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ORGANIZATION OF HEALTH-PRESERVING ACTIVITY OF THE HEAD OF GENERAL EDUCATIONAL INSTITUTION

Abstract: The technology stages for the implementation of health-preserving activities by the manager of the general educational institution (GEI) were substantiated, namely: orientational (the development of the orientation of the manager of the GEI for the implementation of health-preserving activities, which is facilitated by familiarization of managers with the most important problems and experience of health development through education and comprehensive promotion of teacher training, considering their personal needs and interests); cognitive (strengthening of the epistemological potential of the manager by systematization and generalization of professionally significant knowledge and ideas about the basics of human health and management of its preservation in the process of education); activity-productive (practical actions to plan, ensure, motivate and control the health-preserving of schoolchildren, which requires improvement of the set of skills associated with the implementation of management functions, and involves the use of active-discussion forms and methods of education and self-educational work).

Key words: a manager, general educational institution, health-preserving activity, technology, stages.

The statement of the problem in general and its connection with important scientific and practical tasks

In modern socio-cultural conditions, very high requirements for the professional competence of the heads of education are demanded; this refers, in particular,

to the head of the general educational institution (GEI¹⁰) and is caused by the need to implement the state educational policy, which is focused on reforming and modernizing the educational sector and essential updating of the content and structure of the educational institutions.

One of the most important aspects of the professionalism of the head of the GEI is their ability to solve various tasks in the field of the students' health effectively and independently. This is due to the embodiment of important health pedagogy aspects which directly depend on the head (manager), such as: the organization of a pedagogical process focused on preserving and strengthening the students' health; motivation and mobilization of both individual teachers as well as the teaching staff on the whole to solve the problems of the students' health; stimulating school teachers to develop a conscious attitude to their own health, so that the teacher can become a model for leading a healthy lifestyle.

Analysis of the main researches and publications on the research topic

The study of scientific researches indicates that the problem of the health-preserving activity of the manager of the GEI is studied in the context of the valeologization (i.e. healthisation) of the educational environment as a factor of increasing the effectiveness of the educational process (T. Volchenska, T. Savustjanenko, L. Tatarnikov, G. Tushina, S. Shmalei), the development of the individual health through education, formation of health culture, healthy lifestyle of students (V. Goraschuk, T. Yermakova, G. Zaitsev, S. Zakopaylo, A. Ionova, S. Kirilenko, S. Kondratyuk, V. Kuzmenko, S. Iapynko, O. Lukashenko, S. Omelchenko, A. Savchenko).

The health-preserving activities of the head of the GEI as an integral part of their managerial and pedagogical activity ensure the creation of significant circumstances and factors, the conscious interaction of the administration, the teaching staff, and all structural divisions of the departments for the realization of educational goals and the goals of preserving the individual health, that is, for the education of healthy-educated school graduates. Structural components of the health-saving activities of the leaders of the GEI are: motivation-value (awareness of the importance and value of the teacher's attitude toward health-preserving activities); cognitive component (knowledge about the basics of the development

¹⁰ The management of the general educational institution is carried out by a head. The post of a head may be taken up by Ukrainian citizen who has higher pedagogical education at the level of specialist or master's degree, the length of pedagogical work not less than three years, who successfully passed the certification of managerial staff of educational institutions in the order established by the Ministry of Education and Science of Ukraine [Resolution of the Cabinet of Ministers of Ukraine N 778 about approval of Regulations on a general educational institution, dated 27th August, 2010].

of individual health through education and the basis for managing the institution from the perspective of health); procedural component (a set of professional skills associated with the implementation of managerial functions in the implementation of health-preserving activities); reflexive component (reflection and correction of the results of one's own activity, self-education and self-development abilities) (Gras 2015).

At the same time, the questions of the technology of organizing the health-preserving activity of the head of the GEI are not emphasized enough in psychopedagogical science.

