



ADDITIONAL PROFESSIONAL EDUCATION OF TEACHERS IN THE FIELD OF HEALTH SAVING: PROBLEMS AND SOLUTIONS

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ANNOTATION

In the article, the reasons for the lack of teachers' readiness for health-saving and health-educating activities, self-development in the field of health are examined. The crisis of the systems of postgraduate professional education and weak points of modern standards of higher education in Pedagogical education concerning the preparation of teachers for such activity are characterized. Data of the research which have been carried out among students of professional development are provided. Proceeding from the designated problems, the author's approach to the professional development of teachers in the field of protecting children's and their health is offered.

Keywords: health-saving activity; health education; teacher's functions; self-development in the area of health; professional development; professional education.

Introduction

Currently, additional vocational education is in the stage of dynamic development, the search for new organizational and technological forms. The former system of advanced training of teachers is not able to meet the needs of students, since it does not have the qualities necessary in modern socio-economic conditions: it does not differ in content flexibility - it is practically not ready to quickly change the content of programs in accordance with current problems and individual professional needs of students; does not differ in organizational convenience - with the active pace of development of technical teaching aids, distance learning, innovative practice-oriented full-time forms (pedagogical workshops, internship sites, supervision, etc.), the organization of courses still continues to remain largely conservative (lectures and seminars at on the basis of universities, methodological centers or regional institutions for the development of education); is far from «customer-oriented» - the student actually does not have the opportunity to independently build his own educational route, since the initiative of the administration of the educational institution in which he works and municipal education authorities is strong in determining programs and the timing of their passage, while, as already noted, the





range of programs offered does not always meet the needs of the teacher; is not health-safe for the student - a significant proportion of teachers do not have the opportunity to undergo advanced training «off-the-job», so classes are often painful, requiring additional physical and emotional costs from students after a hard day's work. Thus, trainees do not receive a proper incentive to improve their qualifications and, in general, for high-quality professional development. In particular, this concerns increasing the competence of teachers in the field of protecting and strengthening the health of students and pupils.

Moreover, considering advanced training in the context of a competency-based approach, the most common in the domestic system of postgraduate professional training, it is appropriate to talk about insufficient attention to the personality and personal characteristics of the student himself, although this, according to scientists, is one of the equivalent components in the structure of the teacher's professional competence. Today, the professional development system offers a large number of health-saving programs. This is due to the need to involve all employees of the education system in the process of minimizing school risk factors for children's health. Experts note that the desire to protect the health of students has been observed in official methodological practice since the 19th century, but only at present has all this gained mass character and state support.

Since the teacher is the central subject organizing the educational process of the child, it is logical to conclude that today it is the teachers who are not effectively coping with their functions in the field of preserving and developing the health resources of students. A fundamentally new approach is needed to the training of teachers who are aware that the health of the younger generation is a state of wealth and that each teacher is responsible not only for the quality of knowledge but also for the safety of the educational process. It is no coincidence that in the state educational standards of general education and other fundamental documents, attention is focused on the fact that the teacher must take into account individual and age-related physical and psychological characteristics, the level of health of the child when choosing teaching methods and technologies; to strengthen the physical and spiritual health of students; to form a culture of healthy and safe lifestyle among them. However, the current standards of higher professional education in the direction of «Pedagogical education» do not form the necessary competencies for a bachelor's graduate, since they lack disciplines that introduce students to the morphological and functional characteristics of a child, to ways to minimize school risk factors, to the methodology for developing a healthy culture among schoolchildren. and safe lifestyle [1]. Given this, it is necessary to fill in the corresponding gaps in the system of postgraduate





professional education (and already at the stage of the beginning of the professional activity of a young specialist). Unfortunately, there is a powerful factor hindering the development of effective approaches to the mass training of teachers for the implementation of functions in the field of health preservation and promotion: today there is no unified generally recognized methodology of health-promoting activities and a clear description of the functions of a teacher in this area (while the health of students still acts a criterion for assessing the quality and effectiveness of pedagogical activity - for example, during attestation procedures). A certain reference point in this aspect can be given by legal documents and scientific and methodological works. So, for example, «Qualification characteristics of the positions of educators» say that the teacher must know age-related physiology, school hygiene, requirements for equipping and equipping classrooms and utility rooms. Also, to create a favorable psychological climate in the learning process, the teacher must know the methods of persuasion, argumentation of his position, establishing contacts with students of different ages, their parents, etc. Analyzing the approximate basic educational program of an educational institution, we see that the strategic goal of health-saving activities in an educational institution is the formation of knowledge, attitudes, personal guidelines, and norms of behavior of students that ensure the preservation and strengthening of physical and psychological health as one of the value components that contribute to the cognitive and emotional development of the child, achievement of the planned results of the development of the main educational program. As we can see, the implementation of such professional tasks requires the teacher to know the methods of forming a healthy lifestyle, pedagogical prevention of addictive behavior, and most importantly, accepting the importance of health in the value system of a person and society. The latter provision is confirmed in the requirements for educational institutions in terms of protecting the health of students, pupils, where, for example, the signs of health culture of the teaching staff themselves are formulated: their knowledge and skills on the use of health-saving methods and technologies, health-saving communication style and lifestyle and having a responsible attitude towards their health. With regret, we emphasize once again that the standards in the direction of «Pedagogical education» do not allow preparing a graduate for the positions listed above. Experienced teachers do not differ in a clear understanding of their functions in the field of health protection and promotion. As N.N. Nezhkin, «there is a paradox: if a teacher teaches children to write and read, then it is understood that he knows how to do it well. And if he is not trained to regulate the state of his health, then how can he teach this to children?» [4, c. 30].



