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A COMPREHENSIVE PROGRAM OF FUTURE TEACHERS' TRAINING FOR THE PRESERVATION AND STRENGTHENING OF PROFESSIONAL HEALTH

Introduction. Today, school needs a competent, creative teacher who can maintain a "professional form", be in an optimal state of professional health. Growth of diseases of "stress etiology", reduction of work capacity, emotional burnout, professional deformation, personal disharmony—here is an incomplete list of problems that are a serious threat to the quality of life and professional health of teachers.

The results of our study [1] indicate negative trends in the psychological status of teachers. Only 62 of the 360 surveyed teachers are dominated by a stable positive emotional state. Most of the teachers (70,6%) are at school with a changing mood (answers are "unstable, often positive emotional state" was chosen by 164 teachers (45,3%), "unstable most often negative emotional state" – 91 teachers (25,3%)). 11,9% of the polled teachers in the school have a negative, depressive state. Most teachers feel psycho-emotional stress from work at school. They often experience irritability, anxiety, anger, do not have methods for relieving psycho-emotional stress. It is not easy for them to manage their emotions, to master themselves in difficult situations of professional interaction.

The state of their health, teachers mainly associate with the so-called "objective reasons": the complex socio-economic situation in the country, unfavorable working conditions, high tensions in professional activities, the difficulty of training and education of modern children, the presence of unfavorable socio-psychological climate in a pedagogical team, etc. They are not always aware of the true causes of negative trends in their health, which are directly related to their way of life, thinking, inability to organize (from the position of orthobiotics) professional activity. Responding to the questionnaire "Can you describe the way of your life as healthy (reasonable)?", 181 teachers (50,3% of respondents) chose the answer "more yes' than no", 131 (approximately 36%) – "more no than yes", 28 (7,8%) – "no", 11 (3,1%) – "difficult to answer". The teachers have not formed the need to preserve and strengthen their health. Only 10% of the polled teachers aspire to save and strengthen their health, to "keep professionally fit".

Provision of professional health of teachers begins at the stage of professional training. Therefore, the issue of preparing future teachers to health saving activity should be among the most important in the institutions of higher pedagogical education. At the stage of studying at an institution of higher education, it is important to form students' attitudes to professional health as a necessary condition for the successful implementation of the pedagogical activity, important professional values, to promote their acquisition of healthcare-saving techniques, and to develop readiness for self-rehabilitation.

In psychological science, there is a number of studies related to the study of the essential aspects, factors of professional stress, professional deformation, emotional burnout of a teacher (G. Zaichikova, L. Karamushka, M. Leiter, K. Maslach, L. Mitina, A. Markovets, N. Nazaruk, V. Rozov, O. Rubin, N. Savchuk, V. Shcherbatyh and others). The works of N. Bashavets, M. Berebin, S. Boltivets, T. Boychenko, L. Khomych, and others are devoted to the formation of a healthy lifestyle, valeological literacy of future teachers. Formation of valeological culture, health saving competence of the future teachers is the subject of scientific research of V. Bobritskaya, Yu. Boychuk, N. Goncharova, G. Krivosheyeva, N. Rybachuk, and others. In the dissertation researches of N. Belikova, O. Mikheienko, Yu. Palichuk, O. Shukatka, and others. Health-saving technologies are presented in the practice of preparation of the future specialists.

The problem of the preparation of the future teachers for the preservation and strengthening of professional health has not yet been adequately reflected in psychological and pedagogical research. So, the substantiation of a comprehensive program of training for the future teachers for a particular type of activity, outlining the aspects of its implementation in the practice of institutions of higher pedagogical education is necessary.

Research results. 1. Substantiation of a comprehensive program for the training of future teachers for the preservation and strengthening of professional health. In the process of creation of a comprehensive program of preparing the students for the preservation and strengthening of professional health, we took into account the determinants of professional health of teachers [2, p. 284-285], data on the study of their health. The study focused on the mental aspect of professional health, which reflects the state of the human intellectual and emotional sphere, its general emotional comfort and provides adequate behavioral response. Its sphere is filled with individual peculiarities of mental processes, states, and properties of a person. Mental health creates the foundation for its higher-level – psychological health, which consists of the ability to fully develop, be the subject of their own life. Psychological health is associated with resistance to stress, harmony, and spirituality of the individual and makes the person self-sufficient.

