



НОВІ ГОРИЗОНТИ ПЕДАГОГІЧНОЇ МАЙСТЕРНОСТІ ВІД ТРАДИЦІЙ ДО ІННОВАЦІЙ

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Колективна монографія «Нові горизонти педагогічної майстерності: від традицій до інновацій» присвячена комплексному осмисленню феномена педагогічної майстерності в умовах сучасних трансформацій української освіти. У центрі уваги – поєднання традиційних педагогічних підходів із новітніми інноваційними практиками, що забезпечують ефективність освітнього процесу, розвиток професійної компетентності педагогів та формування конкурентоспроможної особистості здобувача освіти. У виданні представлено результати наукових досліджень і практичного досвіду, пов'язаних із використанням кейс-технологій, цифрової дидактики, STEM-освіти, проєктних методів, інтегрованих курсів, освітнього консалтингу й експертизи, дистанційного та інклюзивного навчання. Значна увага приділена соціально-психологічним чинникам освітньої взаємодії, формуванню емоційного інтелекту й стресостійкості учнів, розвитку екологічного мислення, а також потенціалу літературного краєзнавства у формуванні національної ідентичності. Монографія поєднує міждисциплінарний науковий підхід і практичну орієнтацію, що робить її корисною для науковців, викладачів закладів вищої і фахової передвищої освіти, учителів шкіл, здобувачів освіти та всіх, хто цікавиться проблемами розвитку педагогічної майстерності.

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**IMPLEMENTATION OF THE DIDACTIC MODEL OF DEVELOPMENT OF
HEALTH-SAVING COMPETENCE OF TEACHERS OF THE SUBJECT
«INTEGRATED COURSE: HEALTH, SAFETY AND WELL-BEING»**

Анотація. Метою дослідження є розробка дидактичної моделі розвитку здоров'язберігаючої компетентності викладачів предмета «Інтегрований курс: здоров'я, безпека та добробут» та представлення результатів її впровадження. Експериментальна перевірка дидактичної моделі розвитку здоров'язберігаючої компетентності викладачів предмета «Інтегрований курс: здоров'я, безпека та добробут» була проведена за допомогою локального педагогічного експерименту у березні 2024 року. Для участі в експерименті було відібрано 55 викладачів предмета «Інтегрований курс: здоров'я, безпека та добробут» зі шкіл Полтави та Полтавської області, які погодилися взяти участь в апробації дидактичної моделі на базі Полтавської академії неперервної освіти ім. М. В. Остроградського. Експериментальна перевірка розробленої методики показала, що загалом рівень розвитку здоров'язберігаючої компетентності вчителів предмета «Інтегрований курс: здоров'я, безпека та добробут» підвищився після впровадження запропонованих дидактичних умов.

Ключові слова: ресурсно-орієнтоване навчання, здоров'язберігаюча компетентність, вчитель, розвиток, дидактичні умови, дидактична модель, інтегрований курс.



Abstract. The aim of the study is to develop a didactic model for the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» and to present the results of its implementation. Experimental verification of the didactic model of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» was carried out with the help of a local pedagogical experiment in March 2024. 55 teachers of the subject «Integrated course: health, safety and well-being» from schools of Poltava and Poltava region were selected to participate in the experiment, who agreed to participate in the approbation of the didactic model on the basis of Poltava Academy of Continuing Education named after M. V. Ostrogradsky. Experimental verification of the developed methodology showed that in general the level of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» increased after the introduction of the proposed didactic conditions.

Key words: resource-based learning, health-saving competence, teacher, development, didactic conditions, didactic model, integrated course.

Modern challenges, primarily related to the imposition of martial law in Ukraine in connection with Russia's military aggression against our country, as well as the transformation of educational space and reform processes in the system of postgraduate pedagogical education in Ukraine, direct the search of the educational community teacher of the subject «Integrated course: health, safety and well-being», teacher-leader, leader-patriot, who is an example of a defender of his country for his students, whose authority is provided not only by his professional and pedagogical knowledge, but also personal qualities, leadership, competence, ability to innovate, patriotism, pedagogical skills, military-applied training, culture of communication, etc. Therefore, modern institutions of postgraduate education, continuing education of teachers should become providers of innovative changes in the organization of the educational process,



and platforms for professional development of teachers, self-education and self-improvement, and, of course, an environment for developing health-saving leadership skills.

