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FORMATION OF HEALTH PRESERVING COMPETENCE OF FUTURE SOCIAL EDUCATORS

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The formation of health-preserving competence of future social teachers is a complex and long-term process. This process is disciplinary and multifaceted, requiring special professional training. Such preparation should be carried out throughout the entire period of study at higher education institutions by creating appropriate socio-pedagogical conditions that enable students to engage in health preservation.

Valeological values play an important role in forming the health-preserving competence of social teachers. The higher education system should not only disseminate information of a health-preserving nature but also instill elementary skills for a healthy lifestyle during students' formative years. [3, p. 74].

Today, in the context of information and computer technologies, the health-preserving competence of higher education students enables the use of a wide range of various means related to the constituent elements of a healthy lifestyle. This includes the active involvement of environmental health factors to improve health, harden the body, and master basic hygienic norms, requirements, and recommendations for the prevention of numerous diseases [2].

The health-preserving competencies of the educator include:

- 1) **Creating Sustainable Motives and Skills:** Developing health-preserving behaviors to ensure a desired level of health culture.
- 2) **Promoting Health and Health-Preserving Culture:** Achieving an appropriate level of student health and stimulating

a health-preserving culture as a conscious attitude towards health and human life in general.

3) Forming Health-Preserving Competence: Enabling independent solutions to tasks related to a healthy lifestyle, safe behavior, and providing basic pre-medical and psychological assistance [2, p. 25].

The active role of the teacher is not limited to merely providing information; the teacher also organizes all health-preserving activities for students. This role shapes views, thinking, and consciousness, forming the foundation of the health-preserving environment in the educational institution.

We consider the main structural components of any health care competence to be:

1) Substantive: Students possess knowledge, abilities, and skills related to health care, a healthy lifestyle, etc.

2) Motivational-Value: Personal attitude towards one's own health, which influences professional orientation.

3) Operational: The level of student involvement in an integrated system of a healthy lifestyle and health care practices.

4) Emotional-Volitional: The psychophysiological aspects of the student's life. [3, p. 77].

A characteristic feature inherent in modern health-preserving technologies, in our opinion, is their multifunctional nature, as they are designed to strengthen various aspects of spiritual, intellectual, mental, physical health, and self-realization of the individual.

In the process of forming health-preserving competence in a social pedagogy, a holistic worldview is formed based on integrated knowledge from natural sciences, valeology, physical education, basics of health, biochemistry, and biomechanics, etc.

Defining and substantiating the socio-pedagogical conditions for the formation of health-preserving competence in future social

pedagogues requires clarifying the concept of "socio-pedagogical conditions." This phenomenon is defined as "a set of social interconnections that determine intra-family processes and reveal the interdependence of the family and social environment, specifically created in the educational process, which contribute to positive social development and further socialization of the individual, and create psychological comfort in new relationship systems." [4–8].

In the context of our research, our aim is to focus on analyzing the social-pedagogical conditions identified by researchers for the formation of students' health-preserving competence in the higher education environment. Among these conditions, we include the creation of educational and health-promoting environments, an interactive educational environment, a system of interactive technologies for social-pedagogical support, and improvement of health culture education taking into account individual abilities and needs.

The analysis of scientific and pedagogical literature indicates that teachers should create social-pedagogical conditions for the comprehensive development of student youth, enhancing the substantive characteristics of social education directed towards health preservation among future social pedagogues. We consider social-pedagogical conditions as the formation of health-preserving competence of future social pedagogues through a set of measures, the implementation of which should ensure the formation of health-preserving competence of future social pedagogues in the process of their professional training. The first social-pedagogical condition is the enhancement of motivation among future social pedagogues for health-preserving activities. We believe that this condition is crucial because motivation should contribute to the professional development of students and the achievement of their goals. Researcher I. Bondaruk points out that there is a certain "group of motives of duty of the social pedagogue - responsibility, compliance with professional duties and

requirements, striving for improvement and mastery, innovation in work and activities." [1, p. 233].

Strengthening the health-preserving component in the content of preparing future social pedagogues in higher education institutions is considered the second social-pedagogical measure that contributes to the effectiveness of forming the health-preserving competence of future social pedagogues. In our opinion, this competence has the potential to ensure the health-preserving direction of the content of students' education in higher education institutions. In this context, it is expedient to develop students' reflexivity, enabling them to critically evaluate themselves as professionals, improve their professional knowledge and skills, and engage in reflection on professional activities through independent self-analysis.

It is necessary to instill internal motivation in future social pedagogues for the systematic use of the idea of preserving and strengthening physical, mental, and social health. We believe that in the process of studying the discipline "Introduction to the Profession," it is advisable to cultivate a motivational orientation towards a healthy lifestyle, which is a leading condition for successful professional activity in the future.

In the section "Professional Portrait of a Social Pedagogue," it is appropriate to offer students individual tasks that highlight the competency dimensions of the future profession, providing a detailed description of key competencies – psychological, moral-ethical, psychoanalytical.

In the academic discipline "Fundamentals of Labor Protection," it is relevant to explore the professional activities of a social pedagogue from the perspective of health and safety in the social sphere.

In teaching the discipline "Social-Pedagogical Prevention," students can develop skills in organizing educational work with various client groups. It is expedient to enhance health-preserving

activities for children and youth with special educational needs in the social environment.

The aim of the academic discipline "Client Social Support" is to develop students' professional competence, which involves facilitating the acquisition of theoretical knowledge and practical skills in forming a high level of readiness to conduct social-pedagogical work with various client groups. In the process of studying this discipline, it is advisable to instill motivation in students not only to acquire knowledge, skills, and abilities of social support but also to engage in systematic health-preserving activities in practice. [1].

In the process of studying the discipline "Social-Pedagogical Work Technologies," we consider it worthwhile to enhance the content with topics aimed at acquiring knowledge of the essence of health-preserving technologies – preventive and health-improving, socio-psychological, educational, and so on.

We consider the study of the course "Prevention of Professional Burnout of Social Pedagogues" important, which involves familiarizing students with effective practical techniques for preventing professional burnout and dealing with its consequences. It is advisable to supplement the content of the discipline with topics on defining the nature of professional burnout and factors influencing its development. A separate section can address the prevention and overcoming of stressful situations to develop skills in future social pedagogues to withstand various adverse moments in complex professional situations.

We believe that incorporating the mentioned issues and problems into the teaching process of these disciplines can significantly improve the level of theoretical and practical preparation of students regarding health-preserving competence and enhance motivation for health-preserving activities in future professional activities and everyday life.

Thus, the current negative trends of noticeable deterioration in the health status of higher education students dictate the necessity of mandatory introduction and utilization of innovative technologies that would contribute to proper psychophysical development in the student environment. Among the main ways of applying health-preserving technologies, we especially emphasize the following: forming health-preserving competence in seekers; monitoring the latest scientific research in the field of health-preserving technologies, innovative experience in creating a health-preserving environment in higher education institutions worldwide.

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