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**PEDAGOGICAL ORTHOBOTICS AS A COMPONENT
OF THE PROFESSIONAL COMPETENCE OF THE FUTURE TEACHER**

**ПЕДАГОГІЧНА ОРТОБІОТИКА ЯК СКЛАДНИК ПРОФЕСІЙНОЇ
КОМПЕТЕНТНОСТІ МАЙБУТЬОГО ВЧИТЕЛЯ**

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ABSTRACT

Health for a person as a living being should be an absolute, natural vital value, because the satisfaction of almost all human needs, the quality and durability of his life depends on his level. Only a healthy, vital organism is capable of the full and qualitative interaction of a person with the external environment: with the world of nature and social conditions of existence. However, recently in modern Ukrainian society there has been a rapid deterioration in the health of citizens, children, and youth, which causes the search for new ways to maintain health and a responsible attitude to their own health as value. In this regard, it is relevant to increase the professional competence of the teacher by using the ideas of orthobiotics. In the end, for the teacher, it is important not only to acquire knowledge, skills to take care and consciously relate to their individual health, but also to teach students this. In this case, a powerful mechanism is a personal example.

Orthobiotics as a science of self-preservation of human health, offers personality means of practical mastery of the technique of maintaining their own health (physical, mental, and spiritual) to continue the productive, high-quality, optimistic life as long as possible. It is pedagogical orthobiotics that should find its place in the content of professional education, the purpose of which is to form sanogenic thinking, by developing a personal strategy for health care, mastering several methods to prevent, and overcome those situations and conditions that threaten the personal health of the teacher and the collective (pedagogical and student) generally.

The purpose of the study is to study the essence and significance of orthobiotics as a technology that contributes to the preservation of health, for long-term activities and ideas about this among students at a pedagogical university as future teachers.

The results of pedagogical diagnostics have shown that many students do not have sufficient knowledge about orthobiotics, and their current state of health leaves much to be desired. This indicates that there is not enough professional training and healthcare skills for students as future teachers, that motivation to increase the level of healthcare culture is insufficient. Thus, it is necessary to enrich the content of the professional and practical training of future specialists with healthcare technologies and pay more attention to the formation of a culture of their own health and motivation for maintaining a healthy lifestyle.

Key words: *health, healthcare, orthobiotics, the competence of the teacher.*

Introduction. An important condition for the development of any state is healthy citizens. Currently, it is characterized by a rapid deterioration in the health status of Ukrainians, which encourages the scientific partnership to activate the search for ways to resolve the healthcare problems [5; 6]. Given that human resources are limited, it is necessary to optimally use these resources to improve the quality of life of the population [7], including future teachers.

The activity of the teacher as a key figure in the educational process includes the tasks of managing the mental development of the personality of students. Only such a teacher who has professionally important competencies can successfully allow them, is able to influence students with his whole person [2; 3].

The professional competence of the teacher is understood as the personal capabilities of the teacher who allow him to independently and effectively realize the goals of the pedagogical process. For this, it is necessary not only to know the pedagogical theory and be able to apply it in practical activity, but also to understand the role and significance of internal factors that determine the success of a person. One of these factors is its own health. In addition, future teachers need not only the ability to take care and consciously treat their own health, but

also teach students to ensure the formation of the necessary orthobiotic knowledge, socio-adaptive skills, vital competencies that will help to strengthen and maintain their health. In the end, it is health that is the key of life success.

The purpose of the article. The purpose of the article is to study the essence of the meaning of orthobiotics as a technology that contributes to the preservation of health for the long-term labor activity of teachers and an empirical study of ideas about it among students at a pedagogical university.

This problem has received its understanding in the works of many scientists who are devoted to: health issues and its components (M. Amosov, V. Babich, I. Brehman, V. Markov, V. Shepel and others); ensuring the quality of the process of professional training of specialists, future teachers (T. Alekseenko, M. Zorin, V. Kremen, G. Meshko, O. Ostapenko and others); the features of the development and implementation of technologies that contribute to health (T. Andriuschenko, G. Bevz, T. Boychenko, M. Malashenko, A. Melnik, O. Shevchenko, O. Kholod and others). However, in our opinion, among a significant number of scientific publications on this topic, much less attention is paid to the formation of the future teachers' skills in preserving individual health. We join the opinion of those domestic researchers (J. Voskoboinikov, G. Meshko, D. Tsis, etc.), who consider it necessary to conduct propaedeutic pipro-guidance training of a modern student as the future teacher. In the context of this, we believe that further research requires such an aspect of this problem as orthobiotics (Greek *orthos* – the right, direct, *bion* – live, the science of self-preservation of human health), which offers a person to master the technique of preserving his own health (physical, Mental, mental and spiritual) to continue the productive, high quality, optimistic human life as long as possible [4]. It is pedagogical orthobiotics that should find its place in the content of professional education, the purpose of which is the formation of sanogenic thinking, mastering a few methods for preventing and overcoming those situations and conditions that pose a threat to the personal health of the teacher and the collective (pedagogical and student) as a whole.

