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ROLE OF THE INSTITUTIONS OF AFTERSCHOOL EDUCATION IN THE PROCESS OF FORMING BEHAVIORAL PATTERS OF A HEALTHY LIFESTYLE OF THE TEENAGERS

The article focuses on the problem of the formation, preservation, improvement of health and prevention of socially significant problems of adolescence by means and capabilities of the existing network of the institutions of afterschool education in the Transcarpathian region. The emphasis is placed on the characterization of a five-stage algorithm for the formation of new behavioral patterns regarding the formation of a healthy lifestyle of students in institutions of

afterschool education which would change the priorities of the formation of a healthy lifestyle in students from the prevention of diseases, negative actions and activities from harm to their own health to the formation of health-preserving and the health-improving behavioral patterns.

Key words: *health, teenagers, healthy lifestyle, institutions of afterschool education, behavior, health-improving camps.*

Стаття присвячена питанням збереження і покращення здоров'я, а також запобігання соціально значущим проблемам, що виникають у дітей підліткового віку, засобами та можливостями мережі закладів післядипломної освіти Закарпатської області. Особливу увагу закладено на характеристиці п'ятиступеневого алгоритму становлення в закладах позашкільної освіти нових поведінкових норм, які впливають на збереження здоров'я та формування здорового способу життя учнів.

Ключові слова: здоров'я, підлітки, здоровий спосіб життя, заклади позашкільної освіти, поведінка, оздоровчі табори.

Статья посвящена вопросам сохранения и улучшения здоровья, а также предотвращения социально значимых проблем, возникающих у детей подросткового возраста, средствами и возможностями сети заведений последипломного образования Закарпатской области. Особое внимание акцентировано на характеристике пятиступенчатого алгоритма становления в учреждениях внешкольного образования новых поведенческих норм, влияющих на сохранение здоровья и формирование здорового образа жизни учащихся.

Ключевые слова: здоровье, подростки, здоровый образ жизни, заведения внешкольного образования, оздоровительные лагеря.

The development and establishment of school curriculum, tourism, sport, regional studies, health-preserving work with children and student youth, the specifics of the forms and methods of its implementation are reflected in modern research and scientific works of T. Babyuk, V. Bedyuk, V. Gorashchuk, G. Gumenyuk, O. Yezhova, O. Zhabokryts'ka, S. Kirilenko, M. Kostolovich, A. Maksutov, V. Orzhehovskaya, V. Ostapchuk, S. Sviridenko, M. Solovey, S. Sovgira, L. Sushchenko, O. Tymets, T Fedorchenko, I. Shorobora and others.

The urgency of the problem of preserving and strengthening the health of young people has gained a national importance, since it is the youth, a prospective part of society that will build the future. The problem of implementing a healthy lifestyle in the environment of the youth is becoming a category that determines the level of national security of the country. We can state with some certainty that over the past decade, the overall health status of the country population has deteriorated significantly.

We believe that in adolescence in particular, it is important to form the need to be healthy and, on this basis, develop appropriate stereotypes of behavior and form healthy lifestyle habits. Our studies prove that the most favorable conditions for the implementation of this process are in the institutions of the afterschool education with the possibility of arranging sport and nature-study activities.

In the system of extracurricular education in Transcarpathian region, as of 2016 – 2017 academic years, there are 30 afterschool educational institutions, which are attended by 37694 students and employ 1,100 teachers. Nevertheless, we consider that the potential of the afterschool educational institutions in this area of activity is usually not exploited to the fullest. In our opinion, much needed are the renewal of the content, forms, methods of work; methodological support and development of criteria for evaluating the process of forming healthy lifestyle skills in the conditions of the institution of afterschool education; advanced training for the pedagogues of the afterschool institutions [6].

An important feature of modern out-of-school education, not diminishing the role of education and development of a growing personality, is the irrefutable practical orientation of educational and educational content to create effective conditions for individual and socially significant educational, cognitive and research activities as well as sport-development, health preserving, nature study, mass and community work [1; p. 171-180; 4, p. 330-340; 7, p. 113-132], which are aimed at developing the health-preserving and health-improving behavioral patterns.

