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H. S. Skovoroda Kharkiv National Pedagogical University**

**THEORY AND PRACTICE OF FUTURE  
TEACHER'S TRAINING FOR WORK IN  
NEW UKRAINIAN SCHOOL**

*Monograph*

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The monograph is dedicated to substantiation of future teacher’s training for work in New Ukrainian school, which is an important problem of reforms in modern education in Ukraine. The study of the authors presents the theory, methods and generalized experience in teacher’s training on a new basis. The authors have generalized the new approaches to teacher’s training, ways, conditions and methods of introduction of them into practice of higher pedagogical education. They have revealed the new concepts, which are important for updating the content and methods of future teacher’s training, the new and improved methods of organizing the educational process on a new basis. The new experience in teacher’s training, which was experimentally verified and tested in the process of future teachers’ training, has been broadly generalized. The monograph is based on the Concept of the New Ukrainian School, current legislation on education, higher and general secondary education in Ukraine. It can be recommended for training teachers, students and applicants for bachelor’s and master’s degrees, post-graduate students, research and teaching staff of institutions of higher pedagogical education and for a wide range of scholars and teachers.

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### **1.11. SCIENTIFIC-METHODOLOGICAL FOUNDATIONS OF FUTURE TEACHERS' HEALTH CULTURE FORMING**

***Abstract.** The future teachers' problem of occupational health culture formation is actualized in the research, the results of researches are presented by the authors of the state of occupational health of teachers, which showed its low indicators. Based on analysis, synthesis, comparison and systematization of the data of philosophical, pedagogical and psychological scientific literature: the essence of occupational health culture is determined; the author's interpretation of the future teachers' occupational health culture is given; conceptual and methodological guidelines (defining dialectical, philosophical principles and methodological approaches) to its formation as a basis for understanding and its further solving in a practical sphere are defined, to substantiate and create a system for the formation of the future teachers' occupational health culture in the vocational training phase in particular.*

*The methodological principles that define the general guidelines of theoretical and empirical scientific research are distinguished: the principle of objectivity, the principle of essential analysis, the genetic principle, the principle of unity of logical and historical, the principle of determinism, the principle of integrity, the principle of comprehensiveness of cognition, the principle of conceptual unity.*

*Methodological approaches to the study of the problem of formation of future teachers' occupational health culture – general scientific (systemic and synergetic) and specifically scientific (activity, anthropological, axiological, cultural, acmeological, humanistic, subject), are defined and characterized. Each of the described approaches reveals the essential characteristics of the phenomenon under study from a specific side. The necessity of a complex combination of approaches, which are the methodological guidelines of the study, for a deep understanding of forming the future teachers' culture of occupational health is proved.*

*The prospects of further scientific researches, which are to substantiate the system of forming the future teachers' culture of occupational health, psychological and pedagogical conditions for creating a healthy educational environment in higher education, comparatively pedagogical study of foreign experience of organizing health care activities are outlined.*

**Key words:** *occupational health, future teachers, occupational health culture.*

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**Relevance of the research problem.** New Ukrainian form needs a teacher who can maintain an adequate level of occupational health, maintain working capacity, resist professional stress and emotional burnout, and overcome professional difficulties with the least loss for his or her own health. The established culture of occupational health is the key to personal well-being and professional success in teaching. Without a well-established health culture, the teacher cannot create the health culture of his or her pupils. The results of our study showed a high level of performance and a predicted high level of stress resistance in only 8,3% of teachers surveyed. Most of the interviewed teachers point out that often they feel nervous and emotional tension at school, do not have constructive coping strategies, relaxation techniques, psychotechnology of self-healing and professional self-rehabilitation. The problems of preparation for preservation and promotion of occupational health and the formation of future teachers' professional health culture are not among the most priority at the stage of vocational training in higher education institutions.

**Analysis of recent research and publications.** In the scientific literature there are many works on the problems of forming a healthy lifestyle, in particular: the formation and development of personality in the aspect of forming a healthy lifestyle (V. Orzhekhovskaya, L. Khomich, O. Shukatka, etc.); valeological education (T. Boychenko, M. Grinyova, S. Omelchenko, etc.); prevention of professional burnout (G. Zaychikova, L. Karamushka, M. Leiter, V. Rozov, R. Holt, V. Schult, etc.). Many researches are directed on formation of a healthy way of life, valeological literacy, valeological consciousness of future teachers (N. Bashavets, V. Bobrytska, L. Sushchenko, etc.), formation of valeological culture, culture of health of future teachers (Y. Boychuk, S. Boltivets, N. Goncharova, S. Kyrylenko, G. Kryvosheieva, N. Rybachuk, etc.), the use of health-saving technologies in the practice of training future specialists (O. Vashchenko, O. Mikheienko, Y. Palichuk, etc.).