At the origins of this concept is I. Mechnikov. It was this scientist that substantiated Ortobiotics as the science of the possibilities of a human long and happy life, the science of overcoming the fear of death by realizing his natural function – the end of the orthobiosis cycle; as the art of a full, long and energetic life [1]. The circle of followers of the theory of orthobiosis includes M. Amosov, R. Zakharov, Yu. Lizitsin, S. Surgov, V. Shepeel and others. Modern scientists pay attention to the fact that orthobiotics is the key to longevity and active full life.

Results and discussions. The purpose of the study is to study the essence of the meaning of orthobiotics as a healthy technology for long-term labor activities of teachers and ideas about it from students at a pedagogical university.

According to the goal, the following research tasks were determined: to reveal the value of orthobiotics in the human health process; determine the essence and content of readiness to use healthcare technologies of future teachers; to study the ideas of students of future teachers on the use of orthobiotics capabilities to maintain their own health and long-term work.

To achieve the goal and fulfill the task of the study, a set of scientific research methods was applied, namely: theoretical – the study, analysis and generalization of psychological, pedagogical, pedagogical scientific literature, educational and methodological publications on this problem, synthesis; comparison and generalization of data; empirical – diagnostic methods (questionnaires, interviewing) to determine the level of awareness on the issue of orthobiotics in the process of professional training of future teachers; statistical – for processing the received data.

To obtain reliable data on the level of awareness of future teachers regarding the building -protective technologies, we developed and used a set of basic and auxiliary issues that provided for the survey with options for open and closed issues, interviewing students; Statistical data are collected and analyzed. The study was conducted in online format by surveying through Google forms. Each of the proposed questionnaires provided for issues related to indicators of the formation of ideas about the health of students of future teachers in their professional activities and in general. Questionnaires compiled according to all relevant requirements also had control questions to verify the reliability of the answers provided.

General results indicate the average level of awareness of this topic. So, more than half of the students of future teachers were able to give an exhaustive definition of the term of health, as a state of complete well -being, which includes all its components. But there were also lonely, fuzzy, and incomplete answers, such as: «Health is the absence of diseases» or «The body trend to a strong immunity» and others. At the same time, the questions regarding the building technologies showed a low level of awareness, the students could not give the correct answer, and in some cases, they generally missed this question. During the conversation, it was revealed that it was this point that caused difficulties in 80% of respondents.

The results of answers to several questions provide us with the opportunity to state that students during professional training are not sufficiently acquainted with the problems of orthobiotics, so 45% consider it appropriate to study its educational process.

Table 1

The ratio of indicators of the level of formation of ideas about the orthobiotics of students of future teachers

Questions posed	The levels of forming					
	Short		Average		High	
	абс.	%	абс.	%	абс.	%
Are your knowledge of orthobiotics sufficient?	43	81%	10	19%	0	0%
Is it advisable to study orthobiotics in the educational process?	5	10%	24	45%	24	45%
Average indicator	48	91%	34	64%	24	45%

Based on the results of the following answers, we determined the levels of ideas about orthobiotics among future teachers. We identified three levels: low, medium, and high. About 46% of students surveyed are classified

as a group with a low level of representation about orthobiotics. In their answers, the misunderstanding of this concept, the foundations and features of the functioning of orthobiotics in the process of professional activity was observed, and therefore the feasibility of application was not aware of. Students of this group considered themselves not ready to independently preserve individual health, the promotion of a healthy way of life, did not have wide and substantial knowledge and practical skills to form a healthy lifestyle.

Students with an average level of formation of an idea of orthobiotics (this is 28% of the total number of respondents), characterized by a constructive approach to the organization of training at the university the basics of maintaining their own health. Nevertheless, they considered themselves partially ready to take responsibility for self-preservation of health and improving their knowledge and skills.

