

THEORETICAL AND METHODOLOGICAL BASICS OF STUDENTS' HEALTH RETAINING COMPETENCE FORMATION OF HIGHER EDUCATIONAL INSTITUTIONS

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Abstracts

Topicality. An effective way to improve the youth health is to organize an educational process based on a competent approach that ensures the physical and mental well-being of the individual. However, the scientific literature does not adequately substantiate the information on the components and methods of students' health retaining competence formation of higher educational institutions. **The purpose of the research** is to develop a methodology for the formation of students' health retaining competence of higher educational institutions and to check its effectiveness. **Methods of the research are** the analysis of psychological and pedagogical literature, systematization of information, pedagogical testing, questionnaires, pedagogical experiment, pedagogical observation, and mathematical statistics. 480 students were participated at the various stages of the research. **Results.** Health retaining competence is a system of values, interconnected and mutual influenced knowledge, skills and abilities, level of physical condition, which provide a high level of healthcare activity. The value, cognitive and activity components lay at the heart of health retaining competence. The valuable component of health retaining competence implies the presence at students of stable interest and motivation to health competence activity, an active attitude to a healthy lifestyle, the ability to reflection and self-regulation of behavior and emotional states. The cognitive component promotes the formation of a system of knowledge, skills that provide a strong state of health. The active component is characterized by systematic physical exercises; the activity in health retaining activity; using the existing knowledge, skills at students' individual work in the field of physical education. The active component ensures the successful performance of health retaining activity and it is characterized by an adequate level of physical condition and state of health. **Conclusions.** The formation of health retaining competence is a purposeful and structured process that involves the formation of motivation to health retaining activity and systematic motor activity, assimilation of theoretical knowledge and practical skills, increase of physical preparedness and functionality.

Key words: health retaining competence, physical education, health, students, methodology.

Олена Іщук, Анатолій Цьось. Теоретичні та методичні основи формування здоров'язберігальної компетенції студентів закладів вищої освіти. Актуальність. Ефективним способом зміцнення здоров'я молоді є організація навчально-виховного процесу на основі компетентнісного підходу, який забезпечує фізичне й психічне благополуччя індивіда. Проте в науковій літературі недостатньо аргументовано відомості щодо складників та методики формування здоров'язберігальної компетенції студентів закладів вищої освіти. **Мета дослідження** – розробити методику формування здоров'язберігальної компетенції студентів закладів вищої освіти й перевірити її ефективність. **Методи дослідження** – аналіз психолого-педагогічної літератури, систематизація інформації, педагогічне тестування, анкетування, педагогічний експеримент, педагогічне спостереження, математична статистика. На різних етапах дослідження взяли участь 480 студентів. **Результати.** Здоров'язберігальна компетенція – це система цінностей, взаємозв'язаних і взаємозумовлених знань, умінь і навиків, рівня фізичного стану, які забезпечують високий рівень здоров'язберігальної діяльності. В основу здоров'язберігальної компетенції покладено ціннісний, когнітивний та діяльнісний компоненти. Ціннісний передбачає наявність у студентів стійкого інтересу й мотивації до здоров'язберігальної діяльності, активне ставлення до здорового способу життя, здатність до рефлексії та саморегуляції поведінки й емоційних станів. Когнітивний компонент сприяє сформованості в студентів системи знань, умінь і навичок, що забезпечують міцний стан здоров'я. Діяльнісний компонент характеризується систематичністю занять фізичними вправами; активністю в здоров'язберігальній діяльності; використанням сформованих знань, умінь, навичок у самостійній роботі студентів із фізичного виховання. Діяльнісний компонент забезпечує успішне виконання здоров'язберігальної діяльності й вирізняється належним рівнем фізичного стану та стану здоров'я. **Висновки.**

Формування здоров'язберігальної компетенції – це цілеспрямований і структурований процес, який охоплює формування мотивації до здоров'язберігальної діяльності й систематичної рухової активності, засвоєння теоретичних знань і практичних умінь, підвищення фізичної підготовленості та функціональних можливостей.

Ключові слова: здоров'язберігальна компетенція, фізичне виховання, здоров'я, студенти, методика.