In the process of development of a comprehensive program we relied on the statements of psychosomatics and psycho-energetics about that thing that taking care of person's mental health, the person thus cares about his/her physical health, solving psychological problems, it also deprives of many physical illnesses, achieving emotional well-being and creating a good mood - improves physical well-being.

In identifying areas of activity for the preservation and strengthening of the mental health of future teachers, we relied on Varr's approach to the components of mental health (emotional well-being, competence, autonomy as the ability to counteract environmental factors, independently determine their thoughts, actions, aspirations for independence and self-regulation, harassment; integrated functioning (balance, harmony, internal consistency)) [citation for 3, with 376-378]. Taking into account this approach, a comprehensive program of training of the future teachers for the preservation and strengthening of professional health involves the formation of professional stress resistance, strategies for the preservation and strengthening of professional health, as well as the harmonization of the personality of the future teacher.

The proposed program integrates educational, scientific, the independent activity of students, covers informational, diagnostic, preventive and corrective aspects. The implementation of a comprehensive training program includes: updating and coordinating the integration of issues of preservation and strengthening of professional health in the content of psychological and pedagogical disciplines; the filling of the educational-professional, educational research, scientific activity of the students with health creating content; organization of independent activity of students on self-education, self-development, self-healing; development and implementation in the practice of training of the future teachers of psychological and pedagogical training, aimed at self-knowledge, personal growth, harmonization of the I-concept, development of skills for self-regulation of emotional states, as well as appropriately organized pedagogical practice of students.

The main task of a comprehensive program of training of the future teachers for the investigated type of activity is the formation of professional stress resistance, which determines the ability to withstand the stress influences, negative factors of the pedagogical activity, stressful situations, the ability to find their own resources in difficult conditions of professional activity.

Strength of the individual at the socio-psychological level is understood as preservation of the ability to social adaptation, meaningful interpersonal connections; ensuring successful self-realization, the achievement of life goals; maintenance of work capacity; preservation of health [4, p. 209].

In the context of our study, it is important to identify the factors that influence the stress resistance of the teacher. V. Bodrov notices that the mechanisms of regulation

and specificity of manifestation of stress resistance of a person are determined by the peculiarities: a) motivation and intentions; b) functional and operational resources; c) personality traits and cognitive capabilities; d) emotional-volitional reactivity; e) professional preparedness and disability [5, p. 312].

Individual resistance to stress is predetermined by a certain symptom complex of personality traits that determine the peculiarities of individual ways of eliminating (overcoming) stressful situations based on their subjective image [5]. Low resistance to professional stress is combined with such negative manifestations in the teacher's personality as shyness, irritability, aggressiveness, neuroticism and depression [6, p. 12]. It is at their elimination or mitigation that psycho-correction work should be directed. It is worth noting that the system of psychological effects, aimed at increasing the stress resistance, should not have a universal, universal character, but be based on individual characteristics.

The formation of the stressors of future teachers should be aimed, first of all, at eliminating potential sources of stress in their inner world. Such work should include prevention of stress; advisory assistance; psycho-correction of personality concerning the overcoming of stressful states.

For the prevention of stress, it is important to teach methods of analysis, interpretation and realistic assessment of stressful situations, skills of mental self-regulation, the constructive overcoming of professional difficulties, mastery of constructive coping strategies.

Consultative assistance should be directed at the psychodiagnostic of nervous-psychic tension and stress resistance, the development of individual recommendations for protection against professional stress. Psychocorrection of personality concerning the overcoming of stress syndromes and stress states is associated with the optimization of the existing imbalance between stress-related influences and personal resources [7, p. 13].

Psycho-correction work should be carried out with the help of special training programs and psycho-pedagogical pieces of training, which involve deep processing of perception and ways to overcome stress. This will enable the student to know about themselves, their individual features and opportunities, to review their attitude towards themselves and assume responsibility for their professional health, to master the technologies of maintaining professional health and self-diagnosis.

In the context of our study, the approach of O. Markovets [8], to prevent the emergence of professional stress for future teachers, deserves attention. The theoretical and methodological basis of this work on the prevention of professional stress is a rational-emotional approach, according to which disorders in the emotional sphere are the result of violations in the cognitive field. The main purpose of this approach is to establish and eliminate the system of pathogenic interpretations that cause violations

of emotional and behavioral responses. Therefore, the correction of ways of thinking, getting rid of irrational ideas, teaching positive thinking is the task of the rational-emotional approach.

