

Health-Saving Competency of Students at Higher Educational Establishments

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Abstract: The article deals with the issue of future teachers' health-saving using the competency based approach.

The purpose of the article is to substantiate the criterion-diagnostic base and to publicize the results of the experimental study of the issue of forming health-saving competency of students at pedagogical higher educational establishments.

When conducting the pedagogical research, the following methods were used: observing student behavior, interviews, author's questionnaires for students, questionnaires for teaching staff; analysis of documents (education plans and reports on the work of curators of student groups, final documentation of employees of the social psychological service of educational establishments, etc.).

On the basis of the study, it was determined that quite a considerable part of the students surveyed have a low level of health-saving competency, which confirms the urgency of developing and implementing a complex of innovative means of pedagogical activity for forming a healthy lifestyle of students. It was revealed that the most significant problems for young people are a high level of predisposition to drinking alcohol; quite high dependence on nicotine, sedentary lifestyle, computer dependence, diet violation, etc.

Keywords: Forming health-saving competency, students, pedagogical education, criteria of experimental research.

Introduction. The development of the modern system of pedagogical education is in line with implementing the key provisions of the Strategy of Higher Education Reform in Ukraine by 2020, which guarantees the constitutional rights of citizens to get quality higher education and equal access to education, reorganization of the system of higher education management in order to protect national, regional and local

interests, as well as the interests of all subjects of the national system of higher education in Ukraine. The state education policy envisages the transformation of universities into centers of independent thinking, ensuring fair competition between establishments of higher education, establishing an appropriate link between the labor market and the system of higher education, training future specialists based on using the competency based approach as the basis for improving the quality of educational services.

It is important to emphasize that an important competency of the future teacher is health-saving, which ensures the future specialists' mastery of means of preserving and restoring their own health and health of other subjects of pedagogical process while performing certain professional duties in the professional field.

The urgency of the issue of forming the health-saving competency of students is reflected in the data of statistical studies of the Ministry of Health of Ukraine, according to which addictive and dangerous habits are widespread phenomenon behaviors among youth. The need to develop healthy lifestyles of young people is emphasized in the Constitution of Ukraine, Article 3, the Law of Ukraine "On Physical Culture and Sports", the Concept of the National Program "Healthy Nation" and other normative documents.

For future teachers, health-saving competency is becoming especially relevant, as nowadays the need to ensure equal access to quality education for all people without exceptions, including those with health problems and psychophysical differences, is one of the challenges of the third millennium.

Analysis of the latest research and publications.

We emphasize that the theoretical and methodological basis of the competency based approach, in particular, to the training of future teaching staff, is outlined in the papers of V. Baidenko, N. Bibik, L. Berestova, N. Hryshanova, I. Zymnaya, N. Kuzmina, O. Kuzmina, A. Markova, H. Ponomaryova, J. Raven, N. Chomsky, A. Khutorsky and others.

In researches of philosophers, doctors, psychologists, pedagogues, the issues of health and healthy lifestyles of the younger generation were repeatedly discussed. Theoretical and methodological principles of health-saving are formulated in the works of H. Zdravomyslov, N. Smyrnov, P. Suschenko, and others. Psychological and pedagogical aspects of a healthy lifestyle of children and young people are considered in the researches of T. Boichenko, R. Vainola, H. Holoborodko, A. Kapska,

M. Kobrynsky, T. Krutsevych, S. Lapaienko, S. Omelchenko, V. Orzhehovska, Iu. Pokholinchuk, V. Radul, S. Svyrydenko, M. Solopchuk and others.

O. Dzyatkovska, O. Dubaseniuk, O. Vasylenko, L. Omelchenko, O. Omelchenko and other researchers consider issues of forming healthcare-saving competency and readiness of future teachers for vocational and pedagogical activities on organizing health-saving educational process, the direction of training students of pedagogical higher educational establishments to form an ability to implement health-saving technologies.

Studying the works of researchers and practical experience in the training of future pedagogical staff provides grounds for asserting that the issue of forming health-saving competency of students at a pedagogical higher educational establishment should be further researched.

