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**THEORETICAL APPROACHES TO THE PROBLEM OF
FORMATION OF HEALTH CARE COMPETENCE OF
FUTURE VOCATIONAL TRAINING TEACHERS
(LABOUR PROTECTION) IN A PROCESS OF
PROFESSIONAL EDUCATION**

**ТЕОРЕТИЧНІ ПІДХОДИ ДО ПРОБЛЕМИ
ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ
КОМПЕТЕНЦІЇ МАЙБУТНІХ ПЕДАГОГІВ
ПРОФЕСІЙНОГО НАВЧАННЯ (ОХОРОНА ПРАЦІ) У
ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ**

**ТЕОРЕТИЧЕСКИЕ ПОДХОДЫ К ПРОБЛЕМЕ
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ПРОФЕСИОНАЛЬНОГО ОБУЧЕНИЯ (ОХРАНА ТРУДА)
В ПРОЦЕССЕ ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКИ**

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ABSTRACT

The article deals with theoretical approaches to a problem of formation of health-care competence of future vocational training teachers (labour protection) in a process of professional training in higher education institutions. The essence of terms «competence», «competency», «professional competence» and «health-care competence» was analyzed by means of different scientific approaches.

It is indicated in the article that health-care competence is a quality that is formed at a certain stage of activity, within a certain socio-professional situation and on basis of individual-psychological qualities of an individual, and has signs of integrality and systematic nature. In this regard, higher education institutions should orient students to acquire specific knowledge about an individual and his or her health, abilities, skills necessary for organizing health care activities and healthy lifestyles; ability to create and develop a health-friendly educational environment; mastering ways to organize health and health prevention activities; possession of educational technologies that promote health of students; ability to explore effectiveness of a health care education process.

Based on analysis of scientific sources, the formation of health-saving competence of future vocational training teachers (labour training) is understood as an integral property of an individual acquired in a learning process and practical activities, which characterizes his desire and ability (willingness) to realize their own potential (knowledge about a person and his health, skills, abilities, experience, personal qualities and values) in the ability to organize activities on health-care and healthy lifestyles.

The article states that an educational process of professional training of future vocational training teachers (labour protection) with introduction of pedagogical technologies of interactive and problem-based learning, promotes formation of health-care competence, development of skills and abilities of self-control which positively influences creation of health-care environment.

Keywords: health, healthy lifestyle, health care, competence, competence, health saving competence, future vocational training teachers (labour protection), professional training, health care activity, health care education environment.

Problem statement. Health preservation is one of the most urgent problems of the present, because good health is one of the main conditions for an individual to fulfill their biological and social functions, the foundation for self-realization. Therefore, a graduate, in particular an educator, needs to be competent in preserving and strengthening health, that is, they are to have a health preserving competence that, along with education, is today considered as one of the main results of the activities of higher education institutions.

Under these circumstances, the problem of forming and development of a young generation's striving to preserve and strengthen their health becomes especially relevant in all spheres of human activity, and especially in the educational field. After all, health is the first essential human need, which determines one's ability to work and ensures harmonious development of an individual, is the most important prerequisite for knowledge of the world, self-affirmation and happiness of a person.

An important step in addressing this issue is introduction of a competency-based approach to the content of higher education and orientation of training programs on a formation of key competences for future vocation teachers (labour protection), in particular, such an important key competence as a health-care one.

It is well known that the health and social well-being of population is a defining feature of sustainable development of society, a basis of vitality of the state. Therefore, preservation and promotion of health depends on the young generation's level of formation of health-care competence, which is a set of value orientations, health-care knowledge, skills and personal qualities.

Therefore, a formation of the health-care competence of young people is the most important task of the state and society.

Analysis of recent researches and publications. An analysis of Ukrainian and foreign scientific sources has shown that the problem of forming health preserving competence is the subject of research by many scholars. In particular, the problem of forming students' health preserving competency has been justified O. Antonova & N. Polishchuk (Antonova & Polishchuk, 2011), T. Boichenko (Boichenko, 2008), L. Hrytsiuk, A. & Liakisheva, (Hrytsiuk, & Liakisheva, 2010), N. Grishanova (Grishanova, 2002), I. Yermakov (Yermakov, 2005), O. Ovcharuk (Ovcharuk, 2004).

