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THE MAIN DIRECTIONS OF THE HEALTH CARE ACTIVITIES OF THE SOCIAL EDUCATOR IN A MODERN INSTITUTION OF GENERAL SECONDARY EDUCATION

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The activities of a general secondary education institution in preserving and strengthening the health of children can only be considered full-fledged and effective when health preservation and health-forming technologies are implemented within the system. Several groups of health-preserving technologies are distinguished:

Medical and Hygienic Technologies: These involve ensuring compliance with the conditions of the educational process, including maintaining a healthy and hygienic learning environment.

Physical Culture and Health Technologies: These are aimed at physical development through activities that promote hardening, strength, endurance, and speed training.

Ecological Health-preserving Technologies: These involve teaching students to love and care for nature, fostering environmental awareness and responsibility.

Socially Adaptive and Personally Developing Technologies: These are aimed at adapting students' bodies to the health-forming factors of the educational process, promoting overall well-being and personal development.

Medical and Health-Improving Technologies: These serve to implement the ideas of medical pedagogy and physical culture, ensuring that students receive the benefits of both medical and physical education.

Scholars T. Veretenko and M. Lekholetova analyze health-preserving technologies as conditions for a child's education at school through the "optimal organization of the educational process and a full-fledged and rationally organized movement mode." They suggest that to achieve the goal of forming health-preserving technologies, it is advisable to implement socio-pedagogical means that include a movement orientation, such as physical exercises, minutes of physical education, dynamic breaks, and therapeutic physical education".

At present, the new Ukrainian school recommends the high-quality implementation of a technological approach in the activities of a social pedagogue regarding the formation of a healthy lifestyle for modern schoolchildren. The result of implementing health education technology will be the formation of a healthy lifestyle through the application of organizational and methodical tools, methods, instruments, and a set of educational techniques. Modern scientists interpret the concept of "health-preserving technologies" as "optimal conditions for the stay of schoolchildren in an educational institution during the socially organized educational process." It is important to note that health care pedagogy is not considered a separate educational technology; it integrates several areas of work to preserve, strengthen, and restore the health of students in general secondary education schools.

As a result of mastering the basic mechanisms of using health-preserving technologies, the social pedagogue will learn:

Theoretical Foundations: Understanding the organization of health care activities and the use of appropriate pedagogical technologies.

Methodological Basis: Learning to form valeo-ecological actions within the educational process of a general secondary education institution.

Lesson Organization: Mastering forms and methods of lesson organization that contribute to the preservation and formation of schoolchildren's health.

Health-Improving Techniques: Knowing the content and methods of using health-improving techniques in the educational process.

At a practical level, a social pedagogue should be able to:

Navigate the variety of health-preserving pedagogical technologies.

Apply elements of pedagogical creativity, independence, research activity, and both traditional and innovative educational technologies.

Predict the results of implementing health-preserving pedagogical technologies in the educational process.

Analyse literature on the problem of organizing the health-preserving educational process.

Produce necessary visual didactic material.

Creatively use pedagogical assets in organizing a health-preserving educational process in a general secondary education institution.

Specialists supporting the educational process today are entrusted with significant responsibility regarding the implementation of health-preserving technologies in general secondary education institutions. In organizing health care activities in these institutions, priority is given to the social pedagogue. This specialist often develops and implements various educational activities with the involvement of other experts, such as child psychologists and medical workers. They organize health lessons in classrooms and at school, plan thematic classroom hours, and facilitate the viewing of educational videos and presentations.

The health-preserving activities of a social teacher in a general secondary education institution involve a system of measures aimed at preserving and strengthening the health of students. These measures include the rational organization of the educational process, planning physical culture and health activities, and conducting educational work with students to instill values of health and a healthy lifestyle.

This is achieved through organizing systematic methodical work with teachers, specialists, and parents [2, p. 86].

The priority tasks of the health-preserving activities of a social teacher in a general secondary education institution include ensuring the protection of the life and health of children, fostering the formation of a healthy lifestyle, creating conditions that promote the psychological comfort of students, and implementing the prevention of various addictions by organizing and forming the social culture of students.

Scholars identify the main areas of health-preserving activities of social pedagogues as:

Informational and Educational: This involves providing information to children, parents, and teachers about the specific directions and methods of preserving individual and public health. The responsibilities of a social pedagogue include designing information stands, organizing the work of the valeological service, and delivering thematic lectures.

Health-Promoting: This area focuses on improving the spiritual, moral, physical, and mental health of students. It promotes physical culture, gymnastics, and an active lifestyle by integrating health technologies into the educational process. Activities may include classes in music therapy, color therapy, aromatherapy, and phytotherapy.

Preventive: Preventive work aims at preventing the development of behavioral deviations and preserving social well-being. This includes implementing strategies and activities to prevent various addictions and negative behaviors among students.

Social-Psychological: Creating conditions for the psychological comfort of students involves addressing their social and emotional needs, helping them develop a positive self-image and interpersonal relationships.

Within the scope of educational activities, it is important to spread knowledge about health, ways, methods, and technologies for its preservation and strengthening, and to educate students about a

culture of healthy behavior. The social pedagogue organizes educational seminars, lectures, trainings, business games, and other activities to achieve these goals.

Informational and educational activities also involve designing information stands, organizing the work of the valeological service, and providing thematic lectures to disseminate knowledge about health preservation and promotion.

In conclusion, the social educator's role in health-preserving activities is multifaceted, involving informational, educational, health-promoting, preventive, and social-psychological dimensions. By addressing these areas, social pedagogues help create a supportive environment that promotes the overall well-being of students in general secondary education institutions [1, p. 64].

A social pedagogue must ensure the safety of life and prevent various diseases. In this context, it is expedient for the specialist to use active methods of education - games, discussions, debates, to conduct volunteer activities dedicated to the promotion of compliance with the basic rules of leading a healthy lifestyle.

The socio-psychological direction of the activity of a social pedagogue should be focused on preserving the mental health of the individual through the creation and maintenance of a positive psychological climate in the team, stress prevention, through the development of communication skills, thanks to the formation of the social culture of pupils. That is, within the limits of this direction, a social pedagogue should carry out social education of the individual.

The organization of health-preserving activities of a social pedagogue consists in providing assistance in carrying out purposeful work to preserve and strengthen not only physical, but also social and spiritual health of the individual. In the process of conducting health-preserving activities in a general secondary education institution, a social pedagogue should, first of all, conduct preventive measures to prevent deviant behavior of pupils and conduct individual and group

classes aimed at developing children's communication skills through the formation of vitality and stress resistance.

The organization of health-preserving activities is a necessary condition for the formation of a valuable attitude of children regarding the observance of the basic rules of leading a healthy lifestyle and the full development of the personality of each student in the institution of general secondary education.

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