

Таким образом, анализ литературных и собственных данных позволил сформулировать с гигиенических позиций определение понятия пищевое поведение, обосновать гигиенические принципы его исследования у детей, подростков и молодежи, предложить методологию его оценки, пригодную для использования в мониторинге здоровья. Внедрение предлагаемых подходов будет способствовать оптимизации здоровья детского населения за счет повышения эффективности профилактических мероприятий.

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КОМПЕТЕНТНОСТНЫЙ ПОДХОД К ПРОФЕССИОНАЛЬНОЙ ПОДГОТОВКЕ БУДУЩИХ УЧИТЕЛЕЙ ОСНОВ ЗДОРОВЬЯ

Аннотация. В работе рассматриваются особенности компетентного подхода для подготовки специалистов в области валеологии. Приведен анализ публикаций российских и украинских ученых о разновидности реализации компетентного подхода в высших учебных заведениях. Доказана актуальность и целесообразность выбранной проблемы исследования.

Ключевые слова: компетентностный подход и профессиональная подготовка; будущие учителя основ здоровья.

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COMPETENT APPROACH TO PROFESSIONAL TRAINING OF FUTURE TEACHERS HEALTH BASIS

Abstract This paper discusses the features of the competent approach for training of specialists in valueology. The analysis of the publications of Russian and Ukrainian scientists about the types of implementing of the competent approach in higher educational establishments is represented. The urgency and appropriateness of selected research problem are proved.

Keywords: competent approach, professional training, future teachers of specialists in valueology

Statement of the problem. The present society requires from the system of higher pedagogical education professional training of future teachers of health basis, who have fundamental knowledge, abilities and skills, who have creative approach to solve unusual issues, who can be competitive in the job market, mentally and physically healthy. In recent years health of young people troubles doctors. A healthy lifestyle which is promoted among the population, did not become a compulsory component of human vital activity because health of the individual is still traditionally regarded as his personal problem but not as a component of the overall health of the nation; the motivation of a healthy lifestyle does not become the necessity of the individual. Competent approach in the system of higher education is the subject of scientific researches.

The main material The primary role in the competent approach plays not student awareness, but ability to solve problems that appear in perception of surrounding phenomena and gradual reorientation from mastering of knowledge on the formation of appropriate skills and creation of conditions for mastering of competence complex.

Scientists in the definition of "competent approach" distinguish some differences. The concept "competent approach" is defined as a set of general principles of defining the goals of education, selection of educational content, organization of educational process and assessment of educational results

(O. E. Lebedev) [3; 3- 11]; as "the orientation of the educational process to the formation and development of the key (basic, main) and subject expertise of the individual competence".

According to O.V. Vozniuk competent approach reflects the integrated display of professionalism, which combines elements of professional and general culture, experience of educational activities and pedagogical creativity that is specified in a certain system of knowledge, skills, readiness to professional solution of pedagogical tasks and problems [1; 114].

Competent approach to education, says M.V. Nagach, "has recently become more common and claims to be the conceptual framework of educational policy, executed as by the state as by the and influential integrational organizations, reinforces the practical orientation of education, emphasizes the importance of experience and skills, based on scientific knowledge" [4; 21].

As noted O.P. Savchenko, "a determining factor in the implementation of competent approach is an orientation to the development of a system skills complex, semantic orientations, adaptive possibilities, experience and transformational activities methods with obtaining a specific product."

According to N.V. Nagorna "competent approach puts to the first place not student awareness but ability to solve problems that appear in the cognitive, technological and mental activities, in the areas of ethical, social, legal, professional and personal relations. In this respect, this approach involves such type of educational content which doesn't add up to considerable oriented component, and provides a holistic experience in solving life's problems, performance of the key functions, social roles, competence"[5; 266- 268].

According to the L.A. Elagina, competent approach involves priority orientation to goals - vectors of education: ability to learning, self-determination, self-actualization, socialization and personality development. [2; 55] The author confirms that as a goal in the implementation of competent approach in professional education, in this case, overflows an action of competent professional who has a culture of professional activity [2; 55]. L.A. Elagina notes that competent approach allows to perform selection of the content of vocational education according to the needs of the individual, which develops and at the same time it focuses person on the innovative experience of successful professional activity in a specific area [2; 55]. The author confirms that the methodological basis of competent approach implementing in the vocational education are principles: variation of education; concentration of education on the development and self-development of individual, combination of autonomy with collective and group forms of education; unstable dynamic balance of the educational process as a source of individual's correlation development, education and profession [2; 55].

The analysis of definitions of the notion "competence" can be interpreted in different contexts, such as a set of interrelated personality features (knowledge, skills, ways of activity), which are established to the appropriate range of objects and processes and are necessary for high-quality productive action in respect of them. In other words competence is understood as given requirement, standard of educational training of student (A.V. Khutorskyi) [6; 55-60]. It is also understood as socially fixed educational result because competencies can be derived as real requirements for mastering of students a set of knowledge, ways of activity, experience attitudes of a particular field of knowledge, personality features, who operates in society, the sphere of additional knowledge and skills of human around the number of issues which characterize a certain personal feature.

Conclusions The main objective of vocational education in the sphere of valueology is to prepare high-qualified future teachers of health basis based on the competent approach and the ability of students to ensure high-quality pedagogical support of the whole variety of extracurricular sanitary and educational work in various educational institutions and other institutional structures.

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