The object of the article is to analyze theoretical approaches to formation of health-care competence of future vocational teachers (labour protection) in a process of professional training in higher education institutions. To achieve this goal, the author has set the following tasks: to analyze a current state of the problem of formation of health-care competence of students in the specialty 015 Vocational education (labour protection) and define a formation of health care competence of future vocation training teachers (labour protection) in an process of professional training in higher education institutes.

Results. Over the past several decades, the problem of human health in the broad sense is classified as global, since the health of the population is an important indicator of social and economic development of the country. It is undeniable that the future of each country, its political, economic and cultural levels depend on how much it cares about the health of young people, creates favourable conditions for their complete development, a happy life.

Therefore, the problem of preserving and strengthening health in the context of universal values is gaining so much importance in connection with the transformational processes of modern Ukrainian society, the accelerated pace of socioeconomic development, the negative consequences of human activity in the environment, the trends in increasing morbidity among students, the mass spread of bad habits in the youth environment, the depreciation of individual and public health, the deterioration of the environmental situation in Ukraine.

In Ukraine to create conditions for the formation of human health through education: the Laws of Ukraine on Higher Education, Public Health; the National Doctrine on Education Development in Ukraine in the 21st Century; the National Strategy for the Development of Ukrainian Education 2021; the Concept on the Nation's Health through Education; determine the necessity of solving the most important tasks of modern education aimed at intellectual, social, physical development of the individual.

The formation of specialists' competencies plays a special role. After all, the graduates' competency is their ability and willingness (readiness) to realize their potential (knowledge, skills, experience, personal qualities, etc.) for further successful creative

(productive) activities in professional and social spheres, being aware of social significance and personal responsibility for the results of this activity, the need for its continuing improvement (Hluzman, 2009: 51-60).

Therefore, a modern graduate of a higher education institution, in particular a future vocational education teacher (labour protection) should be competent in matters of preservation and promotion of health, that is, he or she should have a health-care competence, which, along with education, will be a significant basis for their health lifestyle.

Vocational training at a higher education institution occupies a special place and is determined not only by an amount of educational knowledge, but also by importance of solving a problem of preserving and promoting health, a need to form a healthy lifestyle of younger generation. Systematic analysis of concepts of «health» and «healthy lifestyles» leads to a conclusion that a category «health» is manageable, since it depends on a motivational sphere of an individual, therefore, there is a problem in a choice of tools and means of its formation. In this regard, it is important to consider scientific approaches to formation of health in general and health-care competence of students, in particular, and to develop a unified strategy for preserving health of participants of the pedagogical process.

In psychological and pedagogical literature, the concept of competency has become widespread relatively recently. Thus, in the late 1960s – early 1970s in western and in the late 1980s in Ukrainian science there emerged a special trend, i.e. competency-based approach to education. Under the notion of competency-based approach one can understand orientation of the education process toward forming and developing key (basic, main) and subject competencies of the individual. The result of this process will be formation of general competency, which is a set of key competencies, an integrated personality trait. Such a characteristic should be formed in the process of learning and contains knowledge, skills, attitudes, experience and behavioral models of personality (Ovcharuk, 2004: 64).

For a more complete comprehension of the problem of forming health preserving competence of future vocational

education teachers in theory and practice of higher education in the context of modernization, we will analyze different approaches to the definition of the essence of such concepts as competence, competency, professional competency, health preserving competence.

In modern scientific literature, there are many definitions of the notion of competency that characterize this phenomenon from different sides and at the same time indicate a lack of a unified approach to its defining. In particular, the Great Explanatory Dictionary of Modern Ukrainian provides the following definitions: competency derives from the Latin word *competens* (competent), which means proper, capable. Competency is a certain amount of knowledge acquired by the individual that allows them to judge anything, express a convincing, authoritative opinion. The term «competent» means someone who is knowledgeable in a particular field; who has the right to make, judge and decide on something according to their knowledge or authorities (Busel, 2004: 445).

The Encyclopedia of Education (edited by V. Kremen, 2008) interprets competency as the result of acquiring competence, which involves personal characteristic, an attitude to the subject of activity.

In the Dictionary of Vocational Education, competency is a set of knowledge and skills necessary for effective professional activity: the ability to analyze, predict the effects of professional activity as well as to use information (Nychkalo, 2000).

Modern psychological and pedagogical dictionary (edited by O. Shapran, 2016: 188-190). defines the concept of competency as the integrative quality of highly motivated individuals, manifested in their readiness to realize personal potential during productive activities, based on knowledge and experience acquired throughout life. They allow individuals to determine, that is to identify and solve, regardless of the context (situation) those problems that are related to a certain area of activity.