Given this criterion, students with a high level of awareness (26%) were characterized by a stable interest and creative approach to the problems of orthobiotics, they considered themselves ready to propagate a healthy lifestyle, they themselves try to lead a healthy lifestyle, repeatedly participated in promotions and trainings dedicated a healthy lifestyle, some of the students during the practice had the opportunity to develop some principles of orthobiosis in the process of professional activity.

Answers to the questions: what motivates you to improve the system of knowledge on the problems of orthobiotics were distributed in such a way – 52% of respondents believe that the main reason for the development of knowledge on maintaining their own health will arise in case of its deterioration (illness); second place, among the reasons for improving knowledge about orthobiotics, is the desire for self-development, and only 6% associate the importance of orthobiosis as a necessary component for professional development. It should be noted that the results of the study revealed 5 students (10% of the total number of respondents) who are already working in their specialty, which we classified as a group with a high level of formation of ideas about orthobiotics.

To assess the information and content capabilities of higher educational institutions in the formation of orthobiotics for future teachers, we analyzed the role of individual academic disciplines provided for in the educational program for the preparation of higher education applicants for the bachelor's level of education. An analysis of the educational program and curricula shows that this topic is partially reflected in the programs of academic disciplines, but not enough. Students provided answers to the division of these disciplines and their impact on the training of future teachers of health technologies. This approach made it possible to consider the opinion of students, their value judgments about how academic disciplines during the entire period of study contributed to a positive solution to the above issue.

Based on the data obtained, the final rating of individual academic disciplines in the system of healthcare technologies in the training of future teachers was formed. Such disciplines as «Fundamentals of life safety and labor protection», «Psychology» and «Physical culture» dominate. It is these disciplines that should

lay the foundation for the theoretical and applied training of future teachers for health care activities. At the same time, there is a low rating of such disciplines as «Pedagogy (history of pedagogy, theory of education, theory of education)» and «Fundamentals of pedagogical excellence», which, according to students, do not have a proper impact on their professional and practical training on this issue.

It is a matter of concern that most of the disciplines were not singled out by students at all, as those that have an impact on their preparation for healthcare technologies.

Analyzing the answers of students regarding the improvement of the training of future teachers on issues of orthobiotics, we note that about 45% would like to introduce a new discipline (or course), 44% would like training sessions, and 11% found it difficult to answer this question.

Table 2

Results of a survey of respondents on the need for orthobiotics in the professional training of future teachers

Questions posed	Levels of formation					
	Short		Average		High	
	abs.	%	abs.	%	abs.	%
Do teachers need knowledge about orthobiotics in their professional activities?	13	24%	19	36%	21	40%
Is orthobiotics a subject of your professional interests?	41	77%	12	23%	0	0%
Do you consider orthobiotics a priority in your future professional activity?	39	74%	4	7%	10	19%
Do you consider it expedient to introduce a new discipline «Orthobiotics» for future teachers?	5	10%	24	45%	24	45%
Average	98	46%	59	28%	55	26%

In some higher educational institutions, attempts are being made to introduce the course «Orthobiotics» (Va Precarpathian National University; Siliia Stefanik: Lesya Ukrainka Eastern European National University), but in most cases it is an information and educational direction and focuses on the formation of a healthy lifestyle, and not on the culture of preserving oneself in professional activities.

According to the results, only 7 respondents (14%) are familiar with the practical experience of using healthcare technologies, 14 students (26%) did not have such experience, the remaining 60% found it difficult to answer this question, which in turn was reflected in the question about specific methods and forms of health preservation in professional activity. The answers were of a general template nature, so the students named: following the rules of a healthy lifestyle, a balanced diet, healthy sleep, sports, positive thinking.

Students also noted factors that, in their opinion, do not contribute to health education at the university. In addition to stress before the session, students identified educational and organizational factors: uneven volume of educational workload; inconvenient scheduling and lack of consistent and continuous health education work. Respondents refer to the psychological and pedagogical factors: the nature of the examinations, the problem of assessments, mutual understanding with the teacher, etc. Personal factors

include: low motivation to maintain and strengthen one's own health in general, inability to rationally allocate one's time (time management).

For a complete analysis, in parallel, we conducted a survey on awareness of a healthy lifestyle to identify the current state of health of students of future teachers. This will allow a more differentiated approach to the issues of improving the quality of professional training in higher education institutions.