Елена Ищук, Анатолий Цёсь. Теоретические и методические основы формирования здоровьесберегающей компетенции студентов высших учебных заведений. Актуальность. Эффективным способом укрепления здоровья молодежи является организация учебно-воспитательного процесса на основе компетентностного подхода, который обеспечивает физическое и психическое благополучие индивида. Однако в научной литературе недостаточно аргументированы сведения о составляющих и методике формирования здоровьесберегающей компетенции студентов высших учебных заведений. **Цель исследования** – разработать методику формирования здоровьесберегающей компетенции студентов высших учебных заведений и проверить ее эффективность. **Методы исследования** – анализ психолого-педагогической литературы, систематизация информации, педагогическое тестирование, анкетирование, педагогический эксперимент, педагогическое наблюдение, математическая статистика. На разных этапах исследования приняли участие 480 студентов. **Результаты.** Здоровьесберегающая компетенция – это система ценностей, взаимосвязанных и взаимообусловленных знаний, умений и навыков, физическое состояние, что обеспечивают высокий уровень здоровьесберегающей деятельности, признание здоровья важнейшей ценностью человеческого бытия. В основе здоровьесберегающей компетенции лежат ценностный, когнитивный и деятельностный компоненты. Ценностный предусматривает наличие у студентов устойчивого интереса и мотивации к здоровьесберегающей деятельности, активное отношение к здоровому образу жизни, способность к рефлексии, саморегуляции поведения и эмоциональных состояний. Когнитивный компонент определяет сформированность у студентов системы знаний, умений и навыков, которые обеспечивают крепкое состояние здоровья. Деятельностный компонент характеризуется систематичностью занятий физическими упражнениями; активностью в здоровьесберегающей деятельности; использованием сформированных знаний, умений и навыков в самостоятельной работе студентов из физического воспитания. Деятельностный компонент обеспечивает успешное выполнение здоровьесберегающей деятельности и отличается должным уровнем физического состояния и здоровья. **Выводы.** Формирование здоровьесберегающей компетенции – это целенаправленный и структурированный процесс, который охватывает формирование мотивации к здоровьесберегающей деятельности и систематической двигательной активности, усвоение теоретических знаний и практических умений, повышение физической подготовленности и функциональных возможностей.

Ключевые слова: здоровьесберегающая компетенция, физическое воспитание, здоровье, студенты, методика.

Formulation of a research problem and its significance. The world community consider human health in its broad sense as one of the global issues. Among the reasons of the declining health there are socio-economic and environmental factors, ineffective health care strategies and flaws in the educational system. Also, the fact that the future of each country, its political, economic and cultural levels depends upon how it creates favorable conditions for a healthy development and a happy life of youth is also indisputable.

The analysis of domestic and foreign scientific sources allowed to determine the significant experience gained in the theory and practice of retaining and strengthening of health [6; 10; 17; 20; 22; 23]. In scientific works the methods of forming a health culture have been substantiated, the main conditions for the establishment of the health retaining educational environment have been defined, the requirements for a health retaining activity have been established [1; 12; 15; 21], the programs for health strengthening of youth by means of physical activity have been recommended [4; 8; 11; 14; 16; 18; 19]. As a result of the educational activity the health retaining competence have been formed [2].

In scientific works [2; 7; 9; 13; 17] It is stated that one of the effective ways of health strengthening and health retaining for young students is the organization of the educational process on the basis of a competency-based approach which creates a sustained motivation to health retaining and shaping one's own identity in a healthy way of living, teaching the means and methods that provide the physical and mental well-being of the individual. The implementation of this approach involves the formation of key competence, in particular a health retaining competence. However, in modern scientific literature, there is not enough information on the components and methods for the formation of the health retaining competence for university students.

The goal and the specific tasks of the article. To develop a methodology for the formation of health retaining competence for university students and to test its efficiency.

Material and methods of research. For the purpose of solving the given tasks, the system of research methods was used. Theoretical methods include the study of psychological and pedagogical as well as medical and biological literary sources on the issue of health and physical education in the higher education system, which made it possible to systematize the basic concepts of the problem under the study and outline the essence of health retaining competence of students. Empirical methods include monitoring the educational activity, analysis of its results, questionnaires, testings, pedagogical experiments. These methods enabled to identify the state and peculiarities of the formation of students health retaining competence and to test the method of formation of health retaining competence of students in the process of physical education. Statistical methods facilitated qualitative and quantitative analysis of experimental data as well as validation of the results.

The research was carried out at the Lesia Ukrainka Eastern European National University and Lutsk National Technical University. 480 students took part in the research at its different stages. To test the effectiveness of the developed method of the health retaining competence formation, a pedagogical experiment with the students of Lesya Ukrainka Eastern European National University was conducted. Altogether 247 students were involved, 125 among whom were a part of an experimental group and 122 were a part of a control group.

Research results. Based on the results of the scientific researches [3; 5; 10; 17] and collected data, it was determined that health retaining competence is a system of values, interconnected knowledge, skills, abilities and level of physical state, which provide a high level of health retaining activity and acknowledgment of health as the most important value of human being.