Thus, the notion of competency in reference literature is defined as the quality of personality acquired during learning and practical activities based on having knowledge, abilities and skills and is necessary for further career and their effective application, which allows them to efficiently perform professional duties according to the requirements of professional activity.

The terms «competence» and «competency» are becoming increasingly important in the educational space. The analysis of certain researches (A. Khutorskyi, V. Maslov, O. Mitina, O. Pometun, S. Sysoieva, H. Selevko, I. Zimniaia etc.) on the problem of training a competent specialist has showed that today there are different interpretations of these concepts; at the same time, the views of scholars regarding the ratio of these categories, their classification and types diverge. In particular, J. Raven (Raven, 2002) defines the concept of competency as a specific ability necessary for effective implementation of a concrete action in a particular subject field, which includes highly specialized knowledge, a particular kind of subject skills, ways of thinking and understanding of responsibility for their actions. To be competent means to have a set of specific competencies of different levels. V. Baidenko (Baidenko, 2004: 7) states that competence is the ability to do something well, effectively in a broad format of contexts with a high degree of self-regulation, self-reflection, self-esteem, with a fast, flexible and adaptive response to the dynamics of circumstances and environment; compliance with qualification characteristics taking into account the requirements of local and regional needs of labour markets; the ability to perform special activities depending on the tasks set, problem situations, etc.

Experts from the countries of the European Union define the concept of competency as the ability to apply knowledge and skills that ensures the active use of learning achievements in new situations. The International Board of Standards of Training, Performance and Instruction defines the notion of competency as the ability to carry out a qualified activity, task or work. Accordingly, the concept of competency contains a set of knowledge, skills and attitudes that enable the individual to act effectively or perform functions aimed at achieving certain standards in a professional field or activity (Yermakov, 2005).

Consequently, the analysis of scientific literature makes it possible to draw the following conclusions that competence is the personality's ability to solve various tasks that arise in real life situations in different spheres of activity; competency is an integral quality of personality acquired during learning and practical activities, based on the application of knowledge, abilities, skills,

experience and is necessary for a modern person to carry out qualitative and productive activities in the chosen professional field.

In modern scientific literature, the diversity of approaches to interpretation of the concept of professional competency can be explained by versatility and dynamism of this phenomenon. In particular, N. Grishanova (Grishanova, 2002) and Yu. Tatur (Tatur, 2004) define professional competency (in general terms) as a set of personality traits that provide effective professional activity. This characteristic covers professionally important knowledge, abilities, skills, motivation and experience of professional activity, the integration of which is a unity of theoretical and practical readiness for specific work and allows specialists to demonstrate the ability to realize their potential for successful creative professional activity in practice. In this case, competence should be understood as the range of issues in which the specialists must be competent, the field of activity in which they implement their professional competency.

H. Kodzhaspirova (Kodzhaspirova, 2002) characterizes professional competency as a necessary amount of knowledge, abilities and skills that create the basis for forming professional activity, communication and personality of the specialists who is a carrier of certain values, ideals and consciousness.

A. Khutorskoi (Khutorskoi, 2003), on the contrary, defines professional competence as a set of interrelated personality qualities (knowledge, abilities, skills, types of activity), based on a certain range of subjects and processes necessary for a qualitatively productive action in relation to them and competency as the degree of competence acquisition, that means the process of obtaining an appropriate competence, including the individual's personal attitude to it and the subject of activity.

In view of this, it should be noted that professional competency refers to profession and is characterized by the degree of the specialist's readiness for professional activity. The components of competency in most cases are considered in the light of analyzing professionally significant traits and qualities of the specialist, which ensure effective performance of the tasks set before them.

So, the concept of professional competency is a basic, system-forming and rather complex notion – it is readiness and ability of

the individual to act in any sphere. Also it involves the possession of an appropriate competence, which includes personal attitude to the subject of activity.

The term «competency» indicates correspondence of real and necessary qualities of the specialist's personality with the degree of acquisition of the content of competences, that is, first of all, a qualitative indicator. At the same time, competency can characterize the process of obtaining not one, but several competences; in particular, professional competency can be defined as mastering all professional competences.

It must be noted that foreign and Ukrainian researchers distinguish different types of competencies. Moreover, their number can vary from 3 to 40. For different activities, researchers allocate different types of competencies. However, J. Raven (Raven, 2002) recommends “not to merely study these competencies, but also to build learning in view of their forming as the ultimate outcome of learning”.

