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FORMING HEALTH PRESERVING COMPETENCY OF FUTURE OCCUPATIONAL SAFETY AND HEALTH SPECIALISTS UNDER THE CONDITIONS OF HIGHER EDUCATION MODERNIZATION

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Abstract

The article is dedicated to the study on the problem of forming health preserving competency of future occupational safety and health specialists under the new sociocultural conditions. In the scientific development we considered theoretical aspects of forming health preserving competency of future occupational safety and health specialists and specified the concepts of competency, professional competency, health preserving competency. It has been determined that health preserving competency of future occupational safety and health specialists is formed on the basis of individual psychological qualities of personality during the process of educational activities in higher education institutions, which is aimed at future occupational safety and health specialists' acquiring specific knowledge, abilities and skills necessary to organize activities on healthy lifestyles and health preservation.

Key words: *competency, competences, professional competency, healthy lifestyle, health preservation, health preserving competency, future professional education specialists (occupational safety and health).*

The problem statement. An important factor in innovative development of modern Ukrainian state is modernization of the higher education system regarding

training a competitive specialist able to perceive European integration processes and functioning in global sociocultural transformations. Topical objectives on the agenda are training of highly skilled specialists, in particular those who specialize in occupational safety and health, are able to create and perceive changes under which valuably significant competencies are formed, since competency of the qualified specialist involves their desire and ability to realize their potential (knowledge, skills, personal qualities) for successful creative (productive) activity in the professional field.

An important step for solving this problem is introduction of competency-based approach into the content of higher education and orientation of training programmes towards forming key competencies of future specialists, in particular, health preserving competency, which is a set of value orientations, health preserving knowledge, abilities, skills and personal qualities.

Analysis of recent researches and publications.

The results of the analysis on scientific sources show that the problem of forming health preserving competency is the subject of research by many scholars. In particular, psychopedagogical aspects of health issues and healthy lifestyle habits of students have been reflected in the researches by A. Antonova, N. Bibik, N. Petrikova, I. Rybina, O. Shatrova, O. Yuhova et al.; the problem of forming health preserving competency of students has been highlighted by N. Anikeieva, L. Hrytsiuk, N. Panchuk, D. Voronin et al.

Justification of unresolved aspects of the general problem. Despite the fact that the problem of health preserving competency has been covered in many researches, their analysis proves that it is still important to conduct a thorough analysis on the process of forming health preserving competence of future occupational safety and health specialists due to current modernization of higher education.

The aim of the study is to analyze theoretical approaches to forming health preserving competence of future occupational safety and health specialists in theory and practice of higher education under the conditions of its modernization.

Results. In modern Ukrainian society, there is a rapid process of modernization of all aspects of life, and one of the priority directions is reforming education, in particular, higher professional education. The need for the education system modernization leads to updating the legislative and regulatory framework: the introduction of the new Law of Ukraine «On Higher Education» (2014), the National Strategy for Education Development in Ukraine for the period till 2021 (2013), the Concept of Continuing Teaching Education (2013) etc. There is a change in the educational paradigm, which involves not only future specialists' acquisition of a combination of general scientific and professional knowledge, skills and abilities, but also their formation as the subjects of professional and personal life. Under these conditions, the problem of preserving and strengthening health of younger generations becomes extremely topical in all spheres of human activity and, in particular, education. Therefore, a modern university graduate, in particular a future occupational safety and health specialist, needs to be competent in matters of preservation and strengthening of health, that is, they are to have health preserving competency, which, along with education, will become an essential basis for their healthy lifestyle.

The analysis on scientific sources has shown that the concept of competency has become widespread during the late 1960s – early 1970s in Western and during the late 1980s – in Ukrainian science. Under the notion of competency-based approach one can understand orientation of the education process towards forming and developing key (basic, main) and subject competencies of the individual. The result of this process will be the formation of general competency, which is a set of key competencies, an integrated personality trait. Such a characteristic should be formed in the process of learning and contain knowledge, skills, attitudes, experience and behavioural models of personality (Ovcharuk, 2004, p. 64).