The data obtained enabled to substantiate the main components (human, cognitive, component of activity) of the health retaining competence of students (Fig. 1).

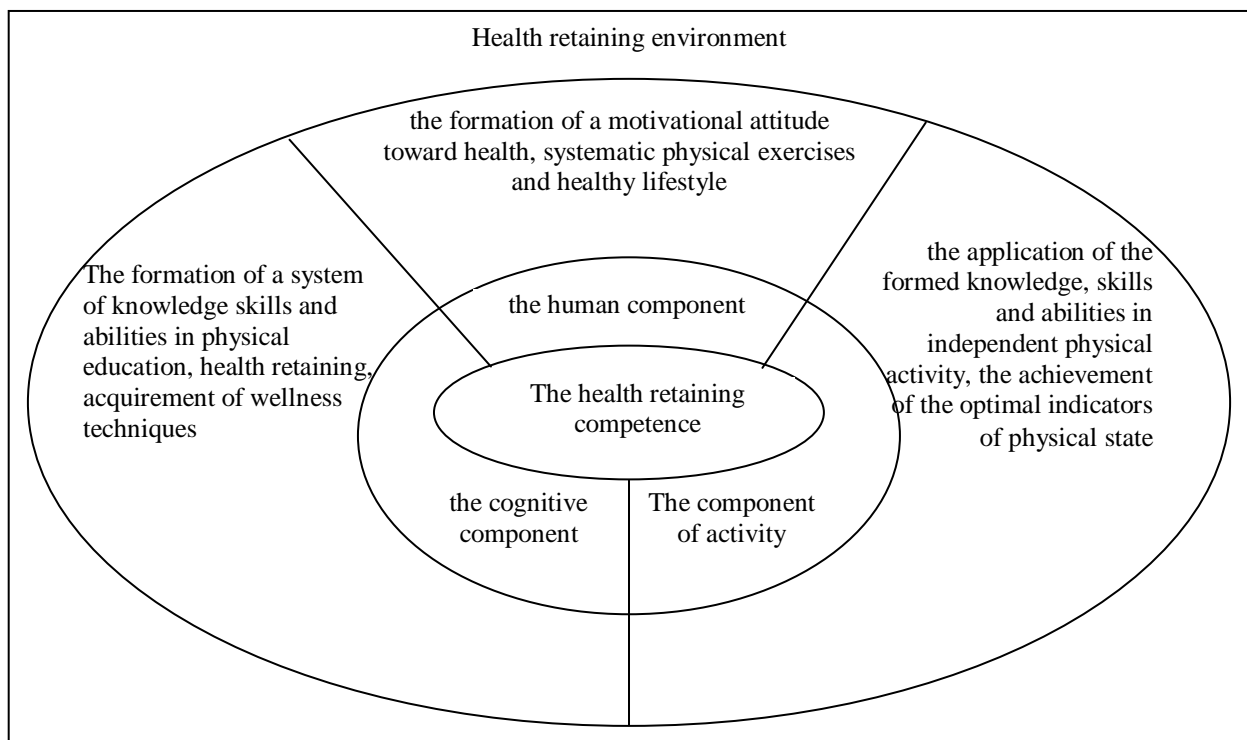


Fig. 1. *The main components of the health retaining competence*

A human component of health retaining competence implies a stable interest and motivation for health retaining activity, an active attitude regarding healthy lifestyle, the ability to reflect and self-regulate behavior and emotional states.

The research demonstrates that the students' level of interest in physical education at university is similar to the average. The study has shown a downward trend in interest of youth in physical education and the emergence of those who don't have the interest at all. Getting good grades is one of the main motives for students to attend classes of physical education at the university. Most girls limit their physical activity to only compulsory physical education classes.

According to selected psychological figures, there is a negative trend among students in the development of conditions, which can lead to a deterioration of health or pose a direct threat to it. In particular, on a frustration discomfort scale of people who do not have a high self-esteem, who are resistant to failure and are not afraid of difficulties, there has been identified 50 % of the first-year university students, 66.6 % of the second-year students, 42.6 % of the third-year students and 59.6 % of the fourth-year students. The highest average level of frustration has the students of the first year of study – 47.9 %, the second-year students – 27.7 %, the third-year students – 53.7 % and the fourth-year students – 40.4 %. On the basis of the results of the WAM inquirer (well being-activity-mood), it was found that on the "Well-being" scale a favorable state is observed in 30.3 % of the polled students, 29.4 % of students have normal state of well-being and 62.3 % are unfavorable. On the "Activity" scale, the distribution of students by their state is as follows: 29.4 % - favorable, 24 % - average and 34.6 % - unfavorable. On the "Mood" scale, 35 % of students belong to those who are usually in a good mood, 29.4 % of students are in a normal mood and 35.6 % are in a bad mood.

