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## **PEDAGOGICAL CONDITIONS OF DEVELOPMENT OF HEALTH-PRESERVING COMPETENCE OF BASIC SECONDARY SCHOOL TEACHERS IN THE SYSTEM OF POSTGRADUATE PEDAGOGICAL EDUCATION**

*On the basis of analysis and generalization of scientific information, a complex of pedagogical conditions that influence the process of development of the health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education is considered. The specifics of such pedagogical conditions are substantiated: providing a resistant motivation for the development of health-preserving competence of basic secondary school teachers; creation of a health-preserving surroundings for the continuous development of health-preserving competence in the system of postgraduate pedagogical education; ensuring subject-subjective interaction by means of training technologies; providing connection between the theoretical knowledge and practical skills for their implementation in professional activities.*

**Key words:** *pedagogical conditions, motivation, health-preserving surrounding, subject-subjective interaction, basic secondary school teachers, system of postgraduate pedagogical education, development of health-preserving competence, professional activity.*

**Introduction.** The personality of a teacher is a key factor in the educational process of a basic secondary school, since it can provide health-preserving surroundings – necessary condition for successful education and training of pupils.

Our studies have shown that effectiveness of obtaining knowledge and developing the skills of healthy lifestyle of pupils depends on the correct organization of the educational process, which, in its turn, raises tasks for institutions of postgraduate education as an element of lifelong education of the teacher, creation of optimal pedagogical conditions for the development of health-preserving competence.

Thus, one of the aspects of modern pedagogical research dealing with improvement of the functioning of pedagogical systems is discovery, justification and verification of pedagogical conditions that ensure success of the activities (Ippolitova, 2012, p. 8).

**Analysis of relevant research.** The problem of definition and application of the definition of “pedagogical conditions” is considered in the works of V. Boutorin, V. Zhuravskiy, V. Andreiev, M. Danylov, I. Pidlasyi and others. In particular, O. Pekhota characterizes pedagogical conditions as a system of certain forms, methods, material conditions, real situations which are objectively formed or subjectively created, necessary for the achievement of the particular pedagogical purpose (Ziaziun & Pekhota, 2003).

However, the analysis of scientific and pedagogical studies and educational practice has shown absence of scientifically substantiated system of pedagogical

conditions for the development of health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education.

**The aim of the study** is to determine and substantiate the pedagogical conditions of the development of health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education, which will be of a prognostic nature and can be implemented in the educational process.

**Research Methods.** Application of deductive method, analysis of scientific sources, generalization of pedagogical experience and theoretical modeling enabled to develop pedagogical conditions of development of health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education.

**Results.** In order to solve the research tasks aimed at increasing the level of development of health-preserving competence of basic secondary school teachers, there is a need to identify and create such pedagogical conditions in the system of postgraduate pedagogical education that would provide a positive result of the investigated phenomenon.

In the context of our study, the pedagogical conditions distinguished by S. Kodymskyi and N. Chaichenko, applied by scientists to physical education teachers, appeal to us: development and implementation of methods for the development of health-preserving competence of physical education teachers; orientation on the use of healthcare-saving technologies in the educational activities of a teacher of physical education; involvement in the development of health-preserving technologies; preparation for the establishment of joint work of the education institution and parents in preserving health of the younger generation (Kodymskyi & Chaichenko, 2013, p. 221-222). Although scholars have identified a number of pedagogical conditions that apply to physical education teachers, however, in our opinion, the conditions can be also adapted to the development of health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education.

The special conditions, distinguished by O. Antonova and N. Polishchuk, are appropriate: didactic, defining content of education and implemented through specially developed programs for forming teachers' readiness to the development of health-preserving competence of pupils; organizational, which includes a complex of didactic forms, methods, means and technologies of training, which allow to obtain the corresponding result of education; methodological – methodological recommendations and teaching aids for teachers on health-preserving problems (Antonova & Polishchuk, 2016, p. 98).

In order to determine and justify pedagogical conditions, we have proceeded from understanding of them as a system of integrated influences, aimed at optimizing favorable environment for the implementation of the development of health-preserving competence of basic secondary school teachers.

