

PREPARATION OF FUTURE TEACHERS FOR PRIMARY SCHOOLS TO DEVELOP THE SCHOOLCHILDREN'S HEALTH CULTURE

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ABSTRACT

The article discusses the organizational and pedagogical conditions for preparation of future teachers of primary schools to develop the schoolchildren's health culture. Mainstreaming the issue of the development of internal motivation of future primary school teachers, educational and methodological support of this process, utilization of various forms and methods of work (educational and extracurricular), the mobilization of the future primary school teacher to active pedagogical activity, the acquisition of practical skills by providing the required training, as well as the combination and orientation of the activities of the professorial-teaching staff, public organizations, parents to develop a health culture for schoolchildren, have a significant impact on the readiness of the future primary school teacher in shaping the health culture of schoolchildren.

Keywords: Teachers, Primary Schools, Schoolchildren's, Health, Culture

INTRODUCTION

In the sovereign Kazakhstan, the protection and care of human health is one of the main directions of state policy. In this regard, the official documents "Development Strategy of the Republic of Kazakhstan until 2050" (1997), the Decree of the President of the Republic of Kazakhstan "On priority measures to improve the health of citizens of the Republic of Kazakhstan" (1998), the Decision of the Government of the Republic of Kazakhstan "On a comprehensive program of healthy lifestyle" (1999), Law of the Republic of Kazakhstan "On Education in the Republic of Kazakhstan" (1999), "Comprehensive Education Program in Educational Institutions of the Republic of Kazakhstan" (2000), the State Healthcare Development Program "Healthy Kazakhstan" for 2011-2015 (2010), the police report of the head of state "Looking to the Future: Modernization of Public Consciousness" (2017) reflected the importance of developing a culture of public health.

In recent decades, it has been emphasized that education is the foundation of social, economic,

political and cultural development in every society (Alimohammadi, Sohrabi and Saberi, 2017). Additionally, the educational systems of all the countries in the world are in search of new models, approaches and concepts (usually in the culturological paradigm). The complexity of the constructive problems of the present determines the educational attitudes and priorities (Rakisheva et al., 2018). Nursultan Nazarbayev, President of the country, firstly noted “The ability to live rationally with an emphasis on achieving real goals, with an emphasis on education, a healthy lifestyle and professional success - this is pragmatism in behavior” (Nazarbayev, 2017).

According to the Ministry of Health of RK, 53.8% of Kazakhstan’s schoolchildren had various health pathologies¹. The level of drug use among children and young people is growing progressively. The use of narcotic substances is noted in all age categories, even in the age group of 11-14 years. It should be noted that the growth of pathologies among schoolchildren is most characteristic of the last decade. Thus, the prevalence of functional disorders and chronic diseases of the cardiovascular system among high school students increased from 10.3 to 17.8%, the digestive system from 6.6 to 12.5%, and the spinal column from 4.3 to 15,7%, upper respiratory tract - from 6.7 to 10.5%, and endocrine-metabolic disorders - from 2.4 to 7.3%².

Primary school takes a big place in shaping the culture of children's health. In recent years, health-saving technologies and methods of sanitation have been introduced in schools, which many measures of valeological, hygienic training of children are being implemented. However, the necessary positive results achieved during everyday practice are unsatisfactory. Currently, the most urgent is the training of highly qualified teaching staff who are able to carry out sports-therapy work aimed at developing a health culture of schoolchildren.

However, as the experience of preparing future teachers in the specialty of “Pedagogy and Methods of Primary Education” shows, the issue of preparing primary school teachers for sanitary activities and developing a health culture of schoolchildren has not yet been resolved. Most future teachers do not pay attention to the meaning of such concepts as “health”, “healthy lifestyle”, “health culture”. The results of the analysis of the content of curricula and work programs providing for the training of future primary school teachers in the specialty of “Pedagogy and Methods of Primary Education” show that preserving and strengthening the health of schoolchildren has not a priority in the learning process.

