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**PROFESSIONAL PORTRAIT OF FUTURE INSTRUCTORS
IN PHYSICAL TRAINING OF PRESCHOOLERS**

Мета: виявити ступінь готовності студентів до ведення валеологічної діяльності у дошкільних закладах освіти. Завданням дослідження було виявити взаємозв'язок між виховно-оздоровчою освітою і готовністю студентів до валеологічної діяльності. *Методи:* в дослідженні приймали участь 550 студентів (n=550). *Результати:* Анкетування дозволило встановити педагогічні умови, які характеризують систему підготовки студентів, що передбачає ведення валеологічної діяльності для формування власної валеологічної культури дітей. Показано, що формування у студентів валеологічної культури є визначальною умовою ефективного функціонування такої системи в дошкільних закладах освіти. При цьому підготовка студентів факультету фізичного виховання і спорту до валеологічної діяльності знаходиться на низькому рівні. *Висновки:* Дослідження теоретичних основ професійної підготовки майбутніх інструкторів з фізичного виховання дошкільників до ведення валеологічної діяльності показали, що тільки 11,7% опитаних студентів мають відповідну підготовку і володіють необхідними знаннями і практичними навиками.

Ключові слова: фізичне виховання, валеологічна культура, інструктор з фізичного виховання.

Цель: выявить степень готовности студентов к ведению валеологической деятельности в дошкольных образовательных заведениях. *Задачей исследования* было выявить взаимосвязь между уровнем воспитательно-оздоровительного образования и готовностью студентов к валеологической деятельности. *Методы:* в исследовании принимали участие 550 студентов (n=550). *Результаты:* Анкетирование разрешило установить педагогические предпосылки, которые характеризуют систему подготовки студентов, что предполагает ведение валеологической деятельности для формирования собственной валеологической культуры детей. Показано, что формируемая у студентов валеологическая культура является определяющим условием эффективного функционирования такой системы в дошкольных общеобразовательных заведениях. При этом подготовка студентов факультета физического воспитания и спорта к валеологической деятельности находится на низком уровне. *Выводы:* Исследования показали, что только 11,7% опрошенных студентов имеют соответствующую подготовку и владеют необходимыми знаниями и практическими навыками.

Ключевые слова: физическое воспитание, валеологическая культура, инструктор по физическому воспитанию.

Purpose: to expose the degree of readiness of students to the conduct of valeological activity in preschool establishments of education. It was the task of research to expose intercommunication between educates-health education and readiness of students to valeological activity. Methods: 550 students took part in explored (n=550). Results: The questionnaire allowed to set pedagogical terms which characterize the system of preparation of students, that foresees the conduct of valeological activity for forming of own valeological culture of children. It is shown that the students of valeological culture have forming by the determining effective operating condition of such system in preschool establishments of education. Thus preparation of students of faculty of physical education and sport to valeological activity is at low level. Conclusions: Research of theoretical bases of professional preparation of future instructors from physical education of under-fives to the conduct of valeological activity was shown, that only 11,7% of the polled students have the proper preparation and own necessary knowledges and practical skills.

Keywords: physical education, valeological culture, instructor of physical 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 preschool 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 valeologic 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 selfdetermination; – 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 valuelogic 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 valuelogic functioning of physical culture instructor at PSEE: а) ability to independently define the purpose of valuelogic 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, valuelogic 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) valuelogic communicability. In connection with above presented especially important is the problem of training of PhE specialists for valuelogic 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 valuelogic functioning at PSEE theoretical and practical aspects are of great importance. Such training uses glossary of valuelogic technologies, health related, sport, tourism, excursions and animations and gives certain idea about valuelogic resources and health related systems for both of children and their valuelogic culture. The purpose of physical education specialists' training for valuelogic functioning at pre-school educational establishments is forming of 3–5 years students' holistic idea about role of valuelogic 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 valuelogic 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 valuelogic education (self-perfection). Special valuelogic professional competence includes: а) special professional knowledge:

- of main sectors of valuelogic functioning, in which health related technologies are used;
 - methodic of health related technologies in personality's valuelogic culture;
 - main motivations for achievement of valuelogic culture;
 - forms, means and methods of organization of valuelogic functioning and programs on HLS technologies' realization;
 - experience of cultivation of valueology in pre-school education.
- б) special valuelogic skills in the following:
- using of technical and legal documentation;
 - evaluation of valuelogic resources and health related potentials of valuelogic functioning;
 - organization of valuelogic functioning at PSEE and application of health related technologies and supporting of HLS;
 - constructing of programs of valuelogic 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 valuelogic 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-valuelogic portrait of physical instructor at pre-school educational establishment shall stipulate his readiness for valuelogic 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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