

PEDAGOGIC CONDITIONS OF HEALTH SAVING FUNCTIONING ORGANIZATION OF COMPREHENSIVE EDUCATIONAL ESTABLISHMENT'S HEADMASTER

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Abstract. *Purpose:* substantiation of pedagogical conditions of health saving functioning organization of comprehensive educational establishment's headmaster. *Material:* publications on topic of the research. 50 literature sources have been analyzed. *Results:* it has been found that pedagogic conditions of effective health saving functioning of comprehensive educational establishment headmaster are: influence of interconnection of district educational administration's teaching-methodic departments; activation of headmaster's personality; understanding of values by headmaster and his acquiring of health related knowledge and knowledge about health saving in process of education; realization of self-education by headmaster; renewal and acquiring of new knowledge and experience, which would ensure personal-professional growth of headmaster and facilitate increase of quality of pupils' education and teaching. *Conclusions:* self-education provides wide opportunities for improvement of administrative, communicative and reflexive qualities and skills as well as gives proper tools for independent and creative solution of health saving tasks in favor of pedagogic process's subjects.

Key words: teaching, administrator, health saving, pedagogic, administration, education.

Introduction

One of the most important factors of comprehensive educational establishment (CEE) headmaster's professional competence is his ability to effectively solve the task of personality's health through education. It is conditioned by the fact that just headmaster directly influences on implementation of such significant aspects of health pedagogic as: organization of pedagogic process, oriented on strengthening and maintaining of pupils' health; urging and mobilization of teachers and the whole pedagogic staff for health saving of pupils; stimulation of school pedagogues for conscious attitude to own health to be the example of healthy life style practicing.

Study of scientific sources witnesses that the problem of health saving functioning of CEE headmaster is researched in the following context:

- Implementation of valueology as factor, increasing effectiveness of educational-teaching process in educational environment [6-13];
- Development of personality's health through education, formation of health culture, schoolchildren's healthy life style [19, 26-22].

In foreign researches the following problems are solved: relations between administrations of educational districts and administrations of culture [40]; creation or correction of national profile of children's readiness for school by program Head Start [20-25, 29, 30, 35, 37-39]; increase of teachers' professional level [31, 32]; implementation of innovative approaches to management of school [32- 34, 36]; participation of family in children's preparation to school [21, 22]; teaching orphans [29].

Our previous researches permitted to reveal the essence and structural components of health saving functioning of comprehensive educational; establishment headmaster. An integral component of his administrative-pedagogic functioning is directed on creation of health-cultivating environment (physical, psychological-communicative, teaching-educational) in educational establishment. Besides, it implies ensuring of support, maintenance and strengthening of health of all pedagogic process's participants (schoolchildren, parents, pedagogues). Constant pedagogic monitoring permitted to assess effectiveness of educational work of establishment by its achievement of the set tasks and make proper corrections in health saving functioning of pedagogic process's participants [3]. It was determined that the most important pedagogic condition of successful health saving functioning of headmaster was his self-education [5]. It was found that headmaster's health saving functioning is an integral component of his administrative-pedagogic activity and shall be directed on creation of health saving environment (physical, psychological-communicative, teaching-educational) in educational establishment; on support, maintaining and strengthening of all pedagogic process's participants (schoolchildren, pedagogues, teachers) [3].

Alongside with it effectiveness of health saving functioning of CEE headmaster have not become a subject of special research in psychological-pedagogic science.

Purpose, tasks of the work, material and methods

The purpose of the article is substantiation of pedagogical conditions of health saving functioning organization of comprehensive educational establishment headmaster.

Results of the research

The conducted scientific search, own pedagogic experience witness that success of CEE headmaster's health saving functioning is impossible without person pedagogue's understanding of need in self-change and in self-education

as a kind of professional functioning. It requires from organizers of scientific-methodic work with CEE headmasters to create specific conditions, which would stimulate pedagogues' work over him (her) self [3-5].