An important aspect of work is a formation of the strategy of preservation and strengthening of professional health, because the strategic mistakes are the most expensive ones, because the teacher will not be able to compensate defects of the health care strategy, even using the most advanced technologies. The strategy of preserving and strengthening professional health as an integral characteristic of the activity of future teachers is based on the priority of health as a higher value and is determined by a thoughtful choice of the main direction and way of life, the stages of their achievement and the coordination of these stages, ensuring high working capacity and creative professional life longevity. This strategy involves planning a process of preservation and strengthening of health, maintenance of work capacity, "professional form" based on well-grounded and long-range forecasts.

The formation of health strategy preservation of the future teachers includes: development of a value attitude to professional health; acquisition of knowledge about the difficulties of professional activity, ways of preventing them, avoiding and experiencing the least health losses; the development of the ability to predict the positive and negative effects of their own health and conservation activities and anticipation of the result to which one or another of the way of life and behavior leads; the formation of planning skills, successfully start and implement the healthcare program and, if necessary, making adjustments to it; stimulation of search, generation of perspective ideas, projects, plans for preservation and strengthening of professional health.

It's worth noting that healthcare strategies can be effective and ineffective. Effective strategies contribute to the achievement of healthcare preservation, ineffective – vice versa. In the dissertation study by L. Vashlaeva [9, p. 48] the fallowing strategies of health preservation are singled out: self-preservation, adaptation, and development. The optimal strategy involves the installation of long-term and large-scale activities for the preservation and strengthening of health; the ability to find original ideas for the preservation and strengthening of professional health, their own systems of healing. With the formed optimal strategy, the harmony of the teacher's personality, his/her psychological well-being, the readiness to solve the difficulties that arise in the process of life and professional activity, readiness for professional self-rehabilitation are achieved.

The implementation of the optimal strategy for the preservation and strengthening of professional health is impossible without a high level of professional self-knowledge of the future teacher, his psychological and pedagogical competence, as well as the formed acmesynergetic position which contributes to the resolution of contradictions

between the values and claims of the individual, the activity in achieving the set of life and professional goals and circumstances of life and professional activity.

The professional life longevity of the teacher is achieved through the harmonization of his/her personality, which is understood as the process of gradually overcoming and eliminating the neurotic components of their own inner world, increasing the authenticity, coherence of the integral qualities of the individual [10]. Understanding the ways of harmonizing your inner world contributes to a positive emotional perception of oneself and others, helping to avoid stress and conflict situations.

Understanding of oneself, adequate self-esteem of his/her personal and professional qualities and actions, awareness of oneself in the context of relationships with oneself, other people, society; conformity, convergence of the I-real and I-ideal, an attempt to be as I wish to see myself; acceptance of a real, true, faith in his/her possibilities, significance, uniqueness; the ability to be in a relationship with students, their parents, colleagues at work, other people; meaningfulness of life and own professional activity, responsibility to his/her "I" for the choice of values, strategies of life and behavior; the formation of a flexible self-concept, which automatically leads to a change in behavior as a result of rearranging the perceptions of oneself; the ability to find a balance between a professional and an individual; the desire to self-change and self-development, creative self-realization in the profession contribute to harmony of the inner world of the personality of the future teacher.

Harmonization of the future of the teacher's personality is achieved through the assimilation of the individual style of pedagogical activity and communication, the formation of sanogenic thinking and actualization of spiritual and creative potential, which promotes professional life longevity.

An individual style of pedagogical activity plays an important role in harmonization of the teacher's personality, developing his/her professionalism, and achieving the acme's vertex in the pedagogical activity. The style of activity that corresponds to the individual characteristics and specifics of professional activity is an important prerequisite for satisfying the subject of professional activity. For the efforts to save only the external-effective individual style of activity, teachers are often paid by internal disharmony, problems psychosomatic and psycho-vegetative violations [11, p. 34].

The style of pedagogical communication is interpreted by us as a determined by the goals of pedagogical activity and the individuality of the teacher's peculiarity inherent in him a stable system of means and methods of communicative interaction with students, their parent's, colleagues at work. This phenomenon differs from other varieties of style by adaptive and compensatory functions, which reveal the fact that

the individual style allows the teacher to compensate for certain negative manifestations of his/her typological properties and maximize their benefits.