At the present stage there are different approaches to understanding the essence of health culture (I. Avdieienko, N. Belikova, T. Falasenidi, etc.), its content and structure (E. Weiner, E. Bagnetova), defining the principles of formation of teacher's health culture (Y. Boychuk, T. Ivanova, S. Lebedchenko). The issues of the teacher's occupational health culture are presented in the works of N. Goncharova, O. Dubogay, V. Moyseyuk, and others. The problem of forming a culture of occupational health has not yet been adequately reflected in the psycho-pedagogical literature. It is necessary to determine the methodological basis of its formation in future teachers at the stage of education in a higher educational institution.

Therefore, the *purpose* of our *study* was to find out the essence of occupational health culture, to determine the conceptual and methodological guidelines (approaches and principles) to its formation as a basis for reflection and further its solution in the practical plane, in particular to substantiate and create a system of formation of occupational health culture of future teachers at the stage of vocational training.

*Materials and methods of research:* analysis, synthesis, comparison and systematization of the data of philosophical, pedagogical and psychological scientific literature, conceptual provisions of the problem of forming a culture of personal health.

*Outline of the main research material.* We treat the teacher's occupational health as an integral characteristic of the functional state of the organism, the global mental state of his/her personality, characterized by the dynamic harmony of internal experiences and the related efficiency and success of pedagogical activity, the ability to withstand the negative factors that accompany the activity [9].

In papers, devoted to the formation of the teacher's occupational health culture or culture of the occupational health, the focus is on a healthy lifestyle. A healthy lifestyle is defined as a component of the occupational and pedagogical culture. Many scientists (O. Bagnetova, N. Goncharova, V. Horashchuk, G. Krivosheieva, N. Rybachuk, etc.) approach the problem of forming a healthy lifestyle within the cultural approach. The culture of health is defined as an element of professional competence.

Analyzing the concepts of "valeological culture", "culture of health" researchers V. Babich, M. Vilensky, S. Kyrylenko, V. Petlenko and others understand them as synonyms. Valeological culture reflects a person's awareness of the value of health as a vital priority, which determines his responsible attitude to his own health and to the health of others. Scientist Y. Boychuk defines a culture of health as the only way to relate to the world – humane and universally creative. It forms the meaning, the means and the criterion of life-creation, respectively, defining the totality of the formative foundations of the activity of the individual. The realization of the health culture takes place in the sphere of human freedom and responsibility [3, p. 145]. This approach to the interpretation of the concept of "culture of health" suggests that mastering this property contributes to the formation of the socio-philosophical position of the individual to the perception of the outside world and a deep awareness of their inner self.

Students' health culture is an integrated quality that reflects the formation of outlook, beliefs, values and health knowledge, the ability to develop and implement an individual wellness program, predetermines a conscious, responsible emotional and value attitude both to one's own health and to the health of others and the environment [10, p. 51].

Considering the problem of forming the health culture of the participants in the educational process, O. Melnyk notes that the health culture manifests itself in: a set of knowledge about the peculiarities of one's own health; the system of values, the priorities of one's own health and the health of the environment; principles, rules for

building one's own life, which will contribute to the formation, promotion of health; behaviors and activities aimed at shaping, enhancing, preserving, restoring and transmitting health [8, p. 20–21]. A similar interpretation of students' health culture is presented in G. Krivosheieva's study. It defines this concept as a qualitative formation of personality, manifested in relation to a healthy lifestyle, to his health, which leads to a conscious desire of the individual on his own, creatively improve the physical, mental and spiritual spheres of his own life based on self-knowledge and adequate self-esteem [6, p. 6].

I. Avdieienko, a scientist, believes that a student's health culture is a holistic, integrated professional-personal characteristic, which reflects the formation of a value attitude to one's own health and the health of the environment, mastering a set of health-saving knowledge, health-saving technologies and skills an individual wellness program that enables the individual to fully realize his/her health-creating potential in training and future professional activity [1, p. 38].