Today's realities convince us that an effective teacher of the subject «Integrated course: health, safety and well-being», a teacher-leader, a leader-patriot must have a tendency to serve, first of all, his country, his students, school staff, pedagogy. It should help students achieve the best personal and educational results (acquisition of military-applied skills, stable civic position, motivation to defend Ukraine, etc.). At the same time, the teacher-leader must remain objective, not afraid to give true assessments. The main thing is to do it with a sincere interest in the success of your student. To successfully serve students, he must ensure that the following conditions are met: confidence that he has a common vision of the situation; communicating to each student the key goals, strategic decisions and expectations related to the responsibilities and personal role of each in achieving certain goals during the study of the subject «Integrated course: health, safety and well-being» and the acquisition of program-defined competencies (competence approach); providing resources necessary to ensure student success in learning while mastering the content of the subject «Integrated course: health, safety and well-being» (resource-oriented approach); creating a friendly and comfortable working environment that would promote a strong sense of personal involvement in the common cause and innovative approach to it, as well as impeccable performance of tasks and teamwork in the formation of students' health-saving skills (environmental approach). In view of this, the educational community is actualizing the search for ways to develop health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» in the system of continuing education. Therefore, we aimed to develop a didactic model for the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being».

A fairly large number of scientists have covered various aspects of the



development of health-saving and health-saving formation in their works [1–7]. Modern aspects of the development of teacher health-saving competence in Ukrainian pedagogy were considered by scientists who convincingly prove that improving the professionalism of teachers in the system of postgraduate education is facilitated by various forms of innovative work, which stimulates desire active self-education, self-improvement, self-realization and development of health-saving qualities, disclosure, actualization and realization of the teacher's health-saving potential [8–12].

At the same time, they need further study of the problem of selection of didactic tools for effective development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» in the system of continuing pedagogical education.

The **aim** of the study is to develop a didactic model for the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» and to present the results of its implementation.

Materials and methods. Experimental verification of the didactic model of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» was carried out with the help of a local pedagogical experiment in March 2024. 55 teachers of the subject «Integrated course: health, safety and well-being» from schools of Poltava and Poltava region were selected to participate in the experiment, who agreed to participate in the approbation of the didactic model on the basis of Poltava Academy of Continuing Education named after M.V. Ostrogradsky.

At each stage, our scientific tasks were solved based on appropriate research methods. At the preparatory stage, preparations were made for a local pedagogical experiment; on the ascertaining one – ascertaining diagnostics of the levels of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being»; on formative – realization of didactic conditions of development of health-saving competence of teachers of a subject «Integrated



course: health, safety and well-being», formative diagnostics of levels of development is carried out and results of experiment are analyzed.

The achievement of the goal was facilitated by a set of research methods: *theoretical* – analysis of scientific and methodological literature on the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» to determine the degree of development, comparison and comparison of different views on the problem competence of the teacher of the subject «Integrated course: health, safety and well-being» and its component-structural analysis; systematization and generalization of scientific provisions for substantiation of didactic conditions of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being», didactic modelling – for development of didactic model of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being»; *empirical* – observation, conversation, questionnaire; research and experimental work to test the effectiveness of the developed didactic model; *methods of statistical data processing* – for processing experimental data, their quantitative and qualitative analysis. They were used to identify the reliability of the difference between the studied indicators, the correct processing of the results, reflecting them in graphical and tabular forms, conducting experimental testing; descriptive statistics, determination of the statistical significance of differences.

Results. Given the fact that the educational process provided by a modern teacher of «Integrated course: health, safety and well-being» at school has its own specifics (multifunctionality of professional and pedagogical activities of teachers; actualization of formation of skills in high school students; orientation of top school management on providing educational and material base for lessons; innovation; interaction with relevant institutions and organizations, etc.), then the professional and pedagogical activities of teachers of this subject have their own characteristics: ability to lead during the performance of educational, upbringing, methodical, organizational



work and other pedagogical activities; the ability to teach health-saving to their students, to be a patriotic leader. In our research we will consider the didactic model as an intermediate link between the theoretical and practical implementation of the educational process in the institution of continuing education in the context of the development of teachers in the subject of «Integrated course: health, safety and well-being» leadership competence, and the process of didactic modeling. this institution and the process of development of all components of the studied phenomenon.

The didactic model of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» in wartime tasks according to the scheme as a dynamic process in the logic of movement «from goal to result» by substantiating the goal, methodological approaches, didactic and special principles, content design, methods, forms and means training, diagnostics of development of components of health-saving competence.

The author's didactic model of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» combines the following blocks (Fig. I): *conceptual-target, content-functional and diagnostic-effective*.

The conceptual-target block includes the purpose of the subject «Integrated course: health, safety and well-being» and the goal set in the development of the didactic model – the development of health-saving skills of teachers of the subject «Integrated course: health, safety and well-being», and reflects concepts (development of continuing pedagogical education in Ukraine; draft concept of digital transformation of education and science for the period up to 2026), methodological approaches (systemic, activity, competence, cross-cultural, informational, acmeological, practice-oriented, ethnopedagogical, axiological, environmental), didactic (consistency, accessibility, awareness and activity of learning, clarity, strength of knowledge, connection of theory and practice, connection of learning and education, control and correction of knowledge, optimization of learning, individualization of learning) and



specific (dissemination, resource-based learning, independence and controllability, self-regulation rationality, freedom of choice, rationalization); generation of innovations; learning integration; mobility) principles that contribute to the goal.