The implementation of the goals and objectives of preparing future primary school teachers to form a health culture for schoolchildren is possible only when preparing a certain pedagogical conditions.

METHODOLOGY

By analyzing the problems of preparing future primary school teachers to form a health culture for schoolchildren, in particular, taking into account the official documents in the field of education, studying the current state, research work carried out on the basis of pedagogical experience, we identified the following pedagogical conditions for primary school teachers, providing for the formation of a health culture for schoolchildren.

¹ <http://dsm.gov.kz/ru>

² <http://dsm.gov.kz/ru>



The term “condition” is a philosophical category that expresses the relation of an object to the phenomena surrounding it, which without them it cannot exist. The subject itself appears as something conditioned, and the conditions as the diversity of the objective world in relation to the external of subject. In contrast to the reason that directly generates a particular phenomenon or process, the condition is the surroundings, the environment in which the latter arise, exist and develop. People, knowing the laws of nature, can create favorable and eliminate unfavorable conditions for their activities. By influencing on the phenomena and processes, the conditions themselves are influenced by them (Frolov, 2001).

Research scientists in the study of the problems of the pedagogical system widely use the concept of "condition". At the same time, the authors, by defining its various signs, divide them into different groups, for example, Yu. P. Babansky, depending on the sphere of influence, divides them into two groups: the internal conditions of functioning of the system (natural-geographical, social, industrial, cultural, neighborhood, secondary) and external (educational-material, scholastic hygienic, moral and psychological, aesthetic) (Babansky, 1988).

By definition of N.M.Borytko “a pedagogical condition is an external circumstance, a factor, that has a significant impact on the course of the pedagogical process, which to some extent consciously constructed by the teacher, intentionally suggesting, but not guaranteeing a certain result of the process (Borytko, 2001).

In the studies of V.I. Andreeva, A.Ya. Nayna, N.M. Yakovleva, N.V. Ippolitova, M.V. Zvereva, B.V. Kupriyanov, S.A. Dynina and others, the problem of pedagogical conditions is reflected in numerous interpretations and are considered from several positions.

For scientists, occupying the first position, pedagogical conditions are aggregation of any measures of pedagogical influence and possibilities of the material-spatial environment (Andreev, 2000; Nayn, 1995; Yakovleva, 1992):

- a set of measures, content, methods (techniques) and organizational forms of training and education (Andreyev, 2000);
- a set of objective possibilities of the content, forms, methods, means and material-spatial environment, aimed at solving assigned tasks (Nayn, 1995);
- a set of measures (objective possibilities) of the pedagogical process (Yakovleva, 1992).

The second position is occupied by researchers who associate pedagogical conditions with the construction of a pedagogical system, in which they are one of the components (Ippolitova, 2000; Zvereva, 1987; Zhetpisbayeva et al., 2016; Toleubekova and Sarzhanova, 2018 etc.):

- a component of the pedagogical system, reflecting a set of internal (ensuring the development of the personal aspect of the subjects of the educational process) and external (contributing to the implementation of the procedural aspect of the system) elements that ensure its effective functioning and further development (Ippolitova, 2000);
- substantial characteristic of one of the components of the pedagogical system, which constituted by the content, organizational forms, teaching aids and the nature of the relationship between teacher and students (Zvereva, 1987; Zhetpisbayeva, Shelestova and Abildina, 2016; Toleubekova and Sarzhanova, 2018).



The *third position* is held by scientists, for whom the pedagogical conditions are systematic work to clarify the laws as stable links of the educational process, providing the possibility of verifiability of the results of scientific and pedagogical research (Kupriyanov, 2001). In so doing, the scientists of this group point out the necessity of the pedagogical conditions, tested in the framework of the hypothesis of one study (Kupriyanov, 2001).