N. Goncharova uses the concept of occupational health culture and treats it as a component of the teacher's professional and pedagogical culture. The author of the dissertation defines the occupational health culture as a dynamic personal formation and reveals its essence through the unity of motivational-value and emotional-volitional health-care units, knowledge and skills in designing, maintaining and preserving occupational health [4, p. 53]. The formation of an occupational health culture makes it possible to carry out pedagogical activities productively (without sacrificing the health of all subjects of the educational process).

O. Bagnetova uses the concept of future teachers' occupational-pedagogical health culture. She defines it as "conscious realization of ways of preserving and promoting health, based on philosophical-conscious experience, spiritual-moral values and attitudes (relationships) in specific regions, educational conditions of life" [2, p. 30]. The author believes that health culture is a broader concept of a healthy lifestyle, because it is a component of the general culture and not only manifests itself in the healthy living habits of the individual, but becomes a criterion for testing the way of its being.

Therefore, an analysis of the unconventional approaches and definitions of the teacher's health culture shows that this concept is interpreted as a set of health-saving motives, needs, values, knowledge, and skills. They define health culture as a special occupational and pedagogical culture, an important element of a teacher's professional competence. In most studies of the culture of health of future teachers, the emphasis is on developing a value-based, meaningful and action-based framework for preserving students' own health and health.

The future teacher's occupational health culture is interpreted as an integral dynamic personal formation, based on the priority of health values, sustainable motivation to health-creating activity, knowledge of ways and means of health saving, possession of technologies of preservation and promotion of occupational health, which ensure high productivity and successful pedagogical activity. The established occupational health culture enables the specialist to maintain optimal

physical, mental, social and spiritual health throughout their life and professional activity, and to resist the negative factors of pedagogical activity.

To form a culture of occupational health, to create a coherent system for its formation in future teachers, it is important, first, to determine the theoretical and methodological orientations of the study that determine the philosophical and philosophical position of its author, reflect the methodological perspectives of the problem statement and justify the ways of its development. The analysis of different approaches to the methodological analysis shows that most scientists distinguish the following levels of research: general philosophical, general scientific, specific scientific, level of techniques and techniques of research.

They base the philosophical level of research on the laws and regulations of dialectics about: the transition of quantitative changes into qualitative ones; internal contradictions as a source of development; the negation of the old as necessary for neoplasms; the relation between the empirical and theoretical, the sensual and the rational, the general, the special and the individual, necessary and accidental as a determinant of the origin and formation of the phenomena under study; the unity of the spiritual and the physical, the mental and the physical.

The methodological bases for the study of this problem were determined taking into account the interdisciplinary nature of the concepts of “occupational health of the teacher”, “culture of occupational health”. To study the phenomenon of occupational health and forming the culture of occupational health of future teachers, the provisions and results of modern scientific researches from different fields of knowledge are important, which will provide an opportunity for systematic analysis and a thorough choice of general scientific and specific scientific methodological guidelines, theoretical interpretation of the results.

Research of scientific philosophical and methodological foundations of the culture of occupational health of future teachers is based on the defining dialectical, philosophical principles (the principle of objectivity, the principle of essential analysis, the genetic principle, the principle of unity of logical and historical, the principle of determinism, the principle of integrity, conceptual unity) and general scientific methodological approaches. Named methodological principles determine the general guidelines of theoretical and empirical scientific research.

*The principle of objectivity* presupposes a comprehensive account of the conditions under which the future teachers’ professional culture is shaped, the adequacy of research approaches and the means to gain genuine knowledge of the subject. Since this principle eliminates subjectivism, bias in the selection and assessment of facts, the study of a significant problem from the standpoint of theoretical analysis must take into account the findings of the latest complex sciences (computer science, general systems theory, synergetics) and the examination of objective manifestations (program-methodical) and regulatory support).

*The principle of essential analysis* requires correlation in the studied phenomenon of general, special and single, penetration into its internal structure, disclosure of laws of its existence and functioning, conditions and factors of development, opportunities for purposeful change. Adherence to this principle makes

it possible to “derive” shaping the professional health culture of future teachers from its substantive feature, vocational training in higher education, an element of which it is, and to reproduce this process as a dialectical whole.