Creation of pedagogic conditions for effective realization of CEE headmasters' health saving functioning implies interconnected and interacting complex of pedagogic measures, oriented on assistance in personal progress as well as on stimulation of administration worker's individual activity, on development of personality's motivation for self-perfection. This aspect of conditions results from peculiarities of administration-pedagogic contingent, importance of satisfaction of their expectations, demands. These pedagogic conditions shall approach educational-cognitive work of CEE headmaster of character of his (her) professional functioning as well as to facilitate his (her) transition to higher level of pedagogic-administration activity. Pedagogic conditions of health saving functioning effective realization shall include the following: influence of interconnection of district educational administration's teaching-methodic departments; self-education work of CEE headmasters.

Let us regard it more specifically.

Study of psychological-pedagogic sources witnesses that most important task of district educational administration's teaching-methodic departments (DEA) is facilitating re-understanding of scientific-methodic work with pedagogic workers' content and its projecting: from separate teachers and pedagogic collectives to CEE headmasters [16, 17]. Interconnection of district educational administration's teaching-methodic departments and CEE shall be oriented on activation of headmaster's personality as well as on understanding of values by headmaster and his acquiring of health related knowledge and knowledge about health saving in process of education. CEE headmaster's functioning influences directly on practical realization of health saving pedagogic ideas, technologies. It creates conditions for healthy progressing of disciples.

For ensuring of actual assistance to CEE administration from DEA in achievement of proper professional competence level, operative mastering of the newest achievements of pedagogic science and advance experience it is necessary: to avoid formal approach to realization of interconnection and interaction in link "CEE-DEA"; to ensure wholeness of scientific-methodic work (it shall consist of interconnected and inter-conditioned components), voluntariness and availability of scientific-methodic work. That is, participation in certain its forms is determined by every pedagogue-administrator individually, considering his (her) potentials, demands, interests and etc.

Main forms of scientific-methodic works with CEE administrations shall include: meetings of methodic district and school pedagogues' associations by specialty; schools of young specialists (school headmaster); creative groups (pedagogues' associations by principle of realization of common pedagogic idea); creative unions (self-governed and voluntary pedagogues' associations, whose interaction facilitates increase of qualification and solution of pedagogic problems); targeted, constantly acting practical seminars; scientific-practical conferences; pedagogic readings; schools of advanced experience; schools of pedagogic skillfulness; mentoring; internship; fair-exhibitions of pedagogic ideas; competitions of pedagogic skillfulness; weeks (days) of "open doors" [16, 17].

Success of scientific-methodic work requires its certain organization, oriented on improvement of management system and comprehensive facilitating CEE headmasters' qualification: providing with methodic day; moral and material encouragement; providing with methodic recommendations and consultations, opportunities for internship; direct professional-pedagogic communication by means of different measures. Conduct of all measures for rising of administration staff qualification at proper level is of not less significance as well as creation of required material base. Special DEA attention shall be paid to constant enriching and renewal of pedagogic knowledge and experience sources. In this aspect district methodical study, resource of which facilitates pedagogues' familiarization with advanced pedagogic experience and achievements of pedagogic science, is the most important. Methodic study orients the process of informational provisioning of educational establishments' administration on the following: expansion of world vision; renewal and substantial enriching of available psychological-pedagogic knowledge; study of new technologies of pedagogic process's organization; generalization and implementation of pedagogic and innovative experience of the best CEE headmasters of district (city, region, country).

Information provisioning system permits to familiarize practical administrators with methods of solution of possible organizational-administration problems. It instructs them to set proper aims, analyze difficulties, assess advantages and disadvantages of certain administrative solutions. Proper level of informational provisioning envisages:

- Perfection of legal, normative, recommendation and instructive documents devoted to secondary education in Ukraine;
- Availability of pedagogic periodicals (newspapers, magazines and so on), psychological-pedagogic literature, the newest editions of reference literature;
- Creation of electronic data base with banks of best up-to-date pedagogic experience, scientific-methodic materials on problems of health pedagogic, education innovative technologies and etc.