Based on the analysis of the positions of various researchers regarding the definition of the concept of “pedagogical conditions”, we have distinguished a number of provisions that directly reveal the essence of this term:

- 1) conditions are an important component of the whole pedagogical system (holistic pedagogical process);
- 2) pedagogical conditions are considered as a set of educational and material-spatial environment opportunities that influence positively or negatively on its functioning;
- 3) the structure of the pedagogical conditions includes internal (ensuring the impact on the development of the personal sphere of subjects of the educational process) and external (contributing to the formation of the procedural component of the system) elements;
- 4) the development and efficiency of the functioning of the pedagogical system is ensured through the implementation of properly selected pedagogical conditions.

Based on the analysis, it can be stated that the pedagogical conditions reflecting a set of possibilities of educational and material-spatial environment, are one of the components of the pedagogical system, affecting the personal and procedural aspects of this system and ensuring its effective functioning and development.

Main part

In our study under organizational and pedagogical conditions, we understand that effective organizational and pedagogical conditions are a set of measures in the learning process, which ensure that future primary school teachers are prepared to develop a health culture of schoolchildren (Figure-1).

Thus, the availability of pedagogical conditions is explained by the diversity of goals and objectives of a specific study and the peculiarities of theoretical and methodological approaches in the field of social variability to specialists.

The implementation of the *first organizational and pedagogical condition* actualizes the issue of the development of internal motivation of future primary school teachers on the formation of a health culture of schoolchildren. The development of inner motivation of future primary school teachers to form a culture of schoolchildren health implies its positive attitude to preserving and strengthening the health of schoolchildren, predominance of motives and aspirations for self-realization and professional orientation, the ability to use all their professional potential to develop a health culture of schoolchildren.

The *second organizational and pedagogical condition* - educational and methodological provision of the process of preparing future primary school teachers to form a culture of schoolchildren's health and focus on the content of this long, systematic process that requires constant work to improve and self-knowledge improvement, development of abilities and skills, characterized by the increasing complexity of disciplines, studied by the curriculum, by step.



The results of the study and analysis of psychological and pedagogical literature cause to believe that the provision of educational and instructional materials of the process of preparing the future primary school teacher for the formation of a health culture for schoolchildren is a substantive aspect that includes a set of basic textbooks, educational and instructional handbooks, methodical recommendations, material and technical resources. This organizational and pedagogical condition is characterized by the mastery of complex knowledge and skills of students, mastering the methodology of organizing the formation of a schoolchildren health culture and the orientation of future primary school teachers on the content of the curriculum of the preparation process for shaping the health culture of schoolchildren, gradually complicated content of the disciplines of the curriculum.

In order to determine the content of the training of future primary school teachers to the formation of a health culture of schoolchildren, model curricula, taking place in educational practice, were analyzed.

The results of the study of official documentation showed that the possibilities for developing specific aspects of shaping a health culture of future elementary classes under the form of compulsory components, a core component and additional forms of education included in the cycle of basic disciplines, identified in the model curriculum.