*The genetic principle* is a philosophical, dialectical principle that is a methodological expression of self-development of reality. This principle is to consider the phenomenon under study based on an analysis of the conditions of its occurrence, development, identification of changes in one level of functioning qualitatively different. Implementing this principle makes it possible to isolate the levels of development of occupational health culture of future teachers and to monitor their dynamics in creating certain pedagogical conditions. Genetic principle requires consideration of the genesis of the problem under study, study of the current state of formation of the culture of occupational health of future teachers, forecasting tendencies of improvement of vocational training for health care activities.

The genetic approach is closely related to and complemented by its principle of unity of logical and historical, implementing which requires the combination of disclosure of the essence, structure, functions and relationships of the object in the present state with the study of its history, and development prospects. Historical analysis is possible only from the standpoint of a certain scientific concept, based on ideas about the nature, structure and function of the phenomenon under study, and theoretical analysis is incomplete without taking into account the historical aspect, origin, becoming of the phenomenon under study. Therefore, to study occupational health culture formation, to study the problem of forming occupational health culture, it is advisable to carry out their retrospective analysis.

In the process of research, it is important to adhere to the principle of integrity, a cautious approach to isolation in order to specifically study the individual aspects, elements, relationships of the investigated objects and phenomena (isolation of structural elements of health, components of occupational health culture, individual aspects of holistic, integrated occupational health culture programs), etc.

*The principle of determinism* is defined as a system of views on the objective, natural connection and conditionality of all phenomena in the outside world. The methodological nature of the principle of determinism is manifested because it acts not only as a philosophical doctrine but also as a concrete scientific standard for describing and explaining the universal, natural connection and conditionality of the development and functioning of certain systemically organized objects in the process of their interaction. (L. Mikeshina). This principle requires an analysis of the causes of the deterioration of the occupational health of teachers, the determinants of the occupational health of teachers, and the factors that shape the future teacher’s occupational health culture.

The realization of the principle of *comprehensive knowledge* in our study involves a holistic, multidimensional study of the phenomena of “professional health of the teacher”, “culture of professional health of the teacher”, “formation of a culture of professional health of the future teacher” in modern scientific works on psychology, pedagogy, valeology, psychosomatics, acmeology, orthobiotics, psychology of work, psycho-energy and other modern fields of knowledge.



*The principle of conceptual unity of research* requires logical compatibility of approaches and assessments. This principle is the unity of the definite, accepted as true, correct, and uncertain, variable. Therefore, the starting positions are checked, developed, adjusted. In the process of research, the concepts are being modernized.

In exploring the problem of shaping the occupational health culture of future teachers, we strive to move away from focusing on health-improving approaches. The author's approach is proposed, which is based on the use of preventive means, enriching the experience of a smart lifestyle, harmonizing the personality of future teachers. Occupational health culture is impossible without forming an active position and outlook on student behavior based on the principles of "know yourself, create yourself, make yourself healthy" and "health through a smart lifestyle".

The complexity and versatility of the studied phenomena of "occupational health", "occupational health culture", "formation of the future teacher's occupational health culture" led to the choice of different methodological approaches – general scientific (systemic and synergistic) and specific scientific (activity, anthropological, anthropological, cultural, acmeological, subjective, humanistic, competent).

*The systematic approach* is to study the object which comprises various interrelated elements. Based on the study of the works of S. Arkhangelsky, Y. Babansky, V. Bepalko, N. Kuzmina, V. Slastionin, the systematic approach, which are fundamental for the formation of occupational health culture, the creation of a system of formation of occupational health culture for future teachers, are formulated:

- the integrity of the system in relation to the external environment, its study in harmony with the environment, is vocational training in higher education;
- system elements are in complex relationships and interactions, among which are the most significant and systematic; changing one parameter affects all others;
- subordination of all parts of a complex system to the common purpose;
- the totality of system elements shows the structure and organization of system objects, their interdependence and interdependence;
- a special way to regulate the links between system elements and changes to the elements themselves is to manage such systems, covering the setting of goals, the choice of means of influence, control and correction, analysis of the results got.

The application of the systematic approach involves the interaction of the subjects of the educational process for the formation of the culture of professional health of students-future teachers in different activities: educational, educational, research, independent, pedagogical practice.