Consequently, competency-based approach involves the focus of the education process in higher education on forming

and developing basic, key and subject competencies of the individual. The result of such an orientation is the formation of general competency, which serves as integration of personal qualities and creations.

The defining categories of competency-based approach in education are the notions of competence and competency. For a more complete comprehension of the problem of forming health preserving competence of future occupational safety and health specialists under the conditions of higher education modernization, we will analyze different approaches to defining the essence of such concepts as competence, competency, professional competency, health preserving competency.

In modern scientific literature, there are many definitions of the notion of competency that characterize this phenomenon from different sides and at the same time indicate a lack of a unified approach to its defining. In particular, the Great Explanatory Dictionary of Modern Ukrainian provides the following definitions: competency derives from the Latin word «competens» (competent), which means proper, capable. Competency is a certain amount of knowledge acquired by the individual that allows them to judge anything, express a convincing, authoritative opinion. The term «competent» means someone who is knowledgeable in a particular field; who has the right to make, judge and decide on something according to their knowledge or authorities (Busel V., 2004, p. 445). It means that competency is a defining feature of successful performance in a certain field.

In accordance with the Law of Ukraine «On Higher Education» (2014), competency is a dynamic combination of knowledge, abilities and practical skills, ways of thinking, professional, ideological and civic qualities, moral and ethical values, which determines the ability of a person to successfully carry out professional and further educational activities and is the result of learning at a certain level of higher education.

In the Dictionary of Vocational Education, competency is a set of knowledge and skills necessary for effective professional activity: the ability to analyze, predict the effects of professional activity as well as to use information (Nychkalo N., 2000).

The analysis of scientific literature on the problem of training a competent specialist has shown that today there are different approaches to defining the essence of the concepts of competence and competency; there are also divergent views of scholars on the ratio of these categories' data, their classification and types. J. Raven (2002) defines the concept of competency as a specific ability necessary for effective implementation of a concrete action in a particular subject field, which includes highly specialized knowledge, a particular kind of subject skills, ways of thinking and understanding of responsibility for their actions. To be competent means to have a set of specific competencies of different levels. I. Zimniaia defines competency as an intellectual and personally determined socio-occupational characteristic of the individual, their personal quality. The scholar emphasizes that competences as internal, hidden, potential psychological formations are disclosed in competencies of the specialist (Zimniaia I., 2008). M. Kholodnaia (2002) assumes that competency is a special type of organization of subject-specific knowledge that allows making effective decisions in the relevant field of activity.

Experts from the countries of the European Union define the concept of competency as the ability to apply knowledge and skills that ensures the active use of learning achievements in new situations. The International Board of Standards of Training, Performance and Instruction defines the notion of competency as the ability to carry out a qualified activity, task or work. Accordingly, the concept of competency contains a set of knowledge, skills and attitudes that enable the individual to act effectively or perform functions aimed at achieving certain standards in a professional field or activity (Yermakov S., 2005).

Consequently, the analysis of scientific literature makes it possible to draw the following conclusions that competence is the personality's ability to solve various tasks that arise in real life situations in different spheres of activity; competency is an integral quality of personality acquired during learning and practical activities, based on the application of knowledge, abilities, skills, experience and is necessary for a modern person to carry out qualitative and productive activities in the chosen professional field.

Over the past decade, the interest of scholars in studying the problems of professional competency has significantly increased. In particular, V. Adolf argues that «professional competency is a complex formation that contains a set of knowledge, skills, traits and qualities of the individual, providing variability, optimality and effectiveness of the education process» (Adolf V., 1998, p. 118). A. Khutorskoi defines professional competence as a set of interrelated personality qualities (knowledge, abilities, skills, types of activity), based on a certain range of subjects and processes necessary for a qualitatively productive action in relation to them and competency as the degree of competence acquisition, that means the process of obtaining an appropriate competence, including the individual's personal attitude to it and the subject of activity (Khutorskoi A., 2003). N. Grishanova and Yu. Tatur define professional competency (in general terms) as a set of personality traits that provide effective professional activity. This characteristic covers professionally important knowledge, abilities, skills, motivation and experience of professional activity, the integration of which is a unity of theoretical and practical readiness for specific work and allows specialists to demonstrate the ability to realize their potential for successful creative professional activity in practice. In this case, competence should be understood as the range of issues in which the specialists must be competent, the field of activity in which they implement their professional competency (Grishanova N., 2002; Tatur Yu., 2004).