Therefore, the purpose of the article is to substantiate the criterion-diagnostic base and to publish the results of the experimental study of the issue of forming health-saving competency of students at pedagogical higher educational establishments.

During the pedagogical research, the following methods and tools for diagnosing were used: observing students' behavior, interviews, author's questionnaires for students ("Questionnaire for assessing the knowledge component of health-saving competency", "Questionnaire for assessing the motivation-and-need component of health-saving competency", "Questionnaire for assessing the professional-operational component of health-saving competency"), the questionnaire for pedagogical workers "Auditing a health-saving environment of the higher educational establishment"; analysis of documents (education plans and reports on the work of curators of student groups, final documentation of employees of the social psychological service of educational establishments, etc.).

Main material. The most important indicators of quality education are students' satisfaction with upbringing and education, a level of different social partners' participation in creating and implementing educational policy of establishments, in the system of co-management; a subjective and objective image of educational establishments; a mission that mirrors a perspective purpose; college entrance of high school graduates and further work prospects (for training colleges) [5, p. 11]. This depends on the level of health of all subjects of the educational process, which is largely determined by the ability of teachers and future professionals to lead a healthy

lifestyle, having health-saving knowledge, skills and abilities, that is, formed health-saving competency.

To understand the significance of such competency formation in the process of acquiring professional knowledge and skills, we will rely on the idea of O. Dzyatkovska, who examines the result of teacher training for solving health-saving issues not as readiness, but as health-saving competence [4], although the essence of these notions in the author's interpretation is quite close. Indeed, based on a generalized analysis, represented in the work of M. Andreieva [1, p. 72], competency is considered a combination of certain knowledge, abilities, skills, readiness to perform professional duties, creative thinking in a specific niche that meets particular norms; notion definitions are united with a view on competency as a combination of abilities of a personality as a subject of various life spheres. That is, for competency it is essential there is an individual who inherently possesses competency characteristics and properties (students are future teachers), as well as a certain branch or object of activity, where action takes place (health-saving), while the competency itself ensures success of interaction.

From the point of view of O. Dzyatkovska, health-saving competency is ensured by the formation of the following components of the student's personality: motivation and understanding of health value, longevity, creative self-realization at work, family life and social activity; an ability to regulate functional state with no harm to the health in order to maintain optimal work capacity; skills to define and individually implement rational methods of training (professional) activities, to form an individual health-saving trajectory of education (professional activity); knowledge and skills to ensure ecological and psychological safety of the pedagogical environment (including regulation of interpersonal relationships, education with taking into account the state of health of children and young people, environmental situation, meeting sanitary and hygienic requirements for organizing educational process) [4].

The process of forming health-saving competency can be viewed in the aspect of a more developed issue of forming a healthy lifestyle, since these concepts are directly interrelated, although not identical. At the same time, relying on research on forming healthy lifestyles of adolescents and young people [3, p. 8], the process under study is determined as a set of directions, methods, means and techniques, as well as algorithms for creating a health-saving environment in a pedagogical establishment and practical trainings, where students are professionally trained through acquiring

vocational and pedagogical knowledge of health and ways to keep healthy; health-saving skills and abilities; health values; to consolidate strategies of professional behavior in preserving own health and health of all subjects of the educational process.

The aforementioned convinces that the studied pedagogical phenomenon and the process of its formation are rather complex and multifaceted, therefore, to objectively study the state of forming health-saving competency of students in a pedagogical higher educational establishment, attention should be paid to the substantiation of the criteria basis of the empirical research. Thus, on the basis of the theoretical analysis of the references [2; 6; 7; 8], the criteria and relevant indicators of forming health-saving competency of future teachers are determined and presented in Table 1.

Table 1.