*The synergistic approach* (V. Andreiev, E. Bondarevskaya, A. Kolmogorov, S. Kulnevich, A. Semenov, G. Haken, etc.) is based on the scientific and philosophical principle that studies nature, the world complex self-organized system. Synergetics explores complex, non-equilibrium and open systems are in a state of instability and constant self-development because of their ability to self-organize. The synergistic paradigm implies a certain level of human dialogue with nature, society, of itself, since in the conditions of environmental instability, uncertainty there is a

problem of development management in the conditions of nonlinear development of the world, and the subject has the possibility of choosing his most favorable path [5, p. 50]. In our study, a synergistic approach involves the self-organization of health-promoting activities, contributing to the awakening of the strengths and abilities of future teachers, starting their search for their own ways of preserving and promoting occupational health, and the creation of individual health strategies. Forming a culture of professional health of students, their personal and professional development can not be considered a linear, conflict-free, gradual process, it is accompanied by contradictions that will lead to the restructuring of the value-semantic, cognitive, emotional-volitional spheres of their personality.

In the perspective of shaping the culture of occupational health of future teachers, an *active approach* is important (G. Ball, M. Kagan, G. Kostyuk, O. Leontiev, B. Lomov, S. Rubinstein, etc.). The activity approach examines the leading mechanisms of personality formation and development through the design, construction, organization and management of the process of its activity. We see activity not as a closed nature, but as a manifestation of the activity of the subject in the system of his social relations, which detects and shapes his psyche. The dialectic of the relation of the human psyche with its activity is the object-activity and subject-conscious relation of a particular subject with others, with the products of his activity and relations that determine it. Therefore, as a subject, a person exhibits a higher level of activity, autonomy becomes the creator of his own destiny, and his activity is always meaningful, independent and inherent only to man [11]. Activity acts as the basis, purpose, means of human mental development.

The activity approach in the coordinates of our study involves: recognizing the future teacher's personality as a carrier of his own experience, his right to self-realization; involving students in developing a culture of occupational health, finding their own self-healing systems; stimulating their activity in this activity; rational organization of life, of students on the principles of orthobiotics.

The essence of *the anthropological approach* (B. Ananiev, B. Bim-Bad, P. Blonsky, L. Luzina, V. Slaktionin, K. Ushinsky, etc.) lies in complex human studies, appeal to physical, physical, moral and spiritual values, the study of ways "to human in human". The subject of the study of pedagogical anthropology is all participants in the pedagogical process and their individual evolution, which is reflected through the lens of "knowing the person". The anthropological approach requires significant changes in the goals of vocational training: abandonment of managerial and manipulative goals, promoting self-actualization of the student's personality. Anthropological approach involves a deep study of the inner world of future teachers, the peculiarities of organizing their life through the prism of many human sciences (psychology, physiology, psychophysiology, psychohygiene, psychogenetics, psychosomatics, psychoenergetics), stimulating students to self-study, forming the picture of occupational health.

*Axiological approach* (D. Beh, J. Bruner, O. Vishnevsky, Z. Karpenko, M. Kogan, A. Clark, G. Radchuk, B. Skinner., J. Hazard, G. Hind, etc.) is based on philosophical doctrine about moral, ethical and cultural values as the sensory-forming

foundations of a human being, which determine the directions and motivation of human life, activity, actions. The values that a person professes form his or her value orientations, which are part of the higher levels of personality orientation. Value orientations determine the general approach of the person to the world, to themselves, give meaning to personal positions, behaviors, actions. Value orientations at the individual level, according to S. Sisoeva [12], is a social psychological phenomenon that is reflected in the preference or rejection of certain meanings and patterns of human behavior, manifested in its orientation, attitudes, beliefs.

Value orientations include ideals, ideas about the meaning of life and human activity. They are the nucleus of the motivational-value sphere of the personality, characterized by the unity of processes of self-regulation and conscious self-development in the process of acquiring meanings, goals, meanings-interests, meanings-motives, meanings-relationships [12]. Being conditioned by objective circumstances and determined driving forces of activity and behavior of the individual, the attitude to health is manifested in the actions and actions, experiences and verbally realized judgments of students regarding the factors that influence their physical and mental well-being. educational process in terms of promoting the value of occupational health for life and the success of professional activity.