In view of this, it should be noted that professional competency refers to profession and is characterized by the degree of the specialist's readiness for professional activity. The components of competency in most cases are considered in the light of analyzing professionally significant traits and qualities of the specialist, which ensure effective performance of the tasks set before them.

So, the analysis of scientific literature allows concluding that the concept of professional competency means readiness and ability of the individual to effectively carry out professional activity.

It should be noted that professional training in higher education institutions takes a special place and is determined not only by the volume of educational knowledge, but also by importance of solving the problem of preserving and strengthening health, the need for forming a healthy lifestyle of the younger generation.

An analysis of scientific literature has proved that the problems of health preservation, health preserving competency and its structure have been investigated by O. Antonova, L. Hrytsiuk, A. Liakisheva, Yu. Lukashyn, M. Mitina, I. Rybina, O. Shatrova, D. Voronin, O. Yugova, I. Zimniaia et al.). In particular, I. Zimniaia (2008) examining professional competency of graduates relates health preserving competency to a group of competencies of the individual as personality, the subject of activity and communication. In this case, health preserving competency, in her opinion, includes knowledge and compliance with the norms of a healthy lifestyle, knowledge of the danger of smoking, alcoholism, drug addiction, AIDS; knowledge and observance of hygiene rules, everyday life; physical culture, freedom and responsibility for choosing a way of life. D. Voronin characterizes the concept of health preserving competency as an integral, dynamic personality trait, manifested in the ability to organize and regulate health preserving activity; to adequately assess their behaviour, as well as the actions and attitudes of others; to preserve and realize their health preserving positions in various, in

particular, unfavourable conditions, based on personally conscious and acquired moral norms and principles, and due to external forces; to withstand the pressure, to counteract the influences that contradict the internal attitudes, views and beliefs, to actively transform them, to independently make moral decisions (Voronin D., 2006).

L. Hrytsiuk & A. Liakisheva believe that health preserving (health saving) competency is an integrative quality of the individual, which ensures successful preservation and strengthening of children and young people's physical, social, mental and spiritual health in a social environment (Hrytsiuk L., Liakisheva A., 2010, p. 145).

O. Antonova & N. Polishchuk interpret health preserving (health saving) competency as an integral quality of personality, which manifests itself in the general ability and readiness for health preserving, which is based on integration of knowledge, abilities, skills, values, personal attitudes aimed at maintaining their own and environment's physical, social, mental and spiritual health (Antonova O., Polishchuk N., 2011). O. Shatrova believes that health preserving competency of teachers should be regarded as an integral quality of the individual, based on integration of knowledge, skills and experience, which manifests itself in the general ability and readiness for health preserving activities in the educational environment (Shatrova O., 2012, p. 114). Ye. Sviridiuk relates the notion of health preserving competency to readiness of the individual to lead a healthy lifestyle in physical, social, mental and spiritual spheres. The scholar sees the goal of health preserving competency in forming necessary knowledge, abilities and skills of a healthy lifestyle, the ability to use them in everyday life (Sviridiuk Ye., 2013).

Health preserving competency should include a system of knowledge and ideas about positive and negative changes in the state of their own health and the health of others; the ability to develop an effective program for preserving their health and the health of students in the education process; the ability to create and develop a health preserving

educational environment; the ability to apply various methods of preventive healthcare as well as educational technologies promoting students' health preservation; the ability to investigate effectiveness of the education process regarding health preservation; the ability to organize and implement preventive healthcare.

Forming health preserving competency of students is associated with natural, political, social, economic, cultural and a number of other factors. It should be noted that an important factor in forming health preserving competency is forming a responsible attitude of the individual towards their health and the health of others. In particular, according to Ye. Sviridiuk, purposeful forming students' health preserving competency ensures development of personality who consciously takes care about their health and the health of others, adheres to a healthy lifestyle, which enables them to work qualitatively, fully and productively as well as to study (Sviridiuk Ye., 2013, p. 237).