Criteria, indicators, methods of diagnosing health-saving competency formation of students at pedagogical higher educational establishments

	Criteria	Indicators	Diagnostic methods
	Cognitive	<p>Knowledge of basic principles and features of health-saving and healthy lifestyle.</p> <p>Formation of needs and interests to deepen professional and pedagogical knowledge to study the issues of health-saving and healthy lifestyle.</p> <p>Youth awareness of creating a health-saving environment in an educational establishment, saving the health (physical, mental, social) of pedagogues and pupils / students, preventing the professional burnout of teaching staff.</p>	Questionnaire for assessing the knowledge component of health-saving competency
	Motivational	<p>Moral and ethical motivation of future teachers to comply with health-saving principles in professional activities.</p> <p>Self-assessment of personal professional and pedagogical views on health</p>	Questionnaire for assessing the motivation-and-need component of health-saving competency

	Professional-operational	<p>Students' leading a healthy lifestyle in teaching and professional activities.</p> <p>Professional and pedagogical skills in the sphere of health protection in the educational environment.</p> <p>Presence-absence of bad habits and awareness of prevention strategies among pupils / students.</p>	Questionnaire for assessing the professional-operational component of health-saving competency
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When studying the issue of healthy lifestyle formation of students, the levels of health-saving competency were highlighted and characterized:

- high - characterized by knowledge about the essence and strategies of healthcare, a healthy lifestyle, its components, a zeal to lead a healthy lifestyle and to be healthy, adhering to the rules of healthy lifestyle (work and rest regimes, no use of drugs, alcohol and tobacco, keeping an optimal diet, moving activities) in personal life, educational and professional activities, ability to share health-saving experience with pupils / students;

- medium - no complete picture of the essence and strategies of healthcare or a healthy lifestyle, students do not completely adhere to its principles, norms and rules, cannot properly organize preventive activities or share health-saving experience with pupils / students;

- low - include a category of people with one or more psychosomatic disorders who lead a lifestyle that is not healthy; they are also in need of social-pedagogical care and support; they cannot share health-saving experience with pupils/ students.

Experimental research base. Diagnostic work was carried out in 2016-2017. in the Communal institution "Kharkiv Humanitarian and Pedagogical Academy" of the Kharkiv Regional Council, where the training of future specialists is carried out in the following specialties: Primary Education, Preschool Education, Music Art, Physical Education, Social Work, etc. There are 17 departments in the academy that carry out scientific and methodological work at 4 faculties: primary education and philology; preschool and correctional education; physical education and musical art; pedagogical education.

Analyzing the conditions under which the research was conducted, we note that the students training at the academy is formed on the basis of complete general

secondary education. The academy has formed a system for selecting young people capable to work in the pedagogical sphere, including in the direction of healthcare of the younger generation. For many years the traditional system of vocational guidance has been functioning: a perspective plan for students' admission, a plan for vocational guidance work among graduates of secondary schools, which is one of the sections of the annual work plan of the Academy, as well as the existing vocational orientation of curricula and educational work in academic groups. That is, the entrants are generally focused on further training and professional-pedagogical activity, although the specific requirements for their healthcare competence are not preserved.

The purpose of the diagnostic work was to study the formation of the health-saving competence of young people, and the features of the healthcare activities of teachers of the educational institution. The experiment involved students of all specialties from 1 to 4 courses, a total of 1889 people, as well as 273 scientific and pedagogical workers.

At the beginning of the survey, a questionnaire was conducted for scientific and pedagogical workers. Respondents were required to provide written, detailed answers to the questionnaire for pedagogical staff "Audit of Healthcare Saving Environment of Pedagogical Higher Education", which included 5 questions and was anonymous.

It should be noted that according to the results of the survey, 33.3% of teachers noted that they understood the need to improve their own healthcare-saving competence, 46,6% of respondents feel confident and need only some new knowledge and skills in health Preservation, and 20.1% - consider their level of competence to be quite sufficient.

To the question "Is it promising introduction of innovative means for the formation of health-saving competence of future specialists in your institution?" 76.2% of the respondents gave positive answers, because they believe that it will positively affect the level of professional readiness of future specialists, will contribute to the formation of a responsible attitude of future teachers to their own health and motivation to lead a healthy lifestyle and prevent professional burnout in further pedagogical activities. According to teachers, it is advisable to use active forms of work with students in classes, in particular, interactive methods that initiate the participation of young people in interactive preventive theaters, the work of youth volunteer groups and promote the development of a model of correct behavior and help students to adapt in the professional field.