The purpose of the article

The aim of the article is to substantiate the technology stages of the health-preserving activity of the head of a general educational institution for organization of experimental verification of the determined stages of this activity.

Presentation of the main material of the research

Taking into account the nature and the structure of the health-preserving activity of the head of the GEI (Gras 2015), as well as the experience of working with the teacher-managers, the following main technological stages of the health-preserving activity of the head of the GEI are highlighted: orientation, cognitive and activity-productive components.

So, the main task of the orientation stage is the development of the orientation of the head of the GEI for the implementation of health-preserving activities, which is caused by factors such as insufficient orientation of some teachers (incomplete formation of attitudes, needs, managers' interest in the realization of the health-preserving activities).

The results of a survey conducted among 62 heads of general educational institutions in Moskovskiy District in Kharkiv and school principals have shown that only 40.3% of respondents chose, among the main incentive factors of development of health-preserving activities, a group of motives that are directly related to professional activity ("interest in the results of their work", "aspiration for pedagogical excellence", "improving the professionalism of the manager"), 11.3% – the motives for personal development ("the desire to work creatively", "the need for self-actualization, self-improvement", "development of their capabilities and abilities"). Other teachers did not have the appropriate motivation to upgrade their qualifications, and pragmatic factors were attributed to the main motivational basis ("improving their financial position", "strengthening their position", "ensuring influence", "achieving recognition and respect").

Encouraging the personal acceptance by the head of the GEI of the need for self-transformation as a special kind of professional activity, the transfer of external

incentives into internal motives that form the basis and regulate the assimilation of knowledge and the acquisition of skills for the implementation of health-preserving activities, which are facilitated by the content-quality conduct of all events (meetings, talks, scientific practical conferences and seminars, teaching reading, school of the future excellence and pedagogical skills, etc.), which is focused on familiarizing with the most important health development challenges through education and experience in the field of health-preserving activities; comprehensive assistance in the development of the manager's skills (moral encouragement, material stimulus, provision of a day for extra – curriculum activities, internship opportunities and direct professional and pedagogical communication, etc.), taking into account his personal needs, qualities and abilities.

The cognitive stage is focused on strengthening the epistemological potential of the manager – systematization and generalization of professionally significant knowledge and ideas about managing the processes of preserving human health through education namely: regulatory support for the development of individual health through education; basics of managing the institution from the position of health preserving; fundamentals of human health, the features of the formation of physical, mental, social, spiritual health at different stages of human ontogeny; components of healthy lifestyle; modern approaches to strengthening and maintaining health; features of the application of health-preserving funds, forms, methods, technologies etc.

A system of knowledge is formed as the cognitive basis and central core of the basis of health-preserving activities that turns into beliefs and is a guide to conscious practical actions.

Taking into account the main functions of the managerial activity of the manager of the GEI the following actions are defined:

- planning that requires an analysis of the real and potential possibilities of the institution, its departments, the relationship with the school and social environment and the definition of goals, the harmonization of basic and auxiliary tasks to preserve the health of subjects of the pedagogical process; development of current and strategic plans for the health improvement work of the institution; designing health-preserving measures, forms and methods, predicting the consequences of their use;
- providing coordination and organizational support to achieve the aims of health-saving activity under the given constraints of resources (time, financial, material, informational, human, etc.), that are determined by such basic parameters as: staffing (recruitment and placement in accordance with the objectives of health preserving, formation of temporary creative groups, special services and departments, achieving the coherence of their work); logistics (the maintenance of the building and premises in accordance with sanitary standards, establishing a system of nutrition and medical students' care, providing the gym with necessary sport equipment and inventory, etc.)

and teaching and methodological support (hygienically appropriate organization of the educational process, teaching students the basics of health, physical education and health educational work with students focus on promoting a healthy lifestyle; the development and implementation of educational means, forms, methods of health directions);

- motivation – a positive influence of a Manager on subordinates, the motivation of the teaching staff and school-based services to address the challenges of preserving the health of students that provides psycho-emotional climate in the institution, consideration of attitudes, interests and expectations of employees, support initiatives and promotion of creative search of teachers for the improvement of educational and recreation activities;
- control health of the institution as the feedback element of managerial action, the identification of the degree of conformity of the work results by the decision, making appropriate adjustments to the previously developed plans of health care students.