Health preserving competence involves not only medical and valeological informativeness, but also application of the acquired knowledge in practice, possession of methods of health promotion and diseases prevention.

Forming health preserving competency is a constant creation of a steady need of students to lead a healthy lifestyle; it is a long process that requires constant and targeted pedagogical influence on them by pedagogues.

Thus, health preserving competency is a quality formed at a certain stage of activity within the framework of a certain socio-occupational situation that is based on individual psychological qualities of personality and is integral and systemic. In this regard, higher education should orient future occupational safety and health specialists toward acquiring concrete knowledge, abilities and skill needed to organize health preserving activity and foster a healthy lifestyle.

Conclusions and Recommendations. During the last decades, the problem of human life and health in the broad sense is seen as global, since health of the population is an indicator of society civilization, the main criterion for

effectiveness of activity of all its areas. It is undeniable that the future of every country, its political, social, economic and cultural levels depend on how they care about the health of young people, create favourable conditions for forming and developing younger generations' sustainable desire to preserve and strengthen their health.

Based on the analysis of scientific literature, we believe that forming health preserving competence of future occupational safety and health specialists is an integral property of personality, acquired during the process of learning and practical activity, which characterizes their aspiration and ability (readiness) to realize their potential (knowledge about human and health, abilities, skills, inclinations, experience, personal qualities, etc.) in the ability to organize activities in matters of healthy lifestyle and health preservation.

The prospect of further researches can be identification of factors and conditions needed for effective training of future occupational safety and health specialists to implement health preserving activities, taking into account foreign experience.

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ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ІЗ ОХОРОНИ ПРАЦІ В УМОВАХ МОДЕРНІЗАЦІЇ ВИЩОЇ ШКОЛИ

Анотація

Стаття присвячена дослідженню проблеми формування здоров'язберезувальної компетентності майбутніх фахівців із охорони праці в нових соціокультурних умовах. Розглядаються теоретичні аспекти формування здоров'язберезувальної компетентності майбутніх фахівців із охорони праці, конкретизовано поняття «компетентність», «професійна компетентність», «здоров'язберезувальна компетентність». Визначено, що здоров'язберезувальна компетентність майбутніх фахівців із охорони праці формується на основі індивідуально-психологічних якостей особистості в процесі навчальної діяльності у вищих навчальних закладах, яка спрямована на придбання майбутніми фахівцями із охорони праці конкретних знань, умінь, навичок необхідних для організації діяльності з питань здорового способу життя та здоров'язбереження.

Ключові слова: компетентність, компетенції, професійна компетентність, здоровий спосіб життя, здоров'язбереження, здоров'язберезувальна компетентність, майбутній викладач професійної освіти (охорона праці).

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**ФОРМИРОВАНИЕ ЗДОРОВЬЕСБЕРЕГАЮЩЕЙ
КОМПЕТЕНТНОСТИ БУДУЩИХ СПЕЦИАЛИСТОВ ПО ОХРАНЕ
ТРУДА В УСЛОВИЯХ МОДЕРНИЗАЦИИ ВЫСШЕЙ ШКОЛЫ**

Аннотация

Статья посвящена исследованию проблемы формирования здоровьесберегающей компетентности будущих специалистов по охране труда в новых социокультурных условиях. Рассмотрены теоретические аспекты формирования исследуемого феномена и конкретизированы понятия «компетентность», «профессиональная компетентность», «здоровьесберегающая компетентность». Установлено, что здоровьесберегающая компетентность будущих специалистов в области охраны труда формируется с учетом индивидуальных психологических качеств личности в процессе образовательной деятельности высших учебных заведений; направлена на приобретение знаний, способностей и навыков, необходимых студентам в сохранении здоровья и ведения здорового образа жизни.

Ключевые слова: компетентность, компетенции, профессиональная компетентность, здоровый образ жизни, здоровьесбережение, здоровьесберегающая компетентность, будущий педагог профессионального обучения (охрана труда).