The necessary direction of development and improvement of education in the system of extracurricular educational institutions is the improvement of health of the children and the formation of healthy lifestyle skills. We consider it expedient to note the proper potential of the process of developing healthy lifestyle habits of the teenagers during sports and nature-study work, which is being implemented by means of thematic camps in the afterschool educational institutions. In the modern educational space, the function of camps has a qualitatively new meaning, in contrast to the mere implementation of certain educational programs. Therefore, the main feature that distinguishes the camp environment from the environment in which the child spends most of the time during the school year - is a change in lifestyle. This feature is desirable to use in the formation of new behavioral norms and habits of healthy lifestyle among teenagers. It was the activities, behavior, and, consequently, the actions of students with the observance of a healthy lifestyle, that we have placed a particular importance upon in the process of organization and implementation of sports and regional studies in the institutions of afterschool education.

In our opinion, it is the practical abilities of the students to carry out educational, cognitive and research activities, sport-development, health, preservation, regional studies activities, mass and community work, that ensure the formation of skills for self-determination and appropriate adoption of appropriate decisions on compliance (or impractical decisions on non-compliance) of a healthy lifestyle. The latter gives us grounds to state that the direction of own behavior, actions and individual or collective healthcare work of the growing personality is given a paramount importance in our study, since the very essence of behavior, actions and activities is considered by us the final stage in the formation of healthy lifestyle in adolescents in institutions of afterschool education. In this behavior, actions and activities, different types of abilities are combined, the basis of which is understood and mastered by the students comprehensive knowledge of the preservation and improvement of their own health and the appropriate skills of applying them in practice.

An important aspect of the formation of appropriate health-preserving behavior, actions and activities is the mandatory development of their important volitional and moral qualities, and above all, the formation of responsibility for their own behavior, actions and activities. These characteristics, according to our belief, are one of the most important indicators of the formation of a healthy lifestyle and at the same time an indicator of the level of orientation, activity, creativity, persistence and responsible behavior, actions and activities of a growing person.

The algorithm of behavior (actions, activities) of students in the process of classes in extracurricular training is realized through the connection between information, motivation and behavior, thus revealing the essence and direction of all components and the algorithm of students' life in the institutions of afterschool education.

From the provision of reliable information (educational content of curricula of clubs, sections, workshops and other student associations that are constructed according to their age and needs), to the application of forms and methods of organization and implementation of sport and nature-study activities, which makes it possible to positively influence the system of values and the emotional sphere of a growing personality. We believe that this way a conscious assimilation of this information is ensured, which promotes the effective formation of cognitions and practical skills of informed and responsible behavior in various situations of risk of damage to one's own health. According to our understanding, behavior (actions and activities), is one of the main determinants of maintaining and improving the health of students in the institutions of afterschool education, since its degree of influence far exceeds the influence of many other determinants (information, motivation, interest, needs). In this regard, we have changed the priorities of the formation of a healthy lifestyle in students from the prevention of diseases, negative actions and activities that detriment of their own health – to the formation of health-preserving and health-improving behavior (actions and activities).

Within the framework of the algorithm developed by us distinguished and characterized were five stages of the process of transformation of information, through its awareness and assimilation; recognition by the growing person of the value of such information, which determines the relevant motivations of its application in its own practical activities (behavior and actions), aimed at the final result, that is the formation of a healthy lifestyle of the students.

The essence of the first stage was the awareness and assimilation of information by students (educational content of sectional and club classes in the afterschool educational institution, based on knowledge gained, skills and practical skills of preserving and improving their own health) through personal recognition as undeniable value. Interesting, and most importantly, useful information, from the point of view of the students themselves, on the preservation and improvement of their own health, their awareness of the need and the importance of adhering to a healthy lifestyle as a guarantee of their own health determines the formation and development of a value-motivational component, which causes desire to lead a healthy lifestyle themselves. This is the second stage in the transformation of the information that students have learned about the health preserving and health improving - into the modification of personal attitudes, the formation of clear motivations for the formation, and further adherence to a healthy lifestyle. Therefore, it refers to the identification and characterization of the attitudes of a growing person to their own health, manifested through the prism of related psychological growths. To such psychological growths N. Zimovets relates the fully developed attitude of the individual towards the relation to his life in society, claiming that «... the attitude to health is the position of the individual, which determines the regulation of reactions and the volitional pursuit of activities in relation to health factors for the optimal combination of personal capabilities and opportunities of the environment in order to achieve well-being» [3, p. 9].