Without a special training, students develop a stereotyped style of activity and communication, which copies the style of the representatives of the nearest professional environment. Possibility to develop a pedagogically appropriate (positive, effective), and pedagogically impractical (negative, ineffective) individual style, the formation of pseudostyle. The pseudostyle provides a temporary, situational, adaptive effect, characterized by a system of unproductive methods and ways of activity, which does not correspond to the personality of the student, thereby creating internal discomfort, disharmonizing his/her personality.

The purposeful formation of the individual style of pedagogical activity of future teachers can be based on the deployment of all facets of their individuality and the development of the need for self-expression through the disclosure of the subjective meanings of the profession. Therefore, at the stage of professional training, it is necessary to create conditions that ensure the self-disclosure of the individuality of students. The main task of learning is to help future teachers understand themselves, find their strengths, identify problems, mobilize internal forces and opportunities for solving them and also to foster self-development of the future teachers. The true meaning of professional training, says O. Lapin, is to help the future teacher to orient themselves in the typology of professional activity and create conditions for the selfdevelopment of individuality in the educational field of professional training [12, p. 74]. Because of the assimilation of typical in professional activity, the development of individual potentials and the need for expression and achievement of optimal results can lead future teachers to the acquisition of personally significant and professionally valuable style of teaching activity. The formed individual style allows the teacher to work efficiently without the strain of functional reserves, indicating adaptation to professional requirements.

The best way to harmonize the personality of the future teacher is to master the sanogenic type of thinking, which consists of deliberately directing the thoughts of a person to overcome negative emotional disorders and mental healing. Sanogenic thinking in the scientific literature is interpreted as a technology of psychological culture of self-regulation and psychological support of the professional health of specialists of systems "person-person" [13, p. 294].

The sanogenic thinking covers two professionally significant components: the psycho-hygienic component (psycho-hygienic thinking) and a purely psychological component (positive thinking, which is closely linked to the acceptance of oneself and others, the positivity of the I-concept [13, p. 296]. The main role of this type of thinking is the creation of conditions for the achievement of the goals of self-improvement, the harmony of traits, the consent of oneself and the environment, the deprivation of bad

disclosure, self-perfection, health creativity. The actualization of the spiritual and creative potential of the individual is intended to help the future teacher to determine the meanings and values of his/her own being, stimulate their life at the present moment and inspire the purposeful pursuit of his own personal and professional development.

2. Ways to implement a comprehensive program to train future teachers to preserve and strengthen professional health. The main ways of implementing a comprehensive program for the training of future teachers for the preservation and strengthening of professional health are: academic activities, independent and research work of students, the functioning of the student problem group, the implementation of specially designed tasks during the pedagogical practice, training practice (Fig. 1)

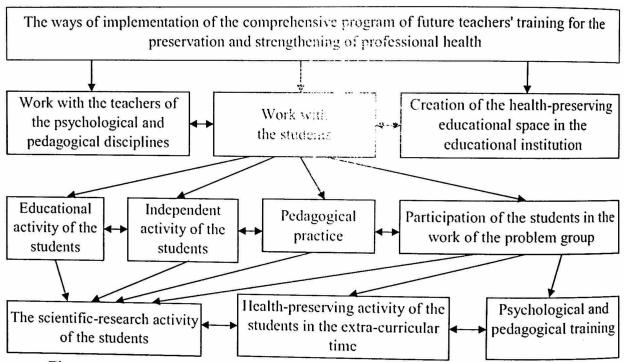


Figure 1. Ways of implementing a comprehensive program for the training of future teachers for the preservation and strengthening of professional health. Source: compiled by the authors

The immediate implementation of these pathways is to work with teachers and students in such aspects as organizing the activities of teachers of pedagogical and psychological disciplines for work, preparing students for health saving activities; indepth study of the students' problems of professional health, ways of its preservation and strengthening during the course of psychological-pedagogical cycle; organization of research activities of students; involvement of students in the health of creative activity in extra-curricular time, providing them with psychological and pedagogical assistance in this direction; conducting the training sessions for students; performance

of tasks related to the issues of preservation and strengthening of professional health by students during the pedagogical practice.