The axiological program presents culture as a “complex hierarchy of ideals and meanings” (P. Sorokin). In the phenomenon of “culture” there are two aspects: culture as a set of material and spiritual values and ways of their creation and culture as a process of development of cultural values, spiritual and creative development of man. But not any activity enriches the culture, but only the one in the process and result of which a person develops and improves. Culture, on the one hand, accumulates the results of a person’s creative activity, and on the other, shapes him or her as a creator, improving the spiritual and creative capacity of the individual [5, p. 66].

From the point of view of *cultural approach* (V. Bibler, E. Bondarevskaya, T. Ivanova, I. Isaev, O. Losev, O. Shevnyuk, M. Schweider) the process of personality formation is considered as the process of involving a person in culture as a sphere of creative realization of its essential forces, and the essence of education is to broadcast, to transform the culture of society into a culture of personality. The methodology of the cultural approach makes it possible to consider the formation of a future teacher’s occupational health culture as the training of a specialist who is able to constantly improve his life and professional activity, strengthen occupational health as the highest vital and professional value, create a culture, develop his own culture, improve himself spiritual and creative potential.

Of great importance for our study is *the acmeological approach* (A. Derkach, N. Kichuk, V. Rybalka, V. Semichenko, O. Pehota, S. Pozharsky, etc.), which studies phenomenology, patterns and mechanisms of human development at maturity, achieving its highest levels of development. The methodological essence of this approach is the study of the “top”, ideal qualities of a specialist both in the system of vital activity of the individual as a whole and in the professional sphere. This approach focuses on continuous improvement and creative growth, the ability to

manage the individual and professional development of a specialist, which should be carried out on an upward trajectory.

The main purpose of acmeological influence is to stimulate the development of the properties of subjectivity, when the object of influence becomes more active, responsible, ambitious (in a good sense), when he has increased self-efficacy (the conviction that he can control his behavior and development, to be productive). In this case, the acmeological influence is carried out mainly on the motivational and value-sense spheres of the individual [5, p. 247]. What is important is that as a result of acmeological influence the level of self-regulation required for the formation of future teachers' confidence in themselves, their own abilities, improvement of capacity, realization of creative potential is increased. The acmeological impact helps to formulate a strategy for preserving the professional health of future teachers and implementing acme plans. Students should anticipate what is related to their occupational health, predict what will happen tomorrow, what will lead to their activities, their choices or decisions through the lens of immediate and long-term prospects.

*The humanistic approach* (Sh. Amonashvili, G. Ball, I. Beh, S. Buehler, I. Ziazun, S. Kulnevich, A. Maslow, K. Rogers, etc.) reveals professional development as a process of teacher self-realization and the emergence of new professional-important personal formations. The basic ideas of the humanistic approach are the basis of technological support for forming the culture of professional health of future teachers: the integrity of the individual, the components of health, the need to study the personality in its integrity; uniqueness, uniqueness of personality, its openness to the world, experiencing the personality of the world and itself in the world – the main psychological reality; the ability of the individual to continuous development, vitality and self-realization; “Self-concept” of the individual as an integral mechanism of self-regulation of his life; creativity, activity, self-determination; the ability to make informed and informed choices and decisions in different situations; the value of a person's attitude to the world, to other people and to himself.

Therefore, the main task of higher education is to help the student understand himself, identify problems and mobilize his own internal forces, potential opportunities for their solution, self-development and self-improvement. The humanistic approach takes into account the needs of students, in particular in health care. Implementing a humanistic approach will provide the conditions for the formation of psychic, moral, physical abilities of future teachers, creation of a psychologically safe educational environment in higher education.

*The subjective approach* (N. Kichuk, A. Maslow, V. Slashtionin, S. Sysoieva, K. Rogers, V. Tatenko, etc.) is characterized by the understanding of the subject as the center of organization of being and subjectivity, that manifests itself in the need and ability of a person to constantly improve, to achieve the optimal level of their own development, self-realization through activity, including “super-situational”. The ability of the teacher to resolve various contradictions of life and professional difficulties, the strength of the “I” of the concept, the formation of acmeological

position depends on activity of the personality of the teacher. A person is formed not because of the sum of influences, but because of an active attitude to the bearers of good and evil (the law of positive and negative assimilation). The main psychological factor that determines effectiveness of various social influences on a person is the high level of mental activity of the subject.