An analysis of scientific literature has proved that the problems of health preservation, health preserving competency and its structure have been investigated by (O. Antonova, L. Hrytsiuk, A. Liakisheva, M. Mitina, O. Shatrova, O. Yugova, I. Zimniaia et al.). In particular, O. Antonova & N. Polishchuk (Antonova & N. Polishchuk, 2011) interprets health preserving (health saving) competency as an integral quality of personality, which manifests itself in the general ability and readiness for health preserving, which is based on integration of knowledge, abilities, skills, values, personal attitudes aimed at maintaining their own and environment's physical, social, mental and spiritual health. O. Shatrova (Shatrova, 2012: 114) believes that health preserving competency of teachers should be regarded as an integral quality of the individual, based on integration of knowledge, skills and experience, which manifests itself in the general ability and readiness for health preserving activities in the educational environment.

L. Hrytsiuk & A. Liakisheva (Hrytsiuk & Liakisheva, 2010: 145) believe that health preserving (health saving) competency is an integrative quality of the individual, which ensures successful preservation and strengthening of children and young people's physical, social, mental and spiritual health in a social environment.

I. Zimniaia (Zimniaia, 2008) examining professional competency of graduates relates health preserving competency to a group of competencies of the individual as personality, the subject of activity and communication. In this case, health preserving competency, in her opinion, includes knowledge and compliance with the norms of a healthy lifestyle, knowledge of the danger of smoking, alcoholism, drug addiction, AIDS; knowledge and observance of hygiene rules, everyday life; physical culture, freedom and responsibility for choosing a way of life.

Health preserving competence involves not only medical and valeological informativeness, but also application of the acquired knowledge in practice, possession of methods of health promotion and diseases prevention.

The key to health preservation is a healthy lifestyle, i.e., a combination of forms and ways of daily life, strengthening the adaptive capacity of the body, contributing to the full implementation of educational and professional tasks, social and biological functions in the process of daily life.

Health preserving competency should include a system of knowledge and ideas about positive and negative changes in the state of their own health and the health of others; the ability to develop an effective program for preserving their health and the health of students in the education process; the ability to create and develop a health preserving educational environment; the ability to apply various methods of preventive healthcare as well as educational technologies promoting students' health preservation; the ability to investigate effectiveness of the education process regarding health preservation; the ability to organize and implement preventive healthcare.

Thus, health preserving competency is a quality formed at a certain stage of activity within the framework of a certain socio-occupational situation that is based on individual psychological qualities of personality and is integral and systemic. In this regard, higher education should orient future vocational education teachers toward acquiring concrete knowledge, abilities and skill needed to organize health preserving activity and foster a healthy lifestyle.

Having analyzed an educational and professional training program of a future teacher of vocational training (labour

protection), curricula and training programs, we can distinguish the discipline «Methodology of vocational training», which provides opportunities for formation of health-care competence.

For example, the content of a methodological system for formation of health-care competence in certain subjects of the discipline «Methodology of professional training (basic technologies of teaching and didactic design)»: «Analysis of the basic concepts of health-care competence of a teacher of vocational training», «Methodical aspects of the organization of educational organization using health-care learning technologies» and more. During their study at lectures, future vocational training teachers (labour protection) are acquainted with terms («education», «vocational education», «vocational training», «health-care competence», «competence formation», «health» («Health-care technologies»)) to help students understand that scientific research is still underway to accurately interpret them.

During practical classes analysis of the problem of development of basic concepts of health care in psychological and pedagogical sources is analyzed. Future vocational training teachers (labour protection) identify common and different scientific approaches of domestic and foreign scientists to a concept of «health-care technologies», as well as study of current trends of development of a problem under consideration from a point of view of priority.

For example, in a practical lesson, a topic «Interactive methods for implementing health-care technologies in higher education institutions» should use interactive teaching methods, namely: creative tasks; small group work, training games and projects.

Thus, a process of professional training of future vocational training teachers (labour protection) with introduction of pedagogical technologies of interactive and problem-based learning, contributes to a formation of health-care competence, development of skills and abilities of self-control, which positively influences creation of health-care educational environment.

Thus, health-care competence is a quality that is formed at a certain stage of activity, within a certain socio-professional situation and based on individual-psychological qualities of an individual,

and has features of integrity and systematic nature. In this regard, higher education institutions should orient students to acquire specific knowledge about an individual and his or her health, skills, abilities necessary for organizing health care activities and healthy lifestyles; ability to create and develop a health-friendly educational environment; mastering ways to organize health and health care activities; possession of educational technologies that promote health of students; ability to explore effectiveness of health care education process.