The first pedagogical condition is providing a resistant motivation for the development of health-preserving competence of basic secondary school teachers. It's definition is conditioned by the fact that in modern pedagogical education there is a problem of achievement by teachers, in particular, the teachers of basic secondary school, high level of motivation, which is one of the determining factors of success in the educational process, prompts for continuous, intensive educational activity is especially actual.

As L. Makarova, M. Matusevych and O. Shatrova point out basing on the theory of needs (A. Maslow), the motivation of healthy lifestyle is connected with the content-forming function of education, which plays a leading role in forming the motives of human life. Changes in the meaning of life are associated with changes in activity in certain types of human activities and achievement of its vertices. Awareness of the new meaning of life, which is associated with the value of health, activates motivational sphere of a person, his goals and motives, which give new orientation to the cognitive activity and behavior, focus on healthy lifestyle, changes the line of life (Makarova et al., 2014).

Suitable in the context of this aspect is opinion of T. Andriushchenko, which is adapted to our theme: "Motivation directs and organizes the behavior of the child, provides personal meaning and significance of his or her health-preserving activity, promotes transformation of outwardly formulated goals for the observance of a healthy lifestyle in the internal needs of the individual" (Andriushchenko, 2015).

Motivation can be either positive or vice versa – negative. According to T. Osadchenko, negative motivation hinders development of interest in a profession and a desire for knowledge (Osadchenko, 2017). Positive motivation is the system of values that an individual perceives and transfers into personal principles, beliefs, settings and content of health-preserving activity (Andriushchenko, 2015).

As the results of our research confirm, one of the prerequisites for the successful development of health-preserving competence of basic secondary school teachers are motives – the desire to achieve the certain level of development in professional activity.

Positive motives can arise both during the pedagogical activity and in the process of self-improvement. This gives grounds for us to highlight the following motives for health-preserving competence of basic secondary school teachers in the context of our research:

- motives related with the content of learning: a teacher is induced to learn the desire to acquire health-preserving and healthproviding knowledge and methods of activity;

- motives associated with learning process: a teacher is induced to learn and has a desire to show mental activity;

- motives related to self-improvement: to overcome the difficulties associated with health-preserving activities; to be competitive; an opportunity to realize their creative potential; motives of duty and responsibility for their health and the health of participants of educational process.

In our opinion, the motives that are formed in the learning process are closely connected with needs as they interact with activity of teachers, their attitude to learning and results of learning, and the need for professional growth motivates basic secondary school teachers to receive qualitative new health-preserving knowledge that satisfies the individuals' needs.

As the results of our research confirm, due to the teaching without paying much attention to activation of the internal motivational sphere, teachers' level of their health-preserving competence is rather low, they do not form an internal setting regarding the need to improve this competence.

In our opinion, formation of positive motivation of pupils for a healthy lifestyle is not possible without creation of proper pedagogical conditions for health-preserving activity, and for this purpose a teacher must have appropriate system of knowledge for preserving and strengthening the health of students. Teachers of basic secondary school should develop necessary qualities that will contribute to organization and lead a healthy lifestyle. Among these qualities, in our opinion, there is an awareness of the issues related to health and attitude of teachers to their own health and schoolchildren's health.

We believe that the above-mentioned depends on the level of development of health-preserving competence of a teacher and his personal motivation for self-improvement. The availability of the necessary system of knowledge in the teachers of basic secondary school includes: sufficient level of professional knowledge, including knowledge about mechanisms of preservation and strengthening of health, means of health support, its value; knowledge about factors of a healthy lifestyle; creation of preconditions for solving problems of basic secondary school teachers that hinder them from realizing their needs, due to the effective use of their knowledge in practical activities.

In the process of development of the health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education, the lecturer must strive to achieve the following goals of motivation for the development of the competence:

- to form valuable attitude of teachers towards their own health and health of others and motivation to preserve and strengthen it;

- to provide positive motivation of those teachers whose interest in professional development is low or none at all – a teacher is satisfied with his level of intellectual and spiritual development; he does not see the need for new knowledge, skills and abilities;

- to raise the level of internal motivation that will encourage teachers to self-improvement and learning.

The results of our studies have made it possible to argue that providing consistent motivation for the development of the health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education can be possible under the condition of consistent provision of the necessary information to teachers about the skills of forming a healthy lifestyle of teenagers adolescences.