The subjective approach allows us to analyze the problems of self-development in the context of the teacher's life path. The mechanisms of self-development are reflection, self-acceptance and self-forecasting. V. Maralov [7] identifies the following forms of self-development: self-affirmation, self-improvement, self-actualization. Implementation of subjective approach in forming the culture of professional health of future teachers gives an opportunity to activate mechanisms of personal-professional development of students, to create conditions for self-realization of their personality, to identify and develop their subjective potential, creativity, formation of acmezinergic position. Without the internal activity of future teachers, the result in building a health professional culture will not be achieved. Therefore, we consider it advisable to carry out not only prognostic and corrective actions (external influence) but also to form a willingness for future teachers to self-rehabilitate. The process of self-rehabilitation involves the teacher's own activity, directed not at the outside, but inside, at awareness and self-change, overcoming internal resistance to change.

*The competence approach* (I. Zimnya, Y. Kodlyuk, O. Ovcharuk, O. Pometun, O. Savchenko, A. Khutorsky, etc.) implies a high level of formation of the system of knowledge, skills and methods of activity, professionally significant features and qualities necessary for successful life, pedagogical activity based on health saving and health education. The occupational health culture is a complex integrated education (synthesis of health-saving knowledge, skills and values, values, motives, etc.) is ensured by the acquisition of certain health competencies. Consideration of the process of forming a health culture from the perspective of a competency approach allows to determine the structure of health competences, which optimizes in practical terms the content development of teaching material a comprehensive program of formation of professional health culture of future teachers.

**Conclusions.** Occupational health culture is a very important characteristic of a new generation of teachers. The formed culture of occupational health of future teachers has a positive reflection on the quality of professional life, the productivity of pedagogical activity. These methodological approaches make it possible to comprehensively and systematically study the problem of forming a professional health culture for future teachers. Each of the described approaches reveals the essential characteristics of the phenomenon under study from a specific side. An in-depth understanding of fostering a culture of occupational health requires a comprehensive blend of the concepts and approaches that are methodological benchmarks. An important task is to create and implement a system of future occupational health teacher culture that aims to: increase the interest in occupational health as a professional-personal value and ways to preserve and strengthen it; improving the ability to navigate occupational health information and a smart

lifestyle; mastering knowledge of high generalization, integrating which will ensure their scientifically valid application and transfer into future professional activity; mastering ways to implement health-saving techniques; involvement of students in self-preservation and promotion of occupational health; assessment and analysis of your own health activity; search and creation of own health systems; the work of self-organization in occupational health based on creative activity and valeological competence. The prospects of further scientific research are seen in the substantiation of the system of formation of the culture of occupational health of future teachers, psychological and pedagogical conditions for creating a health-friendly educational environment in high school, comparative-pedagogical study of foreign experience in the organization of health-giving activities.

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## **1.12. THE THEORETICAL BASIS OF CREATION OF HEALTH CARE PROJECTS BY STUDENTS OF CLASSICAL UNIVERSITIES**

***Abstract.** The article is dedicated to the actual problem of the future specialist preparation of the health direction whoshould be ready to work under the conditions of the New Ukrainian School and to give to the students moral principles of respectful attitude for elderly people. This actual problem of today is considered by the authors in the tendencyof improving living conditions of elderly people, as well as to enable them to live the full life as long as possible, having the necessary health-saving knowledge, skills andhabits.*

*The author emphasizes that future health specialists need to be aware that in order to ensure the development of health care projects, it is necessary to obtain information about the needs of elderly people for respondents of different ages. It is the New Ukrainian School that emphasizes the modern European humanistic approach to the education of students and the education in them of respectful attitude for elderly people. The author presents the legal framework and the results of the questionnaire of elderly people on their basic needs from the point of view of different age groups of population. The questionnaires were submitted using a valeological approach, namely: “provide the examples of basic elderly people needs according to the components of health (physical health, psychological health, spiritual health, social health)”;* “The forms of activity of different organizations and institutions to provide elderly people with their needs”; “what title would you suggest for your social project for elderly people” and more.The creating and implementing recommendations of health care projects, developed jointly with the studentswere



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*Scientific publication*

# **THEORY AND PRACTICE OF FUTURE TEACHER'S TRAINING FOR WORK IN NEW UKRAINIAN SCHOOL**

Monograph

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I. F. Prokopenko, I. M. Trubavina.

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