The key feature of the third stage is to create conditions for students to make free decisions in the name of a healthy lifestyle. We determined as an important part of

this stage – the creation of comfortable conditions for independent decision making by them, while the role of the teacher is only helping, correcting or counseling students about the nature, direction, degree of autonomy and the extent of the decisions [6, p. 54-55].

A defining attribute of the fourth stage was the expansion of the processes of assimilation of the additional health preserving and health improving knowledge, relevant abilities and practical skills for the formation of a healthy lifestyle. And at the same time there is a mastering and application of own behavior, actions and activities of various intersubjective communicative, health-preserving and health-improving strategies, specific practical skills of conducting both individual work and the group work of club or section of the institution of afterschool education concerning sport and nature-study activities, socially useful and mass work. At this stage of educational work, role games, modeling of various educational situations are used, problem tasks are solved and individual and socially important mass and socially useful work is conducted in which students have to make their own choices, discuss possible options and take the most appropriate decisions for the implementation of their own individual or collective activities to lead a healthy lifestyle [2, p. 17-18].

The principle of the fifth stage is composed of the undeniable awareness and assimilation; the formation of responsibility for the observance of a healthy lifestyle both in the educational process of extracurricular educational institutions and in everyday life; the formation of an adequate self-assessment of the effectiveness of individual work as well as work or in a group in a club, workshop or section concerning educational, cognitive and research activities, physical development, health-preserving, health-saving, nature-study, mass and socially useful activities. As a result, every student feels such desirable raise of his own stature among peers and adults. This gives grounds to conclude that the important result at this stage of forming a healthy lifestyle of students in afterschool educational institutions – is their self-determination and self-realization in a variety of health-preserving and health-improving forms of such work, which, accordingly, greatly increases the level of their socialization and social adaptation to the challenges and threats of modern society.

Thereupon, it is assumed that the implementation of this hypothetical model in institutions of afterschool education proves to be effective, provided, that the design of educational content is based on the above-mentioned didactic principles, forms and methods of its implementation. This will enable us to construct the behavior, actions and activities of students that support and exercise healthy lifestyle. Consequently, it gives us grounds for asserting the benefits of the afterschool educational institutions in solving the issues of developing a healthy lifestyle of students in comparison with other educational institutions, because their activity mostly occurs during free time of children and based on voluntary nature, possesses the methodical potential, traditions and experience of educational work with adolescents. This in turn creates special conditions for the teaching staff for the organization of the educational process to achieve positive results in the formation of a healthy lifestyle, which requires the consolidation of efforts of general education institutions, afterschool educational institutions, families, mass media and other social institutions.

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ФОРМУВАННЯ ГОТОВНОСТІ ВЧИТЕЛІВ ЗАКЛАДІВ ЗАГАЛЬНОЇ СЕРЕДНЬОЇ ОСВІТИ ДО ПАТРІОТИЧНОГО ВИХОВАННЯ СТАРШОКЛАСНИКІВ

У статті представлено дослідження щодо виявлення рівня підготовленості вчителів закладів загальної середньої освіти до патріотичного виховання старшокласників. Обґрунтовано комплекс застосованих діагностичних методів, за допомогою яких у процесі контрольних зрізів було виявлено той чи інший ступінь прояву певного показника патріотичної вихованості. Описано результати роботи семінару-практикуму, спрямованого на оволодіння змістом, формами, засобами і методами патріотичного виховання старшокласників.

Ключові слова: заклади загальної середньої освіти, патріотичне виховання, старшокласники, вчителі.

В статті представлено исследование по выявлению уровня подготовленности учителей учреждений общего среднего образования к патриотическому воспитанию старшекласников. Обоснован комплекс применяемых диагностических методов, с помощью которых в процессе контрольных срезов была определена та или

иная степень проявления определенного показателя патриотической воспитанности. Описаны результаты работы семинара-практикума, направленного на овладение содержанием, формами, средствами и методами патриотического воспитания старшекласников.

Ключевые слова: учреждения общего среднего образования, патриотическое воспитание, старшекласники, учителя.

The article presents a study on the level of preparedness of teachers of institutions of general secondary education to patriotic education of senior pupils. The complex of applied diagnostic methods was substantiated, with the help of which in the process of control sections revealed one or another degree of manifestation of a certain indicator of patriotic upbringing. The results of the workshop-workshop, aimed at mastering the content, forms, means and methods of patriotic education of senior pupils, are described.

Key words: institutions of general secondary education, patriotic education, senior pupils, teachers.