In the course of further research to determine the level of knowledge of students about the nature and strategies of healthcare and healthy lifestyles (cognitive criterion), we used the "Questionnaire for assessing the knowledge component of healthcare-saving competence"; to diagnose the level of development of the motivational criterion - "Questionnaire for assessing the motivation-need component of healthcare-saving competence"; professional-operational criterion - "Questionnaire for evaluation of professional-operational component of healthcare-saving competence".

The questionnaire for assessing the knowledge component of healthcare-saving competence contained 8 questions. The respondents had the right to anonymity of the response, which provided objective information. The averaged results of the questionnaire are given in Table 2.

Table 2.

Averaged results of the student survey on the questionnaire for assessing the knowledge component of healthcare competence

Levels of distribution of respondents' answers	Number of respondents, %
High	20,1 %
Average	72,9 %
Low	7 %

According to the results of the survey, we can state that about 80% of students can not give a thorough and detailed definition of the concept of "healthcare competence", although about 70% of them are able to outline the essence of a healthy lifestyle and highlight some of the signs of the correct way of life; although not all of the respondents with a low level of healthcare competence were able to substantiate the results of the impact on the body of smoking, the consumption of alcoholic beverages and narcotic substances.

Analyzing the results of the questionnaire, we can state that about a quarter of the respondents do not consider it necessary to conduct a healthy lifestyle on a regular basis, to get knowledge about a healthy lifestyle, to engage in physical exercises and to keep an active lifestyle. These respondents also allow the use of harmful substances.

During the determination of the level of motivation of adolescents and young people as for a healthy lifestyle (motivational criterion), a questionnaire "What prevents a healthy lifestyle?" was conducted. The purpose of this diagnosis was to identify factors that impede the student to lead a healthy lifestyle. The questionnaire contains two parts: the first one is - 4 general questions, and the second - a series of questions on the identification of motivational and psychological barriers to a healthy lifestyle. The questionnaire contained 12 statements, which the respondent had to answer "always", "often", "sometimes", "rarely", "never." The results of the questionnaire are given in Table 3.

Table 3

Indicators of the level of obstacles that impede healthy lifestyle behaviors of young people

Levels of obstacle	Number of points scored	Number of respondents, %
High interference	12-18	2,8 %
Average interference	19-34	52,1%
Low interference	35-60	45,1%

The obtained results indicate that 45.1% of the respondents have a low level of obstacles hindering a healthy lifestyle, that is, students are able to cope with minor problems in maintaining a healthy way; but for almost half of the respondents with average level of interferences are not able to resolve some of the problems associated with healthy lifestyle, they need proper help from peers and friends and parents, curators, teachers, psychologists, social educators and other professionals.

We would like to emphasize that 2.8% of young people have a high level of obstacles, which gives grounds for affirming about the problems of their healthy lifestyle.

In general, based on the diagnosis and communication with the respondents, we can conclude that more than half of the respondents almost do not interfere with a healthy lifestyle (neither health status, nor family problems, nor material position, etc.), that is healthy lifestyle depends on them, the presence in them of the orientation on

the increase of competence in healthcare, so students need to strengthen the direction and responsibility for their own lives and health.

A survey "Can you lead a healthy lifestyle?" was conducted to determine the level of behavioral guidance of students in the conduct of a healthy lifestyle. The results of the study are shown in Figure 1.