For the effective development of health-preserving competence, the educational environment which is aimed at preserving and improving its own health and promotes development of skills for working with adolescents on issues of healthy lifestyle formation.

The second pedagogical condition is creation of health-preserving surroundings for the continuous development of health-preserving competence in the system of postgraduate pedagogical education. An analysis of the scientific views of a number of scientists has allowed us to give our definition of the concept of "health-preserving surrounding". In our opinion, this is the complex system of pedagogical and psychological influences, creation of which requires necessary health-preserving knowledge from the lecturer, skills and practical skills of working with teachers regarding formation of a healthy lifestyle of adolescents; the use of active and interactive forms and methods of training aimed at preserving and improving health of the participants in the educational process. Among such forms and methods, which are widely used in the system of postgraduate pedagogical education in the process of development of the health-preserving competence of basic secondary school teachers there are lectures, seminars, practical classes, scientific and practical conferences, trainings, brainstorming, group work, discussions and others. The variety of forms of work with basic secondary school teachers in the system of postgraduate pedagogical education ensures continuity of education of teachers during their professional activity.

We agree with the opinion of T. Boichenko who emphasizes that "since after the higher school a teacher is the subject of postgraduate level of continuous pedagogical education, there must function a holistic system of postgraduate pedagogical training» (Boichenko, 2010).

That is why the purpose of the system of postgraduate pedagogical education in the context of this problem is to create appropriate conditions and environment for the prompt and effective training of basic secondary school teachers; ensuring their readiness to work in new conditions, introducing actively health-preserving technologies into the educational process.

Significant for our study is the statement of V. Yefimova who notes that, in a context of rapid social change, the relevant learning environment should ensure supporting of a teacher in the use of health-preserving technologies throughout the period of professional activity. In the context of the latter, it is important to attract institutions that provide improvement and retraining of teaching staff, to

form the holistic system of health preservation through the transformation of the contents of the curricula of postgraduate education system of teachers and creation of resource (informational and educational) centers in the higher education institutions, in particular, at universities, institutes (Yefimova, 2013).

A. Dubohai is of a similar opinion and in his study notes that methodological preparation of a teacher for organization and conduction of health-oriented activities in an education institution helps to find content and adequate methods of teaching and education for achieving the goal. A teacher is able to receive or improve appropriate methodological training for organization of this activity precisely in the institutes of postgraduate pedagogical education and through professional self-improvement (Dubohai, 1991, p. 159-164).

In our opinion, while working with students on the issues of forming a healthy lifestyle, a teacher must have the ability to create health-preserving educational surroundings and the ways of organizing activities of health preservation of schoolchildren; to be aware of educational technologies that save schoolchildren's health. The competence of a teacher will depend on his desire to promote the maintenance and improvement of the health of adolescents; ability to find innovative approaches and appropriate methodological support which, accordingly, requires teacher's continuous learning, finding new ways to preserve and improve the health of students.

In view of the above mentined, the vector of activity of teachers and methodologists in the system of postgraduate pedagogical education should be aimed at mastering the methodology of formation of healthy lifestyles of students by the basic secondary school teachers. The vector of activity of teachers should be aimed at preserving their own health and mastering new knowledge, abilities and practical skills of working with adolescents on the formation of a healthy lifestyle, thus ensuring professional growth of basic secondary school teachers, which is important for the establishment of health-preserving and health-improving educational surroundings in the system of postgraduate pedagogical education.

We consider it expedient to substantiate the main perspectives expected from the introduction of the third pedagogical condition – ensuring subject-subjective interaction by means of training technologies.

Investigating the pedagogical conditions for the development of the health-preserving competence of physical education teachers in the system of postgraduate pedagogical education, S. Kodymyskyi and N. Chaichenko emphasize that in the context of reorganization of higher education, the teacher should be regarded as an active rather than passive subject receiving education in the form of personal development and creative potential that will provide not only productive success, but also serve as a means of personal growth (Kodimsky & Chaychenko, 2013, p. 221).