The mastery of the heads of the GEI of the implementation technology health-saving activities provides appropriate level of information support (ensure regulatory documents, psychological and pedagogical sources, modern advanced pedagogical experience of health-saving activity, etc.), targeted seminars using forms and methods (trainings, business games, thematic discussions, modeling and pedagogical situations playback, exercises on self-control and self-control of mental states, etc.), that make the process of learning to the real professional activity of the head GEI aimed at partner engagement and interactive education.

Improvement of knowledge and skills also requires the implementation of the teachers-managers self-educational work aimed at independent, voluntary, self-regulating, continuous absorption of modern health educational ideas and approaches, updating and acquiring new knowledge and experience, which gives the possibility of improving professional and personal qualities and skills and thus contributes to the practical solution of problems for the healthy development of students through education.

The systematic explanation of the role of self-education in improving health-preserving activities, individual discussions about the main directions of self-education, holding lecture cycles, seminars on self-education, stimulating the most prepared managers of the GEI for research work, etc., contribute to the self-education of the leaders of the GEI.

Managers need to give recommendations and help in mastering the skills of self-projecting (including conducting trainings on pedagogical goal-setting using individual tasks and exercises for setting and achieving self-education goals), formation of a self-study program (list of literature for processing, forms, timing and expected results – preparing reports, description of experience, etc.). Self-educational work also includes the selection of pedagogical situations of a health-preserving nature in scientific and methodological sources and from own experience,

keeping a diary “self-educational route of the head of the GEI” which generally improves the level of analysis and forecasts of the problems of the schoolchildren’s health preservation, the ability of the manager to implement health-preserving activities.

The effectiveness of the health-preserving activity of the head of the GEI requires the conduct of pedagogical monitoring aimed at continuously monitoring its course, analyzing the results in relation to the ways and the ways of achieving them; the identification of tendencies, the dynamics of results and changes, clarification of goals, program for adjusting and forecasting further development and improvement of activities.

The instrument of pedagogical monitoring is:

- supervision of the activities of the head of the GEI, the implementation of their professional duties, the conduct of educational and methodical activities;
- conversations with managers (as well as with teachers, students, parents) to identify the dynamics of the professional growth of the manager of the GEI in the field of schoolchildren’s health;
- questionnaires of the leaders of the GEI (identification of motives for performing health-preserving activities, problems which are related to the implementation of health preservation in the education process, identification of the attitude to the phenomenon of personal health and the need for its preservation, determining the nature of interest in the development of health, identifying factors that stimulate or discourage self-education etc.);
- psychological and pedagogical diagnostics and self-diagnosis (clarification of the formation of communicative skills, self-assessment of the level of conflict, the nature of the way of life, etc.);
- testing (definition of skill levels, knowledge about the fundamentals of health and control over its preservation in the process of education and education of schoolchildren).

The information which was gathered at different stages of the work should be comprehensively analyzed and interpreted, the results compared with the planned ones, which enables making the necessary adjustments, makes it possible to carry out the forecasted justification for the further development of the health-preserving activity of the manager of the GEI.

An important aspect of pedagogical monitoring of the health-preserving activity of the head of the GEI is its gradual transfer to self-monitoring. It involves mastering the means of detecting changes in self-expansion, gaining the capacity for reflection and self-reflection, which contributes to an adequate self-assessment and self-control of one’s own activity, readiness to find and correct mistakes and miscalculations, to remove obstacles which prevent the effective implementation of health-preserving activities.

