

HEALTH-PRESERVING COMPETENCE AS A COMPONENT OF THE PROFESSIONAL COMPETENCE OF THE FUTURE PRIMARY SCHOOL TEACHER

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The article deals with the problem of building health-preserving competences in future primary school teachers. The aims of the article are to study the relationship between general and health-preserving competences during the professional training of future primary school teachers, and determination of the content and essence of health-preserving competence, as well as technologies of its building in terms of higher educational institutions.

The research used methods of summarizing and systematizing data on the content and structure of the teacher's professional competence, and health-preserving competence of the future primary school teacher; as well as methods of interpolation and modelling in determining the content of health-preserving technologies.

The role of health-preserving competences in building children's healthy lifestyle skills is shown. The issues of building the competences are presented in a logical relationship in line with the scheme: competence – professional competence – pedagogical competence – health-preserving competence. The relationship between these competences has been considered, and each of them has been characterized.

The ideas of researchers regarding the essence and content of competence have been supported and expanded. Most academics believe that "competence" encompasses the knowledge, skills and abilities, as well as the techniques and methods required for a particular activity. Foreign scholars understand competence as a person's ability to apply their knowledge in practice, and to have certain experience, which the specialist has acquired as a result of practical activities. Researchers distinguish general and professional competences. General competence is understood as the functional essence of a person's general culture, while professional competence refers to the professional culture of a specialist, and the content of their professionalism.

The main structural components of professional competence have been defined, namely professionally content-based, professionally active, as well as professional and personal ones. It has been emphasized that the effectiveness of building future specialists' professional competence depends on the applied methodological approaches and principles.

It has been established that health-preserving competences are based on the concept of "health". The concept of "health" in the context of research includes such types as physical, mental, social and spiritual ones. The need for the implementation of health-preserving technologies is confirmed by statistical data. Thus, the share of healthy Ukrainian children is from 4 to 10%. The role of the teacher in building health-preserving competences is defined, as well as their integral personal qualities, the basis for which is knowledge and experience regarding readiness for health-preserving activities in the educational environment.

The expediency of application of a system of health-preserving educational technologies, health-improving technologies, and technologies for teaching a healthy lifestyle has been substantiated. The leading role of the use of personally focused, humanistic oriented, innovative and informational pedagogical technologies in building health-preserving competences of the future teacher has been emphasized. It was concluded that this process should be carried out on the basis of the provisions of systemic, activity-based, axiological, integrative, and epistemological methodological approaches.

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