Therefore, health-care competence of a future vocational teacher (labour protection) which is understood as a set of knowledge, skills and values, and practical experience in health-saving and healthy lifestyles relevant to effective health-care activity.

Conclusions and prospects of further research in this area.

The conducted research makes it possible to state that a problem of health is considered by the state as a key one, since the health of the nation as a whole depends on health of each of its citizens and is a condition for development of not only an individual but also the society as a whole.

Based on analysis of scientific literature on formation of health-care competence of future vocational training teachers (labour training), we understand as an integral property of an individual acquired in a learning process and practical activities that characterize his desire and ability (willingness) to realize his own potential (knowledge) and its health, skills, abilities, experience, personal qualities and values) in its ability to organize activities on health care and healthy lifestyles.

The prospect of further research can be to identify organizational and pedagogical conditions for effective preparation of future vocational training teachers (labour protection) for health care activities with consideration of foreign experience.

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АНОТАЦІЯ

У статті розглянуто теоретичні підходи до проблеми формування здоров'язбережувальної компетенції майбутніх педагогів професійного навчання (охорона праці) у процесі професійної підготовки в закладах вищої освіти. За допомогою різних наукових підходів проаналізовано сутність понять «компетенція», «компетентність», «професійна компетентність» та «здоров'язбережувальна компетенція». На основі врахування різних поглядів науковців щодо трактування поняття «формування здоров'язбережувальної компетенції», «формування здоров'язбережувальної компетенції майбутніх педагогів професійного навчання (охорона праці)», розуміємо його як інтегральну властивість особистості, що набувається в процесі навчання та практичної діяльності, що характеризує її прагнення і здатність (готовність) реалізувати власний потенціал (знання про людину та її здоров'я, вміння, навички, здібності, досвід, особистісні якості та цінності) у здатності організувати діяльність з питань здоров'язбереження та здорового способу життя.

Доведено, що освітній процес професійної підготовки майбутніх педагогів професійного навчання (охорона праці) у закладах вищої освіти з використанням інтерактивних методів навчання, сприяє формуванню здоров'язбережувальної компетентності, набуття майбутніми фахівцями сукупності загальнонаукових і професійних знань, навичок і вмінь, що позитивно впливає на збереження і зміцнення здоров'я молодого покоління.

Ключові слова: здоров'я, здоровий спосіб життя, здоров'язбереження, компетенція, компетентність, здоров'язбережувальна компетентність, майбутній педагог професійного навчання (охорона праці), професійна підготовка, здоров'язбережувальна діяльність, здоров'язбережувальне освітнє середовище.

АННОТАЦІЯ

В статті рассмотрені теоретическіе підходи к проблемі формування здоров'єсберегаючої компетенції будучих педагогов професіонального обучения (охорона труда) в процесі професіональної підготовки в установах вищого образования. С помощью различных научных подходов проанализированы сущность понятий «компетенция», «компетентность», «професіональная компетентность» и «здоров'єсберегающая компетенция». На основе разных взглядов ученых относительно трактовки понятия «формування здоров'єсберегаючої компетенції», «формування здоров'єсберегаючої компетенції будучих педагогов професіонального обучения (охорона труда)», понимаем его как интегральное свойство личности, которое приобретается в процесі обучения и практической деятельности, характеризует стремление и способность (готовность) реализовать собственный потенциал (знания о человеке и его здоровье, умения, навыки, способности, опыт, личностные качества и ценности) в способности организовать деятельность по вопросам здоров'єсбережения и здорового образа жизни.

Доказано, что образовательный процесс професіональной подготовки будучих педагогов професіонального обучения (охорона труда) в заведениях высшего образования с использованием интерактивных методов обучения, способствует формированию здоров'єсберегающей компетентности, приобретения будущими специалистами совокупности общенаучных и професіональных знаний, навыков и умений, что

положительно влияет на сохранение и укрепление здоровья молодого поколения.

Ключевые слова: *здоровье, здоровый образ жизни, здоровьесбережение, компетенция, компетентность, здоровьесберегающая компетентность, будущий педагог профессионального обучения (охрана труда), профессиональная подготовка, здоровьесберегающая деятельность, здоровьесберегающая образовательная среда.*