The conduct of a comprehensive assessment of the functioning of the GEI in different areas of the schoolchildren’s health preservation (from the compliance

of the infrastructure of the institution with sanitary and hygienic standards with the introduction of educational tools, forms, methods of health-preserving nature) is equally important.

Criteria and indicators of the effectiveness of the health-preserving activities of the head of the GEI are: a positive attitude to the health of the individual, a sustained interest in the development of health-preserving activities; completeness of knowledge about human health and ways of its preservation in the process of education; the formation of skills which are necessary for the implementation of health-preserving activities, namely:

- analytical and design – analysis of the institution's capabilities, its interrelations with the social environment on the basis of generalization and systematization; identification of independence, creativity in determining strategic and tactical goals, basic and auxiliary tasks for the participants in health preservation of the pedagogical process, designing events and operations, forms and methods of health preservation; ability to foresee the possible consequences and results of their activities;
- organizational coordination – the ability to optimally allocate resources (temporary, human, information, material) and the work of others, coordinate and delegate authority; the ability to find adequate ways and make informed management decisions to ensure the educational process of a recreational nature;
- mobilization and adjustment – the establishment of favorable communication links and the psycho-emotional climate of the institution, self-regulation ability and positive influence on subordinates and pupils, encouraging all participants of the pedagogical process to implement objectives' health preservation;
- evaluative-reflective – analysis, self-analysis, assessment, self-assessment, reflection, self-reflection and correction of the work results of the institution and its own actions and actions to improve its health-preserving activities.

Conclusions and further researches directions

Reasonable technology (orientation, cognitive, activity-productive stages) in the implementation of GEI leader's health-preserving activities, which include: the development of orientation leader GEI for the implementation of health-preserving activities; the increased epistemological capacity of Manager (systematization and generalization of professionally significant knowledge and ideas about the basics of human health and management of its preservation in the process of education); practical action planning, motivation and control the health-preservation of the students.

Criteria and indicators of the effectiveness of the health-saving activities of the head of the GEI are: a positive attitude towards the health of the individual, sustained interest in the development of health-preserving activities; completeness

of knowledge about human health and ways of its preservation in the process of education; the formation of analytical and design, organizational and coordination, mobilization-regulating, appraisal and reflexive skills.

The perspective of the further research presupposes the study of the effectiveness of a technology implementation of managers GEI of health-preserving activities.

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ORGANIZACJA DZIAŁAŃ CHRONIĄCYCH ZDROWIE PRZEZ DYREKTORÓW PLACÓWEK KSZTAŁCENIA OGÓLNEGO

Streszczenie: Niniejsza praca przedstawia i uzasadnia następujące technologiczne etapy wprowadzania działań mających na celu ochronę zdrowia przez osoby zarządzające placówkami kształcenia ogólnego: etap rozpoznania (poszerzenie wiedzy kierowników tych placówek na temat wprowadzania rozwiązań chroniących zdrowie poprzez zapoznanie ich z najważniejszymi zagadnieniami i doświadczeniami na polu działań na rzecz zdrowia obejmujących edukację i kompleksową promocję szkoleń dla nauczycieli, z uwzględnieniem ich osobistych potrzeb i zainteresowań); etap kognytywny (wzmocnienie potencjału epistemologicznego osoby kierującej poprzez usystematyzowanie i upowszechnienie istotnej wiedzy zawodowej oraz koncepcji o podstawach zdrowia człowieka i zarządzaniu jego ochroną w procesie edukacji); etap aktywności produktywnej (praktyczne działania mające na celu zaplanowanie, zapewnienie, motywację i nadzór ochrony zdrowia uczniów, które wymagają udoskonalenia umiejętności związanych z wdrażaniem funkcji kierowniczych i wiążą się z wykorzystaniem form aktywnej dyskusji oraz metod kształcenia i samokształcenia).

Słowa kluczowe: osoba zarządzająca, placówka kształcenia ogólnego, działania na rzecz ochrony zdrowia, technologia, etapy.

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