

## Здоров'язбережувальна компетентність як умова ефективної професійної діяльності викладача фізичного виховання

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**Анотація.** У статті обґрунтовано ключову роль здоров'язбережувальної компетентності як фундаментальної, системоутворювальної умови ефективної професійної діяльності викладача фізичного виховання. Актуальність дослідження посилюється в умовах погіршення стану здоров'я молоді, поширення гіподинамії та психоемоційних перевантажень. Визначено, що сучасний компетентнісний підхід вимагає від фахівця не лише предметних знань, а й інтегративних якостей, що забезпечують збереження та зміцнення здоров'я всіх суб'єктів освітнього процесу.

На основі аналізу наукових джерел та результатів педагогічного спостереження виявлено тривожну тенденцію: низький рівень усвідомленої мотивації студентської молоді до здорового способу життя та недостатню ефективність існуючих освітніх практик, які часто мають формальний, репродуктивний характер. У роботі доведено, що успіх формування культури здоров'я в здобувачів освіти безпосередньо залежить від рівня сформованості здоров'язбережувальної компетентності у самого педагога, яка виступає каталізатором освітнього процесу.

Запропоновано авторське трактування поняття та розкрито його чотирикомпонентну структуру, що включає аксіологічний (ціннісне ставлення до здоров'я), когнітивний (система наукових знань), праксеологічний (практичні вміння та навички) та особистісний (власний приклад та здатність до саморегуляції) компоненти.

Аргументовано, що ефективність діяльності викладача визначається його здатністю бути авторитетною рольовою моделлю, що неможливо без розвиненого особистісного компонента. Доведено, що саме ця компетентність є гарантом створення безпечного освітнього середовища, запобігаючи фізичному та психологічному травматизму. Крім того, вона розглядається як ключовий фактор профілактики професійного вигорання самого викладача, що напряму впливає на якість та стабільність його роботи.

Визначено перспективи подальших досліджень, спрямованих на розробку діагностичного інструментарію для оцінки рівнів сформованості даної компетентності, а також на створення та експериментальну перевірку педагогічних моделей і технологій її цілеспрямованого формування у майбутніх фахівців з фізичної культури і спорту в умовах закладів вищої освіти.

**Ключові слова:** здоров'я, здоров'язбережувальна компетентність, викладач фізичного виховання, професійна діяльність, мотивація, студенти, фізична культура.

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## Health-preserving competence as a condition for the effective professional activity of a physical education teacher

**Abstract.** This article substantiates the key role of health-preserving competence as a fundamental, system-forming condition for the effective professional activity of a physical education teacher. The relevance of the research is amplified by the deteriorating health of young people, the spread of physical inactivity (hypodynamia), and psycho-emotional overload. It is determined that the modern competence-based approach requires a specialist to possess not only subject-specific knowledge but also integrative qualities that ensure the preservation and strengthening of the health of all participants in the educational process.

Based on the analysis of scientific sources and the results of pedagogical observation, an alarming trend has been identified: a low level of conscious motivation among student youth for a healthy lifestyle and the insufficient effectiveness of existing educational practices, which are often formal and reproductive in nature. The paper proves that the success in forming a culture of health in students directly depends on the level of the teacher's own health-preserving competence, which acts as a catalyst for the educational process.

The author's interpretation of the concept is proposed, and its four-component structure is revealed, which includes axiological (value-based attitude towards health), cognitive (system of scientific knowledge), praxeological (practical skills and abilities), and personal (personal example and the ability for self-regulation) components.

It is argued that the effectiveness of a teacher's activity is determined by their ability to be an authoritative role model, which is impossible without a well-developed personal component. It is proven that this competence is a guarantor of creating a safe educational environment, preventing physical and psychological trauma. Furthermore, it is considered a key factor in the prevention of the teacher's own professional burnout, which directly affects the quality and stability of their work.

Prospects for further research are identified, aimed at developing diagnostic tools for assessing the levels of this competence, as well as creating and experimentally testing pedagogical models and technologies for its purposeful formation in future specialists in physical culture and sports within higher education institutions.

**Keywords:** health, health-preserving competence, physical education teacher, professional activity, motivation, students, physical culture.

### Introduction

The competency-based approach is an attempt to bring higher education in line with the needs of the labor market, individuals, and society. For the field of physical culture and sports, this means training specialists who are capable not only of conducting training sessions, but also of fulfilling a key social mission—raising a healthy generation. The state national program “Education,” the Law of Ukraine “On Physical Culture and Sports,” and the targeted comprehensive program “Physical Education – Health of the Nation” orient modern higher education toward raising a physically healthy and spiritually rich young generation.

Analysis of recent studies and publications. Scientists' attention to issues of healthy lifestyles and health-saving technologies has recently intensified (Kazanzhy I., 2011; Shkola O. M., 2018; Zhamardiy V., Shkola O., et al., 2019; Donchenko V. I., Zhamardiy V. O., et al., 2020). Researchers have found that the decline in the health of young people is due not only to socio-economic factors, but also to a lack of priority given to health and a lack of sustained motivation to lead a healthy lifestyle. However, as evidenced by an analysis of sources (Dubasenyuk O. A., 1999; Trotsko G. V., 1995), insufficient attention is paid to the personality of the teacher, specifically to their health-saving competence as a basic condition for the effectiveness of all physical education and health work.

The purpose of the study is to theoretically substantiate the role of the health-saving competence of a physical education teacher as a determining condition for his successful professional activity and effective formation of a culture of health in higher education seekers.

