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ФОРМИРОВАНИЕ КОМПЕТЕНЦИЙ ЗДОРОВЬЕСБЕРЕЖЕНИЯ В СТРУКТУРЕ ОБЩЕГУМАНИТАРНОГО БАЗИСА ОБРАЗОВАНИЯ

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Аннотация. В структуре авторской концептуально-теоретической модели общегуманитарного базиса образования выделены компоненты, формирующие и развивающие компетенции здоровьесбережения в учебно-воспитательном процессе. Аппликационно-валеологический компонент предусматривает формирование культуры здоровья как интегральной характеристики личности, необходимой для успешной реализации индивидуальных профессиональных и жизненных планов. Регионально-этнический компонент предусматривает учет эволюции психофизиологических характеристик обучаемых в рамках тех культур, носителями которых они являются. Психолого-адаптивный компонент предусматривает овладение методами психологической саморегуляции и обусловлен необходимостью постоянной корректировки психо-эмоционального статуса в отличающихся высокой динамичностью современных условиях. Антропогностический компонент предусматривает включение в число объектов конкретно-научного познания человека и его здоровь во множестве связей с окружающим миром. Личностно-вариативный компонент подразумевает широкое и многоуровневое использование технологий моделирования персонифицированных управляющих воздействий в зависимости от возрастных, психофизиологических, интеллектуальных, морфофункциональных возможностей студента. Формирование здоровьесберегающих компетенций в структуре общегуманитарного базиса предусматривается как в целостном образовательном пространстве высшего учебного заведения, так и при изучении конкретных обязательных и элективных учебных дисциплин в рамках локальной гуманитарно-развивающей образовательной среды.

Ключевые слова: высшее образование, общегуманитарный базис образования, здоровьесберегающие компетенции, локальная гуманитарно-развивающая образовательная среда.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК

FORMATION OF HEALTH PROTECTION COMPETENCIES IN THE STRUCTURE OF THE GENERAL HUMANITARY BASIS OF EDUCATION

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Annotation. In the structure of the author's conceptual-theoretical model of the general humanitarn basis of education, the components that form and develop the competence of health preservation in the teaching and educational process are highlighted. Applicative-valeological component provides for the formation of a culture of health as an integral characteristic of a personality necessary for the successful implementation of individual professional and life plans. The regional-ethnic component provides for taking into account the evolution of the psychophysiological characteristics of students within the cultures of which they are carriers. The psycho-adaptive component provides for mastering the methods of psychological self-regulation and is conditioned by the necessity of constant adjustment of the psycho-emotional status in the highly dynamic modern conditions. Anthropognostic component provides for the inclusion...
in the number of objects of concrete scientific knowledge of a human and his health in a variety of connections with the surrounding world. The personality-variative component implies a wide and multilevel use of modeling technologies for personified control actions depending on the age, psychophysiological, intellectual, morphological and functional capabilities of a student. The formation of health-saving competences in the structure of the humanitarian basis is envisaged both in the integral educational space of the higher educational institution and in the study of specific compulsory and elective educational disciplines within the framework of the local humanitarian and educational environment.

**Key words:** higher education, general humanitarian basis of education, health-preserving competencies, local humanitarian and educational environment.

In modern conditions of the growth of the anthropogenic environmental factors a complex socio-pedagogical problem requiring a reorientation of goals of education is the preservation and strengthening of health of the studying youth, formation of value-oriented healthy lifestyle on the basis of health protection component in the content of all training courses and the organization of the teaching process [1 – 3]. Therefore, in the structure of the conceptual and theoretical models of the general humanitarian education basis and the local humanitarian and developing educational environment [4], we devote much attention to the components that form and develop the competence of health preservation in the teaching and upbringing process. These components include applicative-valeological, regional-ethnic; anthropognostic, psycho-adaptive, information-analytical, personality-variative.

Applicative-valeological component provides for the formation of a culture of health as an integral characteristic of the personality necessary for the successful implementation of individual professional and life plans. It is aimed at creating an effective motivation for maintaining a healthy lifestyle, instilling a culture of self-improvement of one's own psycho-emotional status, health-oriented behavior and activities, taking into account individual and personal needs. This component includes the totality of those principles, techniques, methods of pedagogical work, which, supplementing the traditional technologies of teaching and upbringing, endow them with a sign of health preservation. The regional-ethnic component provides for the development of psychophysiological characteristics of students within those cultures the bearers of which they are, since humanistic ideas within the framework of any national culture have both common features and profound differences associated with the originality of philosophical and religious thought, the spiritual mentality of the people and dogma, with the peculiarities of historical development. As an example, consider the implementation of the applicative-valeological component, as well as the regional-ethnic component, on the example of the discipline "Physical Education". Both historically and at present physical education and sports have occupied and occupy a special, even isolated place in the education systems of the West and the East, since, in addition to the general pedagogical functions of education, upbringing, formation, they perform a specific - recreational function [5].

Applicative-valeological component involves mastering the system of practical skills and competencies ensuring the preservation and strengthening of health, mental well-being, the development and improvement of psychophysical abilities and personal qualities, self-determination in physical culture, the formation of the ability to use various means of physical culture, sports and tourism to preserve and strengthen health, psychophysical training and self-training for future professional activities.