This leads to the conclusion that by forming the knowledge, skills, and abilities of health-saving activities among students, but not working to increase their motivation for this activity, we practically exclude the possibility of a real increase in the effectiveness of their work in this area. In our opinion, the implementation of the health-preserving and health-forming functions of a teacher is impossible without understanding the essence of health from the standpoint of a holistic approach - the unity of the bio-psycho-socio-spiritual components. This approach to health was developed by both domestic scientists and foreign colleagues. Developing the point of view of scientists, we believe that spiritual health, as a coordinate system, an ideological core that determines behavior, way of thinking, and lifestyle of a person, is the basis, the basis of the methodology of health saving in education. As a solution to the above problems in the university and postgraduate professional education of teachers on health issues, we developed the concept of advanced training courses for teaching staff, their goals, objectives, and content of the programs were determined. The purpose of health-saving courses for teachers is to develop their professional competence in organizing health-saving activities at school within the framework of the three main functions of a teacher as a manager of the educational process related to the preservation and promotion of health [3]: the teacher controls the conditions in which the educational process takes place, and is able to make them such that the starting level of health of the participants in the educational process does not worsen in the process of daily interaction - we call this function health-saving; the teacher manages the content of education and is able to include issues related to the formation of healthy lifestyle skills and motivation for creative behavior in the educational process - we will call such a function health-forming; the teacher manages the process of his professional improvement, including increasing his competence in matters of health characteristics and age and individual development of students, pedagogical tools (technologies, techniques, methods, techniques, means, forms) of preserving and developing the child's health resources in classroom and extracurricular activities, and also (which seems to us especially important) manages self-development in the field of health and a healthy lifestyle (obtains knowledge about various ways to prevent health disorders, improves their skills in assessing and correcting well-being and mood, develops their motivation for health-oriented behavior and thoughts, etc.) - such a function can be designated as self-development in the field of health. When training under advanced training programs of a health-saving orientation, it is necessary to consistently implement the following tasks: increase students' motivation to protect and improve their health of students; to acquaint students with the theory and methodology of organizing a health-saving



educational process (in the classroom and extracurricular activities); to develop students' skills of rational construction of the educational process and the formation of a culture of a healthy and safe lifestyle for students; to develop in students a responsible attitude to their health as a prerequisite for professional success.

Refresher courses with a health-saving focus should give a systematic understanding of the theoretical and methodological foundations of health-saving activities at school, the morpho-functional and psychological characteristics of school-age children, the health-forming content of education at school, the pedagogical tools of a health-saving lesson and extracurricular activities, public management of health-saving activities at school, teacher's health as the basis of professional success. By modern trends in postgraduate professional education, the program should consist of modules that are sufficiently independent in terms of content, which, if necessary and at the request of students, can be studied not only within the framework of a holistic program but also as separate modules within the framework of a credit-modular system of advanced training. This dictates the need to cross the basic concepts, which in some modules must be given in-depth and detail, while in others they are present only as a necessary part for introducing a new module into the problem. Among such concepts, for example, one can list such as health, health-saving technology, health-saving environment, school risk factors, healthy lifestyle, health culture, pedagogical prevention, and others. Each module should have an independent goal and tasks of a particular nature.

As a result of mastering the content of the program, the student should know: the characteristics of the morpho-functional and psychological development of schoolchildren, the main problems associated with the health of the student, and ways to solve them, taking into account the interaction of the teacher with specialists in various fields; the basics of life safety (algorithm of actions in emergency situations, as well as first aid methods in typical school cases); fundamentals of the methodology of health-saving activities; regulatory framework in the field of "education and health"; the content of health-forming activities (the basics of a healthy lifestyle, the basics of time management, the psychology of dependent behavior, the psychology of communication, conflictology, the theory of verbal aggression, the theory of mass communication, etc.); mechanisms for managing the educational process in accordance with the principles of health-saving pedagogy; a methodology for assessing the effectiveness of their activities from the standpoint of health saving and the formation of a healthy and safe lifestyle among students. As a result of mastering the content of the program, students develop the following skills: to apply in practice the acquired knowledge in the field of preserving and strengthening the health of



participants in the educational process; organize and evaluate their professional activities by the principles of health-saving pedagogy, the basics of the culture of pedagogical work; assess your health resources and rationally adjust your condition. In the organization of training, taking into account pedagogical principles, we have chosen a subject-activity approach, which is recognized today in the theory and methodology of vocational education as one of the most effective and allows the development of the professional competence of students through the actualization of their potential, improving their general and professional culture. For the implementation of the program, both full-time and distance learning forms are acceptable. The latter allows students to optimally use the resources of professional self-improvement without interrupting their main professional activity in a mode convenient for them. In this case, the mode of study within the framework of the training period laid down in the curriculum is negotiated with the students at the beginning of the training and does not imply face-to-face meetings or a fixed time for the student to be present in the distance professional development system (except control activities in the interview mode, if they are provided and the schedule is agreed with the students, and cases when students need individual consultations of the teacher on the forum or group consultations in the webinar mode - this possibility is also negotiated with the group before the start of training). To improve the culture of professional self-education and the convenience of independent work of students, distance course materials should have not only a list of basic and additional literature but also a system of hyperlinks to recommended electronic sources, including electronic libraries of scientific and methodological literature, educational portals and publications in journals of higher education. certification committee. This system of advanced training, in our opinion, will allow to correctly systematize and supplement (and in some cases re-form) the knowledge of students on the key provisions of the theory and methodology of health-saving and health-forming education, and also - which is a priority - will contribute to the conscious formation of the student's own personal and a professional route of self-development in the field of health based on high motivation for health-creating activities. Thus, an elementary school teacher can be considered as a guide in the postgraduate professional education of a person, as «... a teacher who transforms the pedagogical environment, an active person who creatively models his professional activity» [5, c. 30].



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