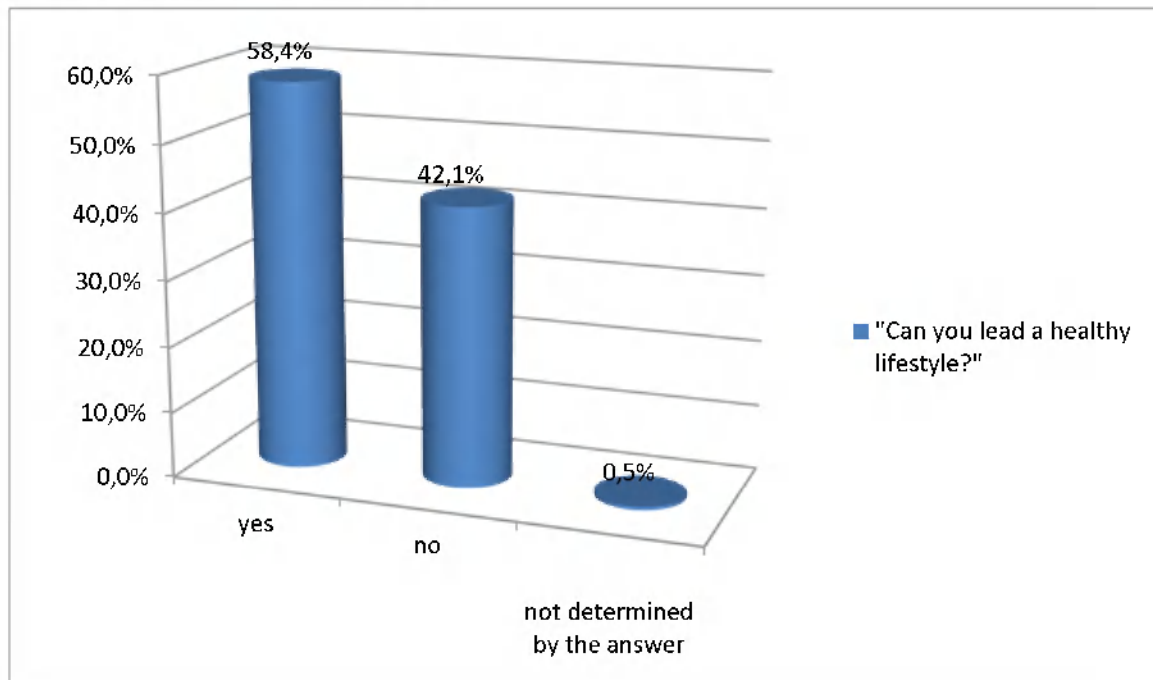


Fig. 1. Results of the survey of respondents regarding healthy lifestyles

During the diagnosis, we determined that the answer "Yes" (58.4% of respondents) was the most popular for the question "Are you able to lead a healthy lifestyle?" and the answer was " No "(42.1% of respondents), that is, we can say that such students believe that they can not lead a healthy lifestyle due to lack of awareness. It should be emphasized that only 0.5% of the respondents (10 people) did not identify with the answer.

In the course of further research, that included the monitoring of the students lifestyle it was determined that about 45.1% of respondents actually lead a lifestyle that can be characterized as healthy, they have formed healthy skills, they are actively go in for different kinds of sports. A certain part (10.7%) of respondents are close to the correct way of life, but still have reserves for increasing productivity at the expense of more appropriate organization of the rhythm of their work, depending on the characteristics of their own body. The rest - 44.2% of those surveyed - lead a wrong

way of life, need help from specialists: a group curator, a social educator, psychologists, a health worker, etc.

Also, during the survey, it was found that passive way of life during leisure, in particular at vacation time, 66.3% of respondents, representing more than half, and indicating the imperfection of the lifestyle of young people. The results of the questionnaire also indicate that the majority of young people have the wrong sleep and diet.

Conclusion. In general, after analyzing the results of the diagnosis, we can say that a certain percentage of respondents have a low level of healthcare retaining competence, which confirms the urgency of developing and implementing a complex of innovative means of pedagogical activity for the formation of a healthy lifestyle of students. When summarizing the results obtained during the diagnosis, it was found that the most significant problems for youth are: the expressed level of predisposition to alcohol use; rather high dependence on nicotine, sedentary lifestyle, computer dependence, violation of diet, etc.

Prospects for further research. The need for solving these problems actualizes the issue of further development, implementation and experimental verification of the effectiveness of the complex of educational activities on the formation of healthcare-saving competence of future specialists.

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