For the training there are characteristic surroundings, in which the subject-subjective relations are provided – interaction between a lecturer and a teacher which as the results of our research show, increases success and effectiveness of teaching at basic secondary school greatly. During the training, teachers have the opportunity to enhance mental and emotional activity through sharing of experience and information among all the subjects of the training session.

Training is focused on the question and the search. During training a teacher only creates conditions for actions and development of the listener and everything else he does himself demonstrating his own initiative and aptitude. This leads us to abandon deliberately the “pedo-centric position” of the teacher in favor of independent research activities of those who study. That is the purpose of training work which distinguishes it essentially from the traditional form of learning (Prutchenkov, 2001).

Another feature of the training process is that for a short period of time it allows to generate knowledge and skills which are impossible to form while applying traditional forms. In our opinion, training in contrast to the traditional forms of learning initiates entire human potential: the level and volume of his competencies which take place in the professional activity.

Training process creates the possibility of an immediate correlation between the information received and the activity, emotional experience of new behavior patterns and related results provided by the feedback. Training is characterized by the lack of a dominant position of a teacher; the dialogue is an effective form of constructing subject-subjective interaction between the participants in the training session.

The peculiarity of the process of development of the health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education is that interaction of a lecturer and teachers is mediated by the relations of adults, subjective, personal goals, needs and interests. That is why in our opinion subject-subjective relations contribute to self-realization of both parties.

Thus, professional approach to the creation and providing of subject-subjective interaction by means of training technologies suggests that development of health-preserving competence as a component of professional competence of basic secondary school teachers in the system of postgraduate pedagogical education will be implemented more effectively if the productive relationship between a lecturer and the teachers, a positive psychological climate, an equal partnership based on dialogue, joint development activities, cooperation and experience exchange is established (Sheian, 2017, p. 183).

The content of the fourth pedagogical condition – providing connection between the theoretical knowledge and practical skills for their implementation in professional activities can be explained so that in the process of development of the health-preserving competence of basic secondary school teachers should be

taken into account the need of introduction of practical tasks, aimed at acquiring the skills to apply theoretical knowledge in practice in the educational process the system of postgraduate pedagogical education. “The effectiveness of pedagogical activities in the field of maintaining and strengthening the health of schoolchildren depends mainly on the level of appropriate training of teachers which has a decisive influence on the formation of teachers readiness to form health-preserving competence of schoolchildren and use in the educational process of health-preserving technologies”, – claim O. Antonova and N. Polishchuk (Antonova & Polishchuk, 2016, p. 95).

In our opinion, implementation of such tasks should facilitate the mastery and deepening of teachers’ knowledge on the formation of motivation of schoolchildren to value attitude to their health and health of others, motivation for a healthy lifestyle; to the main methods and ways of preserving, strengthening and improving the health of adolescents. Realization of the qualitatively new theoretical knowledge obtained by basic secondary school teachers in the system of postgraduate pedagogical education is possible in the event that it takes place in practical form.

Confirmation of our opinion is found in the work of O. Antonova and N. Polishchuk, who believe that “the purpose of training and retraining of teachers in the system of postgraduate pedagogical education is to deepen their scientific and theoretical, organizational and technological knowledge on the problems of modern education, in particular, to improve their health-preserving competence, familiarity with health-saving technologies and possibilities of introducing them into the educational process” (Antonova & Polishchuk, 2016, p. 96). “The result of appropriate training should be the readiness of the teacher to develop health-preserving competence of students...” – continue the scientists (Antonova & Polishchuk, 2016, p. 96).

As results of our research confirm, providing connection between the theoretical knowledge and practical skills for their implementation in professional activities promotes development of professional flexibility, systemic abilities and practical skills of critical thinking of basic secondary school teachers; mastering them with innovative, informational and health-preserving technologies, the ability to use the acquired knowledge to solve conflict situations and teach teenagers; promotes formation of new creative ideas; mastering, analyzing and applying information obtained from various sources for self-improvement and working with adolescents; developing children’s attitude towards their health and the health of others as the highest value.

Implementation of this pedagogical condition is possible due to the complex of various forms and methods of work within the themes set out on the principle of gradual deepening of the material: lectures that reveal the theoretical foundations for the development of health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical



education and training activities, within which the basic secondary school teachers learn to use the studied material to realize the knowledge gained in their professional activities.