The cognitive component involves the formation of a system of knowledge and skills that provide a good state of health among students. The results of the study demonstrate the low level of theoretical knowledge of university students on the main sections of knowledge necessary for the formation of a sufficient level of health retaining competence.

The component of activity is characterized by systematic physical activity; health retaining activity; using the established knowledge and skills in independent work of students of physical education. The component of activity provides a successful performance of a health retaining activity and is characterized by an adequate level of physical health and well-being. Physical health is an integrated sign of the vital functions of a body that is determined by physical development, physical strength, functional capabilities of a body and a state of health.

The results of the study of the students' physical development show that the average body length of the students is 162.4–165.6 cm, body weight – 52.2–56.4 kg, chest at rest – 81.5–87.3 cm, at inhalation – 84.8–91.0 cm, at exhalation – 79.3–85.7 cm. In general anthropometric measurements are within the age limits. The indicators of physical development of the students remain pretty much unchangeable, which is due to the physiological mechanisms of the age.

The data obtained enables to state that the average indicators of the students' physical fitness are low. It should be noted that from the first to the second year of study there is a tendency among the students to increase physical fitness by 3.8–18.5 % (depending on the year of study). Then there is a certain stabilization of the results with their subsequent decrease (up to 28.4 %) in the fourth year of study.

The average indicators of diastolic and systolic blood pressure of university students are within the age limits. At the same time, 19 % of the first-year students, 12.82 % of the second-year students, 5.7 % of the third-year students and 24.5 % of the fourth-year students have high systolic blood pressure. The heart rate of the students is within the range of 77.4–87 beats per minute. However, a significant number of the students have tachycardia (more than 50 % during the third and fourth years of study).

Therefore, the human component, the cognitive component and the component of activity of the health retaining competence of students do not fully meet the requirements for the high-quality health retaining activity, which requires additional scientific research.

Statement regarding the basic material of the research and the justification of the results obtained. On the basis of analysis of literary sources, practices of higher education institutions, as well as a systematic approach as a methodological basis for the study, a method for the formation of a health retaining competence of university students was developed. The method covers the compliance with a certain goal, objectives, principles, pedagogical conditions, methods, means, forms and stages of study (Fig.2).

The goal of formation of the healthcare retaining competence involves the development of personal qualities, special knowledge, skills and abilities, physical activity, providing a high quality of life. Effective formation of the health retaining competence can occur only in the conditions of health retaining activity,

which is considered as a specific form of human activity, that is carried out in conditions of a healthy lifestyle. The developed methodology is based on the formation of the human component, the cognitive component and the component of activity of the health retaining competence of university students.