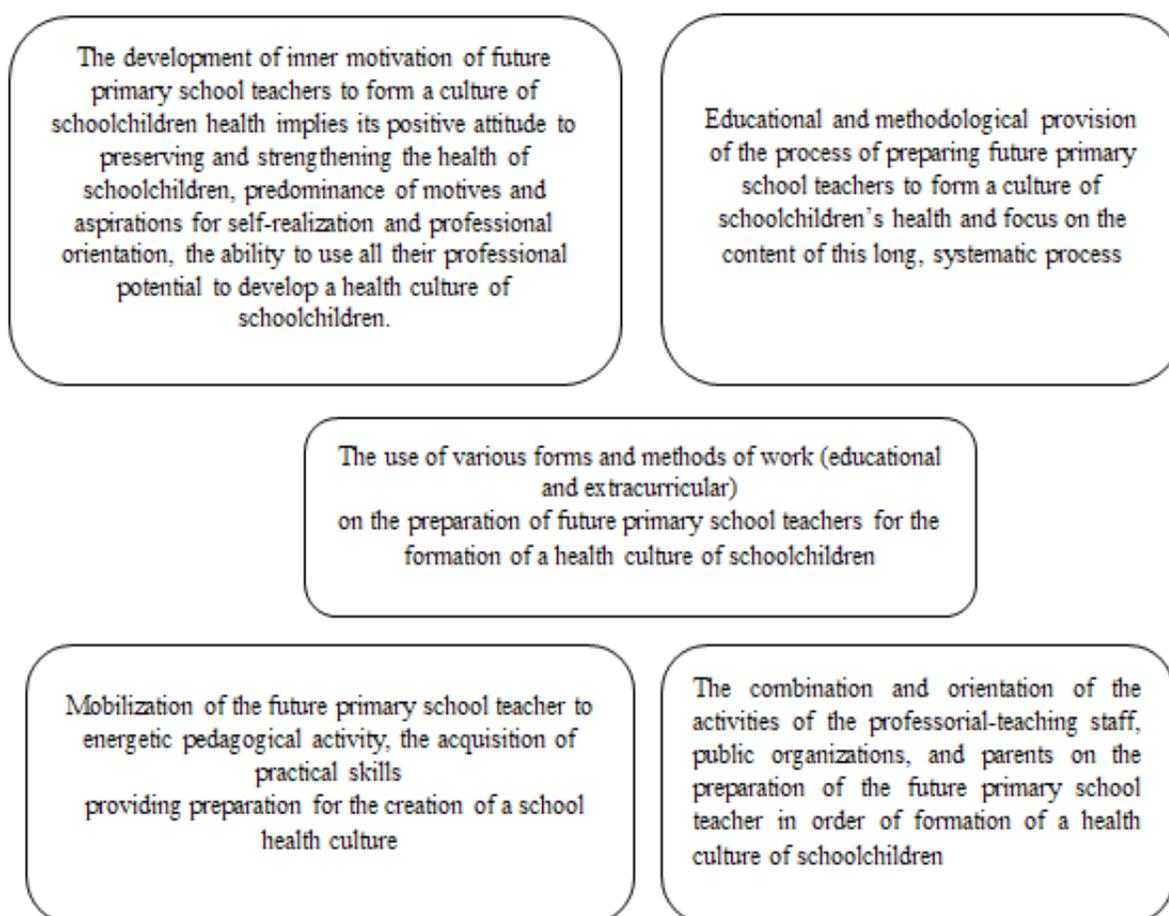


Figure 1: Organizational and pedagogical conditions for the preparation of primary school teachers for the development of a school health culture

Model curricula, textbooks, teaching aids, as well as curricula for the specialty 5B010200-“Pedagogy and methods of primary education” in the 2nd educational year at the election component of the specialty (“Methods of scientific and educational research”, “Training and education of first-graders”, “The technique of impressive reading in elementary school”, “Methods of work of the classroom teacher”, “Methods of reading and writing”); on the 3rd year in the cycle of the main disciplines (“Methods of teaching the Kazakh language in primary school”, “Methods of teaching mathematics”); in the component for the choice of specialty (“Methods of teaching fine arts in elementary school”, “Methods of physical education in primary school”, “Methods of teaching world knowledge in primary school”, “Features of training and education of pupils in primary classes”). Analyzing the content of the disciplines planned for the 4th educational year at the election component of the specialty (“Innovative technology of organizing the educational process of the school”, “Pedagogical innovation”, “Methods of teaching natural science in primary school”), we came to the conclusion that there is the possibility of introducing additional materials on the formation of a health culture of schoolchildren in the content of individual topics of these disciplines.

The third organizational and pedagogical condition is aimed at the use of various forms and methods of work (educational and extracurricular) regarding the preparation of the future primary school teacher to develop a health culture of schoolchildren.

As shown by the results of a theoretical analysis of the problem of preparing a future primary school teacher for the formation of a health culture of schoolchildren and analysis of the answers of teachers - practitioners of secondary schools who have experience in this direction- it is noted that the basis of this training is the use of various forms and methods of work (educational and extracurricular).

However, even so far in the country's education system, insufficient attention is paid to this issue. Accordingly, we consider it necessary to intensify and improve the use of existing traditional and innovative forms and methods of work aimed at preparing the future primary school teacher to develop a health culture of schoolchildren.