Forms of assessment of scientific-methodic work's effectiveness with CEE headmasters can be as follows:

Testing of CEE headmasters; experts' assessment of educational-teaching process quality in CEE; control "slicers" of children's health and general condition levels; working out of recommendations on correction of pedagogues-administrators' qualification and so on.

Self-education is rather important form of CEE headmaster's qualification improvement. It is a leading factor of successfulness of administrator's functioning. From this point of view it is regarded by us as the second pedagogic condition of success of CEE headmaster's health related functioning.

Let us regard it more specifically.

In modern society constant self-education is still more becoming a pre-condition of success in professional functioning. On the other hand (and it is very important) it defends personality from intellectual impoverishment. The mentioned above directly concerns pedagogic staff: pedagogue (especially school headmaster) shall be ready for constant changes that require self-education work. This work shall be oriented on deepening of theoretical knowledge and practical skills, improvement of pedagogic skillfulness. Ability of CEE headmaster for self-education is a pledge of maximal usage of teachers' creative potential at school. Professional self-perfection of teachers shall positively influence on healthy development of disciples.

Generally speaking, self-education is understood as human independent cognitive functioning, oriented on achievement of certain, significant for a personality, aims: satisfaction of general-cultural demands; cognitive interests in any sphere of activity; increase of professional qualification. At the same time self-education is a mean of self-control. It facilitates working out of commitment, insistency in achieving of a purpose, internal organization, ability to hard work and other moral qualities.

In context of the present research self-education of CEE headmaster shall be understood as independent, voluntary, self-governed, continuous mastering of up-to-date health related ideas and approaches, renewal and acquiring of new knowledge and experience. All these ensure personal-professional perfection of administrator and facilitate increase of schoolchildren's teaching and education quality [5].

Pedagogue will compulsory achieve high skillfulness if he is oriented on profession and strive for personal and professional perfection and self-education. For this purpose it is necessary to understand and solve the following tasks: consideration of changes in professional environment, which take place under influence of information technologies' expansion processes, social-economic reforms; constant work for perfection of own professionalism; renewal of knowledge and skills, which would ensure creative self-realization and ability to actively apply modern achievements and experimental searches; seeking of ways and active application of self-education, self-development and self-perfection methods.

Self-education fulfills a number of functions, which interact and supplement each other through adaptive (permitting for pedagogue to constantly adapt to variable world and new conditions of professional functioning); compensatory and informational (which are realized in process of acquiring of professional knowledge, skills, in widening of world vision, mastering of new information, independent accumulation of knowledge); developing (envisages formation of ability for active and competent participation in self transformation and in transformation of pedagogic functioning, continuous enriching of creative potential) [1, 2, 5, 14, 15, 18].

Process of pedagogue's self-education can be regarded as consisting of the following components:

- Self-assessment (ability to assess own potentials);
- Self-determination (ability to find place in life, in society, ability to understand own interests);
- Self-organization (ability to find the source of cognition, adequate to own potentials, to choose forms of self-education, ability to plan, to organize working place and functioning);
- Self-realization (realization of own potentials);
- Self-criticism (ability to clearly see advantages and drawbacks of own functioning);
- Self-development (result of self-education).

Realization of self-education is directly connected with level of pedagogic administrators' the following pedagogic skills:

- Studying of required literature and advanced pedagogic experience;
- Mark out the main actual principle, facts, phenomena, conditioning increase of theoretical and methodic level, from literature;
- Select ideas and methodic findings from the read literature for testing in own pedagogic functioning;
- Systemize and work out scientific-methodic generalizations;
- Implement achievements of psychological-pedagogic science and school practice in own practical functioning.