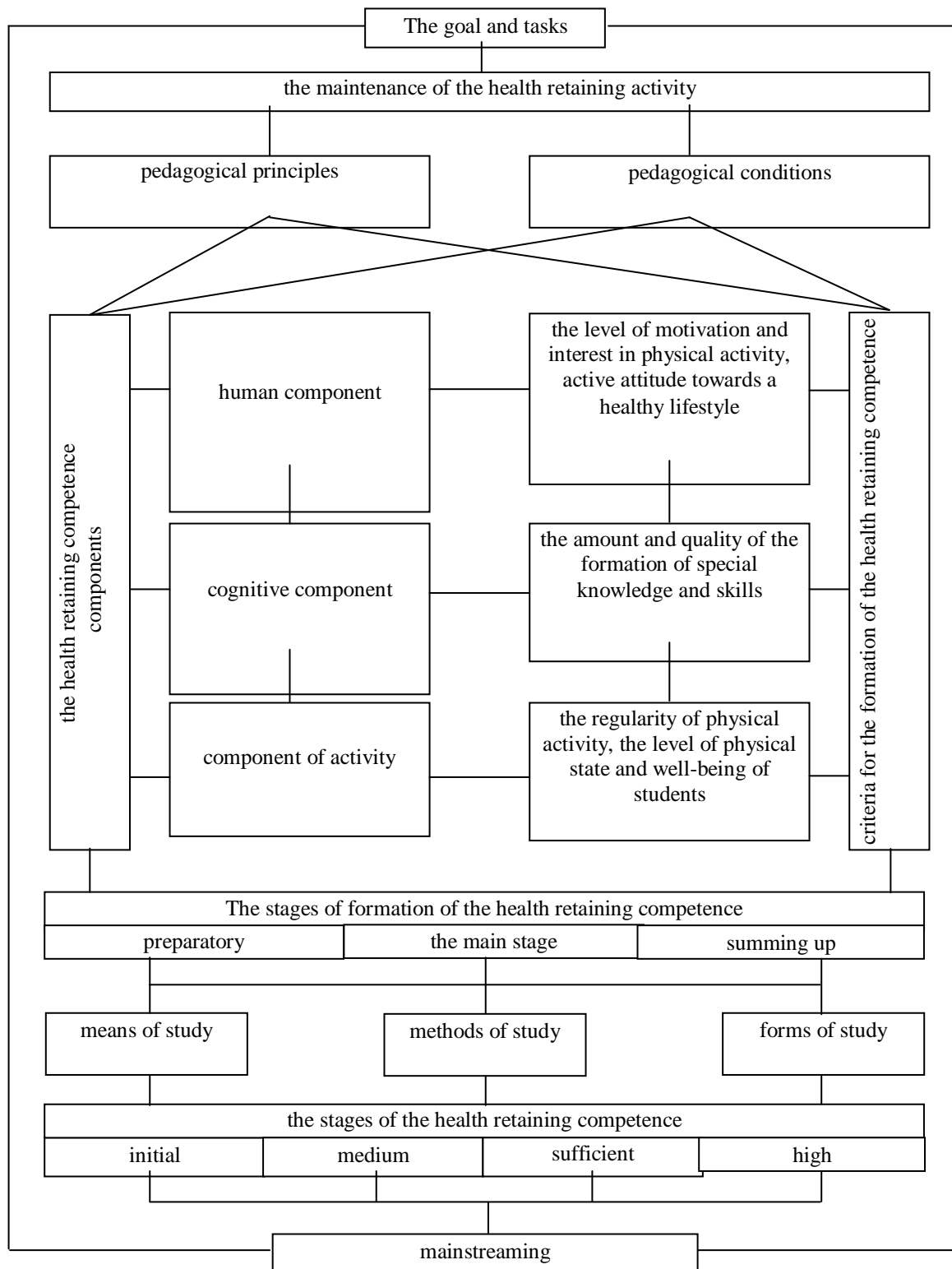


Fig. 2 Structure of the method of a health retaining competence formation

The main pedagogical conditions for the formation of students' health retaining competence include the personality and activity approach, the continuity of the training process, focus on self-education and self-development, interdisciplinary integration and the creation of an atmosphere of cooperation and mutual learning.

Formation of a health retaining competence of students is carried out during the three stages: the preparatory stage, the main stage and summing up. At the first stage, which is the formation of a motivational attitude towards physical activity, students develop an understanding of the importance of independent exercises, persistent interest and motivation to physical exercise and a healthy lifestyle. At the second stage, a system of knowledge, skills and abilities in physical education is created, an ability to independently perform physical exercises is formed and health-improvement training programs are built. The third stage involves an application of the formed knowledge, skills and abilities in independent physical activity, involvement and assimilation of the rules and technologies of health training, accumulation of practical experience in the performance of physical exercises.

The effectiveness of the realization of the health retaining competence tasks depended directly on the effective cooperation between the teacher and the students, which created a condition of mutual trust and high emotional activity of the physical classes.

The approbation of the developed method showed its high efficiency, which is confirmed by the growth of the indicators of health retaining competence, an increase in the number of people who independently performed physical exercises to 78 % and an increase of the level of physical fitness in accordance with all the motor tests.

Conclusions and prospects for further research. Health retaining competence is a system of values, interconnected and interdependent knowledge, level of physical state, skills and abilities that provide a high level of healthcare and recognition of health as the most important value of human existence.

The health retaining competence is based on the human component, the cognitive component and the component of activity. A human component of health retaining competence implies a stable interest and motivation for health retaining activity among students. The cognitive component involves the formation of a system of knowledge and skills that provide a good state of health among students. The component of activity is characterized by systematic physical activity; health retaining activity; using the established knowledge and skills in independent work of students of physical education. The human component, the cognitive component and the component of activity of health retaining competence of students do not fully meet the requirements of high-quality healthcare.

The formation of the health retaining competence is a purposeful and structured process that involves the formation of motivation to health retaining activity and systematic physical activity, assimilation of theoretical knowledge and practical skills, increase of physical fitness and functional capabilities. The method of formation of the health retaining competence is developed on the basis of the analysis of literary sources, the practices of higher educational institutions, as well as the systematic approach as a methodological basis of the study, covering the interconnection of all the components of the educational process with respect to the stated goal, tasks, principles, pedagogical conditions, methods, means, forms and stages of training. The developed method is based on the formation of the motivational component, the cognitive and the component of activity of the health retaining competence.

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