Research methods: analysis and generalization of scientific and methodological literature, generalization of advanced pedagogical experience, pedagogical observations, surveys, and questionnaires.

Research results and their discussion. Ukraine is facing a critical situation with the health of the younger generation. Our data confirm that a significant proportion of students have health problems and are in poor physical condition. The existing education system does not fully instill the necessary motivation for a healthy lifestyle, and students' knowledge of it is often fragmentary and unconvincing.

Analyzing data from literary sources (Dubasenyuk O. A., 1999; Trotsko G. V., 1995; Donchenko V. I., Zhamardiy V. O., Shkola O. M., Kabatska O. V. & Fomenko V. H., 2020), it is evident that there are very few studies that consider the formation of a healthy lifestyle as a comprehensive system of educational and upbringing measures involving not only individuals who are concerned about the health of their people. This requires scientific support for a comprehensive approach to the implementation of the developmental, educational, and health-promoting functions of education.

The existing education system does not fully form the necessary motivation for a healthy lifestyle, and the knowledge of students about a healthy lifestyle is not perfect and convincing. The main reason for this is that recommendations for a healthy lifestyle are imposed on young people in an educational and categorical manner.

Observations and surveys conducted at the Kharkiv Humanitarian and Pedagogical Academy revealed that the main harmful habit among junior students is not smoking or alcohol consumption, but overeating and an unbalanced diet, resulting in 64% of respondents being overweight. This indicates a low level of health culture and requires targeted pedagogical influence.

The analysis showed that teachers are a significant source of health information and role models. Thus, teachers' advice (20%) ranks second in terms of influence on the formation of a healthy lifestyle among students after parents (35%). At the same time, physical education classes (40%) are the main channel for the formation of practical skills and habits of a healthy lifestyle.

These data underscore the enormous responsibility that rests with physical education teachers. However, they can only perform this function effectively if they themselves have a high level of health-saving competence. This is an integrative quality that includes:

1. Axiological component: deep personal conviction in the priority of health, awareness of one's mission, motivation to promote healthy lifestyles.

2. Cognitive component: knowledge of valeology, physiology, dietetics, health psychology, mastery of modern health technologies.

3. Praxeological component: ability to diagnose health status, design individual health programs, create a safe environment.

4. Personal component: personal example of a healthy lifestyle, high level of personal health, stress resistance.

If a teacher does not possess this competence, their activities become ineffective:

1. Trust is lost: a teacher who is not a model of a healthy lifestyle cannot be an authority for students.

2. Motivation decreases: a formal, uninteresting approach to classes, a lack of individualization and modern methods kill interest in physical activity.

3. Risks arise: insufficient knowledge can lead to inadequate loads and injuries.

Therefore, physical education and sports specialists are obliged not only to "conduct classes," but also to foster a lasting interest in physical activity by explaining its impact on the human body.

To do this, it is necessary to create a motivational environment in educational institutions that would convince young people of the importance of personal health. A competent teacher is a key element of this environment.

The effectiveness of a physical education teacher's professional activity is determined not only by the number of classes conducted or the sporting achievements of their students, but, above all, by their ability to instill in young people a lasting motivation and need for a healthy lifestyle. This task cannot be accomplished without a high level of health-saving competence in the teacher themselves.

We define it as an integrative professional and personal quality that is a unity of axiological orientations, scientific and theoretical knowledge, practical skills, and personal qualities that ensure readiness and ability to effectively implement health-saving functions in the educational process.

We have developed a structural and functional model of this competency, which includes four components:

1. Axiological (motivational and value-based) component. This is the core value, which includes the awareness of health as an absolute universal value, the presence of a humanistic orientation of the personality, and a strong motivation to promote a healthy lifestyle. A teacher with a developed axiological component does not simply follow job instructions but sees a high social mission in their work.

2. Cognitive (scientific-theoretical) component. Forms the scientific basis of the activity. It covers a system of knowledge in valeology, physiology, hygiene, health psychology, and the theory of health training. An important component is knowledge of modern health-saving technologies and methods of preventing occupational diseases among teachers, in particular, professional burnout syndrome.

3. Praxeological (activity-practical) component. This is a set of practical skills and abilities that enable the implementation of health-saving tasks: the ability to diagnose and monitor the health of students, design individual health programs, create a safe and health-friendly educational environment, and master methods of injury prevention.

4. Personal (personal-reflective) component. This component emphasizes that the physical education teacher is himself a bearer and model of health culture. It includes a high level of personal physical and psychological health, adherence to the principles of healthy lifestyles, stress resistance, emotional intelligence, and the ability to reflect on one's own professional activities.

The development of this competence is a fundamental condition for the effectiveness of a teacher's work. First, it ensures trust and authority. Students tend to imitate teachers whose words are consistent with their actions. Second, it guarantees the safety and adequacy of the educational process, eliminating risks to the health of students. Third, it is a key factor in preventing professional burnout. Teaching is one of the most emotionally stressful professions, and it is the ability to take care of one's own mental and physical health that allows teachers to maintain their professional longevity and effectiveness.

Conclusions and prospects for further research. Health-saving competence is not a separate addition to the professionalism of a physical education teacher, but its basis, which determines the very possibility of achieving the main goal of modern education – the upbringing of a healthy, harmoniously developed personality. Its absence negates any methodological and didactic efforts.

Prospects for further research include the development of diagnostic tools to determine the levels of this competence in future and practicing specialists, as well as the creation and experimental testing of a pedagogical model for its purposeful formation in higher education institutions.

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