As studies have shown, the educational process should include two main directions of pedagogical activity for the formation of a healthy lifestyle:

- creation of optimal external conditions - microsocial environment (humanistic relations, favorable psychological climate, active creative environment), through joint activities and communication of participants in the educational process;
- provision of internal conditions (attitudes, needs, abilities) for the self-development and self-education of students through the mechanisms of self-knowledge, reflection, goal-setting.

We believe that optimization of external environmental conditions requires some revision of the list of elective and compulsory educational disciplines and their structuring in an interdisciplinary space, without which a full-fledged implementation of the second direction is impossible. In particular, the introduction of the educational subject "Folk Dance" into educational plans can be an effective means of solving the problems under consideration. The process of folk dancing is one of the best of all existing natural and accessible types of health-preservation technologies. In the history of the culture of mankind, a wealth of experience has been accumulated in the use of various forms of organized physical movement, through which, for centuries, representatives of different nations have been developing certain physical as well as psychological characteristics.

There are whole layers, arrays of traditional forms of "movement culture", which in principle can never be replaced by other, new ones. Therefore, among the many diverse technologies, the educational subject "Folk Dance" deserves the most serious attention, since it was its original movements, gestures, postures and their elements that were subsequently applied in modern types of physical development and perfection, such as aerobics or rhythm. In addition to the fact that folk dances make the posture graceful, and also positively affect the physical health in general, develop flexibility and plasticity, they contribute to the formation of students' physical, mental, spiritual and moral health, education of their culture of health, effective motivation to maintain a healthy lifestyle, instill a culture of self-improvement of one's own psycho-emotional status.

The psycho-adaptive component involves mastering the methods of psychological self-regulation as a structural unit of comprehensive professional training for future specialists, active management of their own psychological states and reactions, mastering the methods of self-improvement of the mechanisms of personal regulation of behavior and activity, and operational emotional-psychological adjustment in accordance with the situation due to the need for constant adjustment of psycho-emotional status characterized by high dynamism of the modern conditions in which standardization of
behavior can not ensure the effectiveness of the psychological and social adaptation.

Anthropognostic component provides for the inclusion among the objects of particular scientific knowledge of man in his many relations with the outside world. Of course, in no sphere of human activity the biosocial nature of man is manifested in such a unity as in physical culture, in which the thousand-year experience of previous generations is concentrated and preserved, ensuring the viability and survival of the human population. In the process of physical education and sports, the student receives and rethinks knowledge of physiology, psychology, physical and moral education, etc. The realization of the needs of motor activity, safety and self-development activates cognitive processes, forms beliefs in the need for a wide range of information on the functioning of the organism, the state of the psychomotor and the neuromuscular apparatus for healthy vital activity. However, other educational disciplines, such as physics, also provide rich opportunities for introducing anthropocentric knowledge and technologies for their implementation into the training material. Here is a brief listing of some of the problems studied by physics and directly related to the formation of health-saving competencies, implying knowledge of harmful or beneficial effects of various physical factors on human health, ways of leveling the negative influence and using favorable factors: vibration, electromagnetic and thermal noise and their effect on psychophysiological indicators of health, the establishment of thermodynamic equilibrium under conditions of super-dynamic development of the environment, various aspects of optical phenomena and processes, low and high humidity and its influence on human health in different climatic conditions, transport phenomena and their role in human activities, the greenhouse effect, the causes of the emergence and ways of adaptation to it, etc.

The pedagogical aspect of solving the problem of strengthening and preserving health, developing the content of the process of forming a healthy lifestyle, cannot be limited only to the state of health of students and teachers, providing a certain level of their value-laden literacy; it should also include the introduction of technologies that provide positive processes in development health. The most suitable for this are personal-oriented technologies, including the design of the educational process based on the needs, motivations, capabilities, abilities of students. In this case, the student from the object of pedagogical influence becomes a subject of action. The personality-variety component of the general humanitarian basis of education implies the use of a person-oriented, variable pedagogy, pedagogically grounded external influences that will lead every student to professional self-structuring, individualized depending on the type of thinking and psychological characteristics of the student. The component is based on the principles of polyvariance and diversity, provides for the creation of conditions for a more complete manifestation of the abilities of students in their chosen forms of activity, organized in accordance with their values and interests. The wide and multilevel use of technologies for modeling personalized control actions, depending on the age, psychophysiological, intellectual, morphological and functional capabilities of the student, creates conditions for the full-scale manifestation and development of personal health-preservation competences of subjects of the educational process, their creative self-expression and self-realization and the development of adaptation abilities in the rapidly changing conditions of modern society.

In the conditions of the formation of a new paradigm of informatization of human society, an important component in the formation of the competences of health preservation is the necessary component of the humanitarian basis of education, which plays an important role in the formation of health preservation competences. It provides for the development of the student's information culture, knowledge of multidimensional information activities, the ability to adequately adapt to rapidly changing information fields and technologies, the ability to independently navigate and successfully function in the dynamic IT environment that offers global flows of information on various health-forming and health-protecting technologies.

The formation of health-preservation competences in the structure of the general humanitarian basis in the concept proposed by us is envisaged both in the integral educational space of the higher educational institution and in studying specific compulsory and elective educational disciplines within the framework of the local humanitarian and educational environment.

REFERENCES