According to the results of the study, the majority of students (75%) believe that health is more dependent on lifestyle. At the same time, 41% have bad habits. This indicates that they do not think about their own health.

During the study, respondents were asked: what is your level of physical activity? According to the results, we can state that many students have insufficient motor activity. During the analysis, it was revealed that students who lead an active lifestyle took less or no medication during the last six months. Students who systematically engage in physical education, attend gyms, fitness centers, swimming pools, have an average and high level of physical health. At that time, students who lead a sedentary lifestyle spend a lot of time in the virtual space, have a low and average level of physical health.

So, based on the research, we can draw the following **conclusions**.

An analysis of the scientific literature has proved that the problem under study is relevant today, complex and multidimensional in content, and requires further development both in terms of theory and applied issues.

The use of healthcare technologies in the educational process in higher education is interdisciplinary in nature and covers many scientific areas both in the field of social and humanitarian disciplines and practical developments in the professional training of future teachers, which greatly enriches the understanding of this issue in terms of its resolution. Orthobiotics has been defined as a technology that helps to solve the problems of health care and prevention, as well as preventing the occurrence of psychological problems, namely, stress, conflict, reduces the likelihood of burnout in future professional activities, which affects the productivity and health of a specialist.

Analysis of the content of professional training of students of future teachers plays an important role in providing basic professional knowledge and skills while studying at higher educational institutions. The main aspect of learning when using healthcare technologies is the ability to form, maintain and maintain one's own individual health in professional activities. Therefore, the content of the professional training of future teachers today should be closely and directly related to the study of self-preservation of health and teaching this to students.

The results of pedagogical diagnostics showed that many students do not have sufficient knowledge about orthobiotics, and their current state of health leaves much to be desired. This indicates that there is a lack of professional training and health skills for student future teachers, insufficient motivation and improvement of the level of health culture. Thus, it is necessary to enrich the content of professional and practical training of future specialists with healthcare technologies and pay more attention to the formation of a culture of one's own health and motivation for leading a healthy lifestyle.

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АНОТАЦІЯ

Здоров'я для людини як живої істоти має бути абсолютною, природною життєвою цінністю, адже від його рівня залежить задоволення практично всіх потреб, якість і тривалість життя. Тільки здоровий, життєво активний організм здатний на повну і якісну взаємодію індивіда з зовнішнім середовищем: зі світом природи і соціальними умовами існування. Однак останнім часом у сучасному українському суспільстві спостерігається стрімке погіршення здоров'я громадян, дітей, молоді, що зумовлює пошуки нових способів здоров'язбереження та відповідального ставлення до власного індивідуального здоров'я як цінності. У зв'язку з цим актуальною проблемою є підвищення професійної компетентності педагога шляхом використання ідей ортобіотики. Адже для вчителя є важливим не лише набуття знань, вмій і навичок піклуватися й усвідомлено ставитися до власного індивідуального здоров'я, а й навчити цьому учнів. При цьому могутнім механізмом є особистий приклад.

Ортобіотика як наука про самозбереження здоров'я людини пропонує особистості засоби практичного оволодіння технікою збереження власного здоров'я (фізичного, психічного, розумового та духовного) задля продовження продуктивного, якісного, оптимістичного людського життя якомога довше. Саме педагогічна ортобіотика повинна знайти своє місце в змісті професійної освіти, метою якої є формування саногенного мислення, шляхом відпрацювання особистої стратегії здоров'язбережувальної поведінки, опанування низкою методик задля запобігання та подолання тих ситуацій та станів, що несуть загрозу для особистого здоров'я вчителя та колективу (педагогічного і учнівського) в цілому.

Мета дослідження полягає у вивченні сутності й значення ортобіотики як здоров'язберігаючої технології довголітньої працездатності, уявлень про неї в студентів педагогічного університету – майбутніх учителів.

Результати педагогічної діагностики показали, що багато студентів не мають достатніх знань з ортобіотики, а їх поточний стан здоров'я потребує корекції. Це свідчить про те, що не вистачає професійної підготовки і навичок здоров'язбереження в майбутніх учителів, недостатня вмотивованість їх на підвищення рівня культури здоров'я. Отже, необхідно збагатити зміст професійно-практичної підготовки майбутніх фахівців здоров'язберігаючими технологіями і більше уваги приділяти формуванню культури власного здоров'я, вмотивованості до дотримання здорового способу життя.

Ключові слова: здоров'я, здоров'язбереження, ортобіотика, компетентність педагога.