

THE PROFESSIONAL VALEOLOGICAL PORTRAIT OF INSTRUCTOR OF PHYSICAL CULTURE

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Annotation. *Purpose:* identify components of the readiness of the future physical education specialist to valeological activity in preschool education. *Material:* a review and theoretical analysis of the scientific literature. *Results:* defines the general and special competence, the individual components. The degree of their relationship in the process of preparing an instructor of physical education in preschool education. Theoretically proved that the readiness of the future specialist organization based on skill valeological activities (including major tasks specific functions and values valeological culture). Such an organization implies unity of general and special components health-preserving technologies. *Conclusions:* the process of forming a professional portrait valeological instructor in physical education in pre-school educational institution should provide its willingness to valeological activities. This is based on the awareness of its organization and unity of general and special health- technology components.

Keywords: valeology, instructor, physical education, pre-school, educational, education.

Introduction

Children of pre-school age are a special category of population and constantly require concentrated attention from governmental educational administrations [8, 12]. Training of their ability for social functioning, independent way of life shall be ensured by systemic multi-profile valueologic preparation of a specialists in physical education for pre-school educational establishments (PSEE) [7, 10, 16].

Effectiveness of health related function of valueologic culture is a scientifically proved fact [5]. At present stage of society's development new trends in education of pre-school age children create significant influence on choosing of forms, means and methods of forming of valueologic knowledge and appropriate behavior.

In opinion of advanced scientists, pedagogues and specialists in branch of health related technologies [2, 8, 9, 12, 17-24], valueologic education is an important form of education – one of levers, influencing on personal and social children's behavior. It, in its turn, is a reflection of demand in more substantial and fruitful using of time for maintaining of pre-school children's psycho-physical state and increasing of their valueologic culture.

Purpose, tasks of the work, material and methods

The purpose of the work is to determine components of future physical culture specialist's fitness for valueologic functioning at pre-school educational establishments.

Results of the research

Organization of valueologic functioning in pre-school educational establishments is regarded as a mean for ensuring of future children's integration in social environment, which is provided by three interconnected processes:

- 1) encouragement – creation of conditions, ensuring group or individual possibility of better cognition activity in respect to oneself and surrounding people;
- 2) familiarization of group's children with health related technologies under influence of valueologic structure;
- 3) creative self expression – independent initiative and sense of responsibility on the base of ensuring of interaction of a personality and children's group with environment.

Considering the above said we formulated own interpretation of conception “valueologic functioning” of physical culture instructor (PhE) in pre-school educational establishment (PSEE). It means expanded knowledge and combination of practical skills in health related technologies, oriented on creation and re-creation of physical and spiritual forces of child's organism.

Main tasks of PhE instructor in PSEE shall be organization of valueologic socially significant education of children, oriented on the following:

- maintaining of harmonious physical and functional development;
- development of motion skills;
- development of physical abilities and facilitating organism's growth and differentiation of functional systems;
- acquiring of skills in healthy life style (HLS).

Basing on opinion of scientists and specialists in valueologic education [3, 4, 15], we can mark out a number of important specific functions, which reflect its content:

- socially significant, facilitating joining to other kinds of physical culture, to personal and social self-determination;
- health related-recreational function, which envisages prophylaxis of morbidity, recreation of psycho-physical potential, health strengthening at the cost of increasing of organism's resistivity to environmental factors, creation of ground for HLS;
- value-orientation function, which stipulates mastering of valueologic values by children, which reflect their internal settings and desires.

Ye.R. Chernyshova [15] says that only in case, when children have formed value orientations on HLS as the most important component of human life, health will be regarded as the most important component of human life, required for realization of life targets.

As on present time there are marked out three main value orientation in aspect of valueologic functioning of physical culture instructor at PSEE:

a) ability to independently define the purpose of valueologic functioning, specify its rules, select desired means, determine duration of trainings, content of program and group of trainees;

б) ability for self-realization – PhE instructor shall choose programs, valueologic measures, which would envisage variable motion functioning with the help of different forms of personally-important motion functioning in compliance with demands, interests and potentials of children.

в) valueologic communicability.

In connection with above presented especially important is the problem of training of PhE specialists for valueologic functioning at PSEE, creation of appropriate scientific and educational training base. Training of such specialists is logical, like other pedagogic processes. It has its own cause-effect dependences between pedagogic influence on children and achieved results. In professional training of future PhE specialists for valueologic functioning at PSEE theoretical and practical aspects are of great importance. Such training uses glossary of valueologic technologies, health related, sport, tourism, excursions and animations and gives certain idea about valueologic resources and health related systems for both of children and their valueologic culture.

The purpose of physical education specialists' training for valueologic functioning at pre-school educational establishments is forming of 3-5 years students' holistic idea about role of valueologic culture in human life functioning (meaning people of different age and sex) as well as kind of labor functioning [7, 9, 11].

As experience of other researchers [5, 6, 9, 16] and our generalizations show personality's fitness of PhE specialist for valueologic functioning shall include general and special competences.

General professional competence of PhE instructor of PSEE includes:

– methodic skills to carry out training with using of PhE means for formation of children's physical culture;

– application of physical exercises, outdoor games for development of organism's functional systems;

– application of experience of methodic and practical activity in cultivation of valueology in pre-school education;

– ability to continue valueologic education (self-perfection).

Special valueologic professional competence includes:

a) special professional knowledge:

– of main sectors of valueologic functioning, in which health related technologies are used;

– methodic of health related technologies in personality's valueologic culture;

– main motivations for achievement of valueologic culture;

– forms, means and methods of organization of valueologic functioning and programs on HLS technologies' realization;

– experience of cultivation of valueology in pre-school education.

b) special valueologic skills in the following:

– using of technical and legal documentation;

– evaluation of valueologic resources and health related potentials of valueologic functioning;

– organization of valueologic functioning at PSEE and application of health related technologies and supporting of HLS;

– constructing of programs of valueologic education and application of their realization's methodic.

It is necessary to note that as far as future of rising generation is a prospect of human development from position of HLS then valueologic culture and education are expectations of guarantees, stimuli for HLS practicing on the base of health related technologies, without which further development and education of pre-school children is impossible.

Conclusions:

The process of forming of professional-valueologic portrait of physical instructor at pre-school educational establishment shall stipulate his readiness for valueologic functioning on the base of knowledge about its organization and combination of general and special components of health related technologies.

The prospects of further researches imply planning and working out of scientific- methodic complexes for effective training of future physical culture instructors for pre-school educational establishments.

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