Content of pedagogues self-education work covers: systemic study of scientific, popular science literature, manuals, fiction and other literature, periodicals, Internet sources; take direct part in work of school, inter-school and district methodic associations, seminars, conferences, pedagogic readings; develop problems, connected with perfection of education-teaching work; prepare reports; reviews and abstracting of pedagogic and methodic magazines, digests. Self-education also envisages application of auxiliary means: listening to lectures, reports, concerts; consultations of specialists, attending of theatres, museums, exhibitions; watching films, TV programs; different kinds of practical activity (experiments, researches, simulation and etc.).

Discussion

Realization of the mentioned above pedagogic approaches witnessed that self-education results in effective after effects with its purposeful, uniform and systemic realization. It envisages making individual plan of self-education, which shall include the following components: list of literature for studying; forms of self-education; target day of work completion; expected results (preparation of reports, presentations at meetings of methodic association, description of experience of work, arrangement of results in the form of reports and so on).

The results of our research confirm and supplement the data of T.S. Iermakova [6, 7], O.M. Ionova [8-13], M. Knyazieva [14], L. Melnichuk [16], Eggum-Wilkens N.D. [23], Halle T.G. [25] concerning role of administrator in increasing of educational-teaching process's effectiveness.

Control of CEE headmaster's self-education process was, by its structure, several consequent stages, content of which was connected with practical functioning and summing up. Such main stages were: setting of functioning aims, formation of adequate tasks, collection of information about object of control, determination of tasks of work, programming and planning; organization of functioning and connections, analysis of process, its correction, analysis of results' effectiveness, determination of new aims.

Self-education of CEE headmaster shall be stimulated by district administration of education (DEA), though self-education work shall be independent and self-controlled. Main forms and methods of headmasters' urging for self-education were: systemic explanation of self-education role; organization of pedagogues' exchange of experience; individual talks of DEA officers with headmasters about main directions of self-education; mutual discussions of important topics and self-education programs by DEA officers and CEE headmasters; stimulation of the most qualified CEE headmasters for scientific-research work; completing and enriching of libraries with literature, devoted to self-education problems; conduct of lecture cycles, group and individual consultations, seminars; systemic summing up of self-education work of CEE headmaster (interviews, reports at teachers' meetings and at meetings of methodic associations); determination of tasks and content of self-education for coming academic year, analysis of qualitative totals of educational-teaching process.

In methodical study of DEA there was formed bank of materials to assist CEE headmasters in their self-education works: lists of literature, recommended for independent studying; material about advanced pedagogic experience; different variants of self-education plans; texts of reports; samples of essays on after effects of self-education functioning; literature sources' synopsis samples; new of psychological-pedagogic literature and etc.

Conclusions:

The conducted research permits to make the following conclusions. It was determined that pedagogic conditions of effective realization of CEE headmaster's health saving functioning were the following:

a) influence of district educational administration's teaching-methodic departments' interconnection with CEE. All these were oriented on activation of headmaster's personality, understanding of values and mastering of knowledge about human health and health saving in teaching process by him;

b) realization of self-education work by head master. That is independent, voluntary, self-controlled, continuous mastering of up-to-date health saving educational; ideas and approaches, renewal and acquiring of new knowledge and experience. All these ensure personal-professional growth of administrator and facilitate increase of pupils' teaching and education quality. Quality is increased by practical solution of personality's health saving tasks through education.

Self-education work opens opportunities for ensuring of perfection of administrative, communicative, reflexive qualities and skills as well as gives tools for independent and creative solution of health related tasks of pedagogic process's subjects.

The prospects of further researches imply analysis of readiness of comprehensive educational establishments' headmasters for health saving functioning.

Conflict of interests

The author declares that there is no conflict of interests.

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<p>Cite this article as: Gres O.V. Pedagogic conditions of health saving functioning organization of comprehensive educational establishment's headmaster. <i>Pedagogics, psychology, medical-biological problems of physical training and sports</i>, 2015;10:11-17. http://dx.doi.org/10.15561/18189172.2015.1002</p>
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<p>Received: 16.08.2015 Accepted: 19.08.2015; Published: 20.08.2015</p>