Today, the introduction of a three-stage education and credit system in the educational sphere, the intervention not only of the state in the sphere of education, but also of society as a whole is the initial result of innovative reforms. To date, the training of a specialist who is competitive in the world, with high level of professional training, constantly improving his knowledge, creative, seeking, innovation-oriented, and able to conduct research work has risen to the heights of priorities.

Teachers face numerous problems and difficulties in their profession, which involve them in a process of thinking and exploration (Pejmankhah et al., 2018). In this regard, the future primary school teacher needs to develop approaches to the application of forms and methods of traditional and interactive work in the process of developing a health culture of schoolchildren.

The fourth organizational and pedagogical condition is the mobilization of the future primary school teacher to energetic pedagogical activity, acquiring of practical skills that provide preparation for the formation of a health culture for schoolchildren.

The implementation of this condition is based on the principles of the relationship of theory and practice. Since experience is the basis of knowledge, theoretical knowledge is necessary for the improvement of practical actions. The main feature of this condition is the vision of future



primary school teachers, first of all, the essence and identity of the organizing of teaching and educational activities to build a health culture of schoolchildren, as well as the ability to put the acquired knowledge into practice.

As an important form of realization of the condition under consideration, the importance of practical tasks necessary for the formation of a health culture of students and teaching practice should be noted.

During the study, not limited to the orientation of the content of this preparation process, it is necessary to develop and implement special elective programs, which can assure the preparation of future primary school teachers, which is characterized by the educational and methodological provision of the preparatory process for the creation a health culture for schoolchildren.

As we noted above, one of the important forms of preparing future primary school teachers for the development of a health culture for schoolchildren is professional practice in accordance with national obligatory standard of education.

The fifth organizational and pedagogical condition is the combination and focus of the activities of the teaching staff, public organizations and parents on the preparation of the future primary school teacher for the formation of a health culture of schoolchildren.

For this purpose, organizing a parent meeting or an individual interview in order to identify the main aspects of students' life, i.e. family composition, psychological state, the child's attitude to school, health status, the presence of specific diseases and ways to prevent them, give information about physical activity, recommendations on the ways of purposeful acclimatization of the child.

Questioning with parents allows us to take into consideration a large number of factors considering the organizing of the formation of a health culture of schoolchildren before starting work with students. Thus, seeing the degree of development and sustainability of each student's attention and state of health, a primary school teacher has the ability to competently plan their activities in direct contact with students, and in more favorable communication with the student team. Such an approach will minimize the negative impact on the health of schoolchildren in the process of learning in school.

During the training of future primary school teachers on the development of a school health culture

Experimental work was carried out. In conducting experimental work, we relied on the theoretical model of prepare future primary school teachers to develop a culture of student health, developed by us, as well as on the standard curriculum for the specialty 5B010200 - Pedagogy and methodology of primary education³.

In the experimental work, 16 students of control groups, 51 students of experimental groups (ET 1-17 students, ET 2-16 students, ET 3-18 students) took part, among the future primary school teachers studying at Karaganda State University. Buketov, Taraz University of Innovation and Humanities, Kazakh Women's National University. Experimental work consisted of three stages: ascertaining, shaping, controlling.

For example, we will present fragments from an ascertaining experiment, where the first

³ Tipovoy uchebnyy plan spetsial'nosti 5V010200 – Pedagogika i metodika nachal'nogo obucheniya Srok obucheniya: 4 goda Akademicheskaya stepen': bakalavr obrazovaniya po spetsial'nosti «5V010200 – Pedagogika i metodika nachal'nogo obucheniya» <http://kzbydocs.com/docs/263/index-90142-2.html>.



group of diagnostic methods was aimed at studying the level of preparedness of future primary school teachers to form a health culture of schoolchildren, studying in the second year by the end of the 2017-2018 school year.

In order to identify the level of the worthy-motivational component of the future primary school teachers in forming the health culture of schoolchildren, an interview was organized.

