



DISEASES THAT OCCUR IN STUDENTS DURING PROFESSIONAL ACTIVITY AND THE ROLE OF PEDAGOGICAL TECHNIQUES IN THEIR PREVENTION

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ABSTRACT

The need to improve the tasks of modernization of education by developing recommendations for practical transformation of the process of professional development and retraining in order to strengthen the professional and personal health of educators, to improve the qualifications and retraining system of future specialists studying in higher educational institutions in the field of maintaining and developing the professional and personal health of.

KEYWORDS: Educator, professional activity, personal characteristics, mativation, moderation, physical activity, psycho-social trait.

INTRODUCTION

To study the state of development of the problem of professional and personal health of teachers by modern science and practice, to systematically reveal the structure, functions, features and mechanisms of educational activities that preserve the health of teachers participating in the educational process of the in-service training institute. To develop a model of the health-preserving educational process in general post-secondary educational institutions and to substantiate the criteria, levels and performance indicators for improving the professional and personal health and health-preserving competence of teachers, in addition, to develop scientifically based methodological recommendations for mastering a system of measures to strengthen the professional and personal health and health-preserving competence of pedagogical staff of educational institutions.

Scientific research practice shows that we can see a lot of various contradictions in this area.

Among them, we pay special attention to the following areas:

- the need to maintain and develop the professional and personal health of a modern teacher and the existing system of theoretical, methodological and technological foundations does not allow it to be satisfied in the process of advanced training;
- the need to improve the tasks of modernization of education, taking into account the shortcomings and insufficient development of the system of advanced training and retraining of future specialists studying in higher educational institutions in the field of maintaining and developing the professional and personal health of a teacher, and to develop appropriate technologies for this;
- important didactic opportunities for the process of improving the skills of teaching staff of higher educational institutions in the direction of forming and developing motivation for health-protective behavior, healthy lifestyle skills and traditional approaches in teachers, stereotypes established in the training of pedagogical personnel, etc.

All this revealed the need for an active search for constructive solutions. The search was conducted in two directions: firstly, in the direction of studying the conditions for maintaining and strengthening the health of teachers in post-secondary educational institutions, and secondly, in identifying the features of the educational process that contribute to the development of the educational process. improving the professional and personal health of teachers, which is characterized by a high level of motivation for health, maximum efficiency and good health, as well as a high level of competence in maintaining health.

As a result of research and observations, the following results were achieved:

- didactic principles for strengthening the professional and personal health of teachers in the educational process of post-secondary educational institutions were identified and formulated;
- a didactic model of strengthening the professional and personal health of teachers in the process of advanced training in post-secondary educational institutions has been developed and tested, including a database containing the conditions for the organization and implementation of health-saving technologies. diagnostic methods for self-monitoring of students;
- a system of health-saving technologies for post-secondary educational institutions has been developed, including five groups of technologies and methods aimed at improving the professional and personal health of the teacher, his health-saving competence: diagnostic, psychological-pedagogical, physical, physical and qualified. educational and health, information and educational, methodological and technological;
- recommendations have been developed for practical changes in the process of advanced training and retraining in order to strengthen the professional and personal health of the teacher, develop his health care competence.

In our opinion, health pedagogy is an educational system that proclaims the priority of a health culture and technologically ensures its development in the organization of education based on the principles of health pedagogy:

1. Conceptual principles;

- the principle of understanding health as a system consisting of physical, psychosocial and spiritual-moral components;
- the principle of continuity and continuity;

2. Safety principles

- the principle of non-harm: introducing into the educational process only pedagogical programs, technologies, methods and techniques that have been tested for safety (not worsening the health indicators of students);
- the principle of combining protective and educational (increasing the child's adaptability) teaching strategies;
- the principle of compliance of the content and organization of teaching with the age-related psychophysiological and individual-personal characteristics of students.

3. Motivational principles: creating situations of success, motivating assessment, free choice of tasks, organization of vivid visual and figurative images, use of metaphors in creating a culture of health;

4. Principles of creative activity: The principle of diversity and creativity in choosing styles and methods of educational activity depending on the psychophysiological characteristics of students ("auditory", "visual" or "kinesthetic", left or right hemisphere, "sprinter" or "stayer",

strong or weak type) high nervous activity, different ratios of excitation and inhibition of neuropsychic processes, etc.);

5. Principles of competence, effectiveness: the principle of psychological and pedagogical competence of the teacher;

6. Principles of health-preserving relationships: The principle of subject-subject relationships with students (do not fill the "pot of knowledge", but create conditions using an individual approach, help develop motivation);

"A smile humanizes life, brings light into it. The smile of the school is the Teacher. The smile of the teacher is its heart!" (S.A. Amonashvili).

The difference between the theoretical and empirical data of our study and the results obtained by other authors is that for the first time a set of directions, approaches, principles and technologies for improving the professional and personal health of teachers has been developed in the system of professional development. identified. The introduction of a model of improving the professional and personal health of teachers in post-secondary educational institutions helps to develop the teacher's internal resources and his health-preserving competence, which ensures an increase in the overall quality of education.

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