**Conclusions.** Consequently, as a result of the study, we have established that the process of development of the health-preserving competence of basic secondary school teachers in the system of postgraduate pedagogical education will be determined by a number of pedagogical conditions: providing a resistant motivation for the development of health-preserving competence of basic secondary school teachers; creation of health-preserving surroundings for the continuous development of health-preserving competence in the system of postgraduate pedagogical education; ensuring subject-subjective interaction by means of training technologies; providing connection between the theoretical knowledge and practical skills for their implementation in professional activities.

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## АНОТАЦІЯ

**Шеян Марина.** Педагогічні умови розвитку здоров'язберезувальної компетентності вчителів основної школи в системі післядипломної педагогічної освіти.

На основі аналізу й узагальнення наукової інформації розглянуто комплекс педагогічних умов, які впливають на процес розвитку здоров'язберезувальної компетентності вчителів основної школи в системі післядипломної педагогічної освіти. Одним із ключових чинників успіху в навчальному процесі є мотивація, яка заохочує навчання протягом усього життя. Формування позитивної мотивації учнів на ведення здорового способу життя неможливе без створення належних педагогічних умов для здоров'язберезувальної діяльності, і для цього вчитель має володіти відповідними системними знаннями щодо збереження й зміцнення здоров'я підлітків. Різноманітність форм навчання вчителів основної школи в системі післядипломної педагогічної освіти забезпечує навчання протягом усього життя під час професійної діяльності вчителя.

Розкрито сутність суб'єктно-суб'єктивної взаємодії засобами тренінгових технологій у процесі розвитку здоров'язберезувальної компетентності вчителів основної школи в системі післядипломної педагогічної освіти. Відзначається, що професійний підхід до створення та забезпечення суб'єкт-суб'єктної взаємодії засобами тренінгових технологій передбачає, що розвиток здоров'язберезувальної компетентності як складової професійної компетентності вчителів основної школи в системі післядипломної педагогічної освіти буде здійснюватися більш ефективно за умов налагодження продуктивного взаємозв'язку між викладачем та слухачами, рівноправного партнерства, побудованого на діалозі, співпраці та у процесі обміну досвідом.

Забезпечення зв'язку між теоретичними знаннями та практичними вміннями для їх реалізації у професійній діяльності сприяє розвитку в учителів основної школи професійної гнучкості, системних умінь та практичних навичок критичного мислення;

оволодінню ними інноваційними, інформаційними та здоров'язбережувальними технологіями, умінню використовувати здобуті знання для розв'язання конфліктних ситуацій і вчити цьому підлітків; формуванню нових креативних ідей; опануванню, аналізу та застосуванню інформації, отриманої з різних джерел, для самовдосконалення та в роботі з підлітками; формуванню в дітей бережливого ставлення до свого здоров'я та здоров'я оточуючих як до найвищої цінності.

**Ключові слова:** педагогічні умови, мотивація, здоров'язбережувальне середовище, суб'єкт-суб'єктна взаємодія, учителі основної школи, система післядипломної педагогічної освіти, розвиток здоров'язбережувальної компетентності, професійна діяльність.

## РЕЗЮМЕ

**Шеян Марина.** Педагогические условия развития здоровьезберегающей компетентности учителей основной школы в системе последипломного педагогического образования.

*На основе анализа и обобщения научной информации рассмотрен комплекс педагогических условий, влияющих на процесс развития здоровьезберегающей компетентности учителей основной школы в системе последипломного педагогического образования: обеспечение устойчивой мотивации по развитию здоровьезберегающей компетентности учителей основной школы; создание здоровьезберегающей среды для непрерывного развития здоровьезберегающей компетентности в системе последипломного педагогического образования; обеспечение субъект-субъектного взаимодействия средствами тренинговых технологий; обеспечение связи между теоретическими знаниями и практическими умениями для их реализации в профессиональной деятельности.*

**Ключевые слова:** педагогические условия, мотивация, здоровьезберегающая среда, субъект-субъектное взаимодействие, учителя основной школы, система последипломного педагогического образования, развитие здоровьезберегающей компетентности, профессиональная деятельность.