This preparedness indicator was determined using the following research methods:

- conversations with future primary school teachers;
- conducting a survey of future primary school teachers on the issue of creation a school health culture;
- monitoring the activities of future primary school teachers, their considerations;
- analysis of works of future primary school teachers, essays and other products of educational activities.

To determine the initial level of education of the first indicator of the future primary school teachers, students in the second year, were asked to answer the survey questions.

1. What should a modern primary school teacher be in order to meet the demands of the time in creating a school health culture?
2. What are your views on the formation of the school health culture of schoolchildren and is it necessary to support this matter?
3. Do you consider it necessary to create a health culture for younger students?
4. Do you plan to use the methods of formation of the health culture of schoolchildren in future educational activities?
5. Do you associate your pedagogical activity with the formation of a health culture of schoolchildren?

In response to the question of the survey “What should a modern primary school teacher be in order to meet the demands of the time in shaping the school health culture of students?” We found out that 38% of respondents believe that they should be in constant creative search, 37%- they own new teaching methods, 25% - to improve themselves for the purposes of professional growth.

When answering the question “What is your attitude to the formation of a culture of schoolchildren's health and is it necessary to support this matter?”, 48% of future primary school teachers expressed a neutral approach to the formation of a school health culture, 10% expressed support for this matter, 42% consider them unclaimed and ineffective work, and 35% consider the process of creation a school health culture a serious problem, but still, 23% of future primary school teachers consider it necessary, and 42% noted that the formation of a school health culture is the duty of physical education teachers only.

To the question "Do you plan to use the methods of shaping the health culture of schoolchildren in future educational activities?", there were answers that they plan, 49% of future primary school teachers recognized that knowledge, abilities and skills are insufficient for their implementation, and indicated the need for improvement.

93% of future primary school teachers answered negatively to the question “Do you associate your pedagogical activity with the formation of a school health culture?”, and only 7% of future primary school teachers are ready to work on a school health culture.



Monitoring the participation of future primary school teachers in the discussion of issues, and the analysis of their opinions, led to this conclusion that the future primary school teachers are not so interested in the problems of formation a health culture. Since students' views on the formation of a health culture are of a formal nature, this, unfortunately, does not allow future primary school teachers to be authentic in their thoughts. They were unable to correctly assess the state of formation of the health culture of schoolchildren in the education system, since their answers are not substantiating and predictable.

CONCLUSION

To implement certain conditions that ensure the effective organization of the training of future primary school teachers for the formation of a health culture of schoolchildren, we offer the following recommendations:

- actualization of the problem of the promoting the internal motivation of primary school teachers for the formation of a health culture of schoolchildren;
- utilizing the opportunities in order to prepare future primary school teachers for the formation a health culture of schoolchildren by adding additional materials to the content of the disciplines of : "Pedagogy", "Theory and methods of work in elementary school", "Methods of teaching mathematics";
- improving the preparation of students for the formation of a culture of health by mastering additional materials presented to the disciplines "Methods of teaching world knowledge in elementary school", "Methods of physical education in elementary school" included in the working curriculum of the university, according to the plan of the modular educational program of the higher educational institution in accordance with the planned study schedule in the mandatory component established by the model curriculum of the specialty 5B010300-Pedagogy and methods of primary education;
- the inclusion of the elective course of "Pedagogical foundations of the formation of a health culture of younger schoolchildren" in the working curricula of the department "Pedagogy and methods of primary education" of the Kazakh Women's National University, Taraz Innovation and Humanitarian University, Karaganda State University of the name of Buketova;
- the use of various forms and methods of work (educational and extracurricular) in the direction of practical training of fourth-year students on the preparation of future primary school teachers for the formation a health culture of schoolchildren in the 8th semester;
- mobilization of future primary school teachers toward energetic pedagogical activity, which ensure the acquisition of practical skills in preparing students for the formation of a health culture;

coordination and orientation of the activities of the teaching staff, public organizations, societies , children's clinic, and parents in the preparation of future primary school teachers for the formation of a health culture of schoolchildren.



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