Several concrete steps are needed to implement these aspects of work. In particular, for the teachers of psychological and pedagogical chairs, a methodological seminar "Preparing future teachers for creation of the psychologically safe educational environment at school" was prepared. It provides consideration of questions about the role of psychological and pedagogical disciplines in the preparation of future teachers to create a psychologically safe educational environment at school. In the context of healthcare saving issues, problems of acmeological technologies of training, technologies of pedagogical support and psychological support of personallyprofessional growth of future teachers are discussed and specified. The most important among them is the question of the relationship between the state of professional health of the teacher and the health of the students and the characteristics of the educational environment; possibilities of psychological and pedagogical disciplines in the aspect and preparation of future teachers for the preservation and strengthening of professional health; preparing students for constructive overcoming of professional difficulties and resolving conflicts in pedagogical activity; methods for improving the state of psychological health and reducing the nervous tension (methods of psychic self-regulation and methods of psychological correction); methods of preventing "emotional burnout" and preventing the emergence of professional stress, professional deformation and destruction; readiness of fature teachers for self-rehabilitation, selfhealing; interdisciplinary connections of the problem of professional health teacher; the formation of the acmeologic position of the teacher of higher education, etc.

For an in-depth study of students' problems of professional health, new authoring programs of the courses "Introduction to the pedagogical profession", "Pedagogics" were developed on the new principles, the issues of health-saving nature were added to the content of courses on the history of pedagogy and psychology. Lecture-educational work is aimed at raising the level of theoretical competence of students in the field of professional health, forming their positive motivation for self-improvement in a particular direction. Practical classes involve the formation of psychological and pedagogical competence of future teachers, the acquisition of the technology of healthcare. Independent work of students is aimed at developing a communicative line of behavior, an individual style of pedagogical communication, the search of resources for maintaining psychological stability, their own systems of recovery, designing programs for the preservation and strengthening the professional health.

Training of future teachers for the preservation and strengthening of professional health – "Professional Health of the Teacher" which was specifically designed by us. The purpose of the study of the course is to contribute to the formation of a strategy for

the preservation and strengthening of professional health, professional stress resistance, competence of healthcare of the future teachers.

The course "Professional Health of a Teacher" covers two content modules: "Professional health as a condition for the effectiveness of the pedagogical process" and "Ways and means of the preservation and strengthening of professional health. Basics of professional self-rehabilitation". The program of the course provides for the study of the following topics: "Professional health of the teacher as a strategic problem of the modern school"; "Factors of professional health of the teacher"; "The influence of the profession on the health of the teacher. Professional crisis. Professional deformations, destructions of the personality of the teacher, ways of their prevention and elimination"; "Professional stress. Emotional burnout": "Stress management in the pedagogical activity. Methods of formation of professional stress resistance"; "Prevention and slowdown of the process of professional aging. Professional longevity"; "Ortobiotics in professional activity"; "Harmony of the personality of the teacher"; "Technologies of the preservation of professional health. Professional self-reliance. Psycho-technology of self-healing".

An important result of studying the course "Professional Health of the Teacher" is the creation of individual programs for the preservation and strengthening of the professional health. In the process of creation of such a program, students learn to determine the objectives of the health-protective activities, phase ways to achieve them, predict the end result, identify the effectiveness of healthcare-saving measures.

The course includes acquisition of the psychological methods of preservation and strengthening of professional health psycho-technologies of self-healing (the system of healing of N. Norbekov, V. Sinelnikov, G. Sytin's method of "healing settings", the method of self-guiding by E. Kue, anti-stress technologies, etc.) by the future teachers. The basis of these techniques is the idea that the power of reason can cure many diseases, using the technologies of "creative visualization", as well as affirmation, forgiveness to all and to yourself.

In addition to the above, a program of functioning of the student problem group "Harmonization of the teacher's personality" was developed, which serves to attract students to research work on the issue of professional health of a teacher, and is a form of providing psychological and pedagogical assistance to future teachers in their health creative activities in extracurricular time. Individual consultative and methodological work with students is aimed at: the identification and analysis of socio-psychological, individual psychological and personal determinants of occupational health, which contribute to the formation of an optimal health care strategy or, conversely, may cause specific difficulties in this area; forming an internal picture of the professional health of future teachers.

The program of realization in the psychological and pedagogical training, developed by us, has a correctional influence [18], which is based on the principles of active social-psychological training and is oriented on the personal and professional growth of students. It is aimed at development of the adequate self-esteem; the formation of a positive I-concept, assertive behavior; formation of autopsychological competence, ability to recognize their emotional state, motives of behavior, consequences of actions; prevention of social and occupationally undesirable qualities, deformations, destructive personality changes, the formation of sanogenic thinking; development of self-regulation skills of emotional states; development of readiness for self-development; formation of an individual style of pedagogical communication.

