiation, reliability and practicality are not sufficient for successful professional activity. Students lack systematic knowledge regarding the use of health-preserving technologies in the educational space, its key ideas and patterns.

Let’s summarize the findings according to the levels of the ability to use health-preserving technologies among future physical education specialists at the Poltava V.G. Korolenko National Pedagogical University.

We can see that the participants of Group 1 mostly have a sufficient level (60 %) of ability to use health-preserving technologies, with 20 % at a medium level and 20 % at a low level, whereas the participants of Group 2 mostly have a sufficient level (60 %) of ability to use health-preserving technologies, with 30 % at a medium level and 10 % at a low level.

The comparative analysis of the diagnostic results of students in Group 1 (experimental) and Group 2 (control) regarding the formation of the ability to implement health-preserving technologies in professional activities, both before and after the experimental work, led to the conclusion that the formation of this ability occurred more effectively in the experimental group than in the control group.

Thus, to successfully address the issue of youth health, a comprehensive approach is necessary, involving the efforts of the state, education, healthcare, family and society. By investing in the health of the youth today, we are ensuring a healthy future for the nation.

To address this issue, we propose the following:

1. To reform the educational programs according to current European standards, with a focus on practical training, the development of creative abilities and the ability to adapt to change. It is important to include modules dedicated to health preservation, sports psychology, and inclusive physical education in the professional training of physical education specialists.

2. Academic staff should continuously upgrade their qualifications: ensure regular training of physical education specialists on new methodologies, technologies, and trends in the field of physical culture. It is also important to develop their leadership qualities and ability to work in teams.

3. To create a supportive educational environment, which includes equipping educational institutions with modern sports facilities, creating conditions for various physical activities, and collaborating with sports clubs and community organizations.

4. To form a health-preserving culture: educate students to take responsibility for their health, encourage them to lead a healthy lifestyle, and engage in regular physical activities.

5. Use interactive platforms, mobile applications, virtual and augmented reality in teaching and training processes to make them more engaging and effective [5].

The training of physical education specialists should focus on the formation of the following key competencies:

- pedagogical: the ability to organize the educational process, motivate students, and create a positive psychological environment;
- professional: in-depth knowledge of physical culture and sports, the ability to design and conduct training sessions, and assess the physical development of students.
- social: the ability to work in a team, communicate with various categories of people, and resolve conflict situations.

The enhancement of physical education specialists' training is a necessary condition for shaping a young, healthy generation in Ukraine. The integration of theory and practice, the use of the cutting edge technologies, and the development of key competencies will enable the training of highly qualified specialists capable of providing quality physical education for the youth.

The training of future specialists in higher education institutions with a physical education profile is a process of developing a health-preserving personality, forming health-preserving competence, and professional competencies, which are prerequisites for successful future professional activity in modern conditions.

Conclusion

Thus, the training of future physical education specialists is a comprehensive, multi-component system aimed at shaping a well-rounded specialist who must possess pedagogical, medical-biological, and health-preserving technologies for the scientifically grounded provision of the educational process.

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