Psycho-pedagogical training is an effective means of preventing the emergence of professional stress, "emotional burnout", harmonizing the personality of future teachers, developing their creative potential. It facilitates the mobilization of the personal and neuro-psychological resources of future teachers, the gradual elimination of the neurotic components of their inner world, the harmonization of the integral qualities of the individual, the mastery of the psycho-technical self-influence. Introspection during the training of the training group allows to separate negative emotional reactions from negative habitual patterns of self-destructive behavior that destroys health, reduces the degree of emotional negative reaction to situational influences.

Special influence on the formation of the creative potential of students is their participation in research work, the implementation of individual educational and research tasks. Research work provides an opportunity to look for original, non-traditional approaches to solving health problems, to study and analyze and draw conclusions. Performance of a coursework of health-preserving orientation promotes the acquisition of future teachers of the ability to determine the problem, formulate the task, find their place in the hierarchy of health saving goals, justify ways to solve them, to formulate a research approach to the problems of creating a healthy preserving educational environment in school, the development of their creative potential. The speeches of the students at the scientific student conferences, the presentation of the results of their research work on the problems of the influence of the teacher's professional health on the emotional well-being of the students, on their self-esteem, the formation of the "I-concept", the creation of a safe psychological environment in school, etc are important in this aspect.

During the course of pedagogical practice students are invited to perform specially designed tasks aimed at developing the self-monitoring and self-examination skills, creation a realistic idea of their self, adequately assessing their own strategy of behavior in a conflict situation, the ability to assess professional difficulties, level of self-regulation, level of stability to stress. The tasks of the practice include the study of the

students' state of professional health of the teachers of the school, the observation of how the health of teachers is reflected in the emotional well-being of students, the identification of professional deformations, destructions inherent in school teachers, where students undergo pedagogical practice. Future teachers are investigating which measures are being taken at school to preserve the health of the subjects of the educational process, the role of the psychological service in creating a psychologically safe educational environment at school, and preventing the emotional burnout of teachers. Students test the effectiveness of developed programs for the preservation of professional health, in particular, the ways of regulating the emotional state, relaxing emotional stress, removing fatigue, achieving mental equilibrium. After completing the practice, students write a mini-essay "Practice at school – a test for professional suitability or examination of the soul and body?", which describes themselves as teachers in detail, their pros and cons, the state of health at school, the causes of its deterioration. It gives "material" for further work on yourself.

A favorable background for realization of the tasks set for a comprehensive program of training of the future teachers for the preservation and strengthening of professional health is a health-saving educational environment in which the concept of health is a system-forming value and a criterion for the quality of education, while the psychological basis is the formation of a health-oriented structures of life and professional values, organization of comfortable interaction of teachers and students, ensuring their emotional well-being, psychological security, formation of psychological stability and resiliency.

The teacher, who is teaching the health of creative activity should have the professional-akmeological position formed, which should itself be the implementation of standards and offers, because otherwise the tasks will not only be achieved, but possibly may have a reverse effect.

CONCLUSION

Consequently, an important component of an integral system of training of the future teachers is the preparation for the preservation and strengthening of professional health. The proposed comprehensive training program for the preservation and strengthening of professional health integrates educational, scientific and independent activities of students and covers informational, diagnostic, preventive and corrective aspects. The implementation of this program is carried out in three interrelated directions: the formation of a strategy for the preservation and strengthening of professional health, increasing the level of professional stress resistance and harmonizing the personality of the future teacher through the formation of an individual style of pedagogical communication, the formation of sanogenic thinking and actualization of spiritual and creative potential. Aspects of implementation of the

developed comprehensive program of preparation for the practice of institutions of higher pedagogical education, working with teachers of pedagogical and psychological disciplines and students. The main ways of its realization are defined: educational activity of students, their independence and research work, the activity of student problem group, psychological and pedagogical training, students' specially developed tasks during pedagogical practice. All this requires creation of the healthcare saving environment in the institution of higher pedagogical education.

The prospects for further research are seen in the substantiation of the technology of introducing of the proposed comprehensive program for the training of future teachers of the preservation and strengthening of professional health, verification of its effectiveness, as well as the development of a technology of the formation of a health-preserving pedagogical system of higher education institution that covers interconnected systems of control, pedagogical process, services of the educational institution and the subject-spatial environment for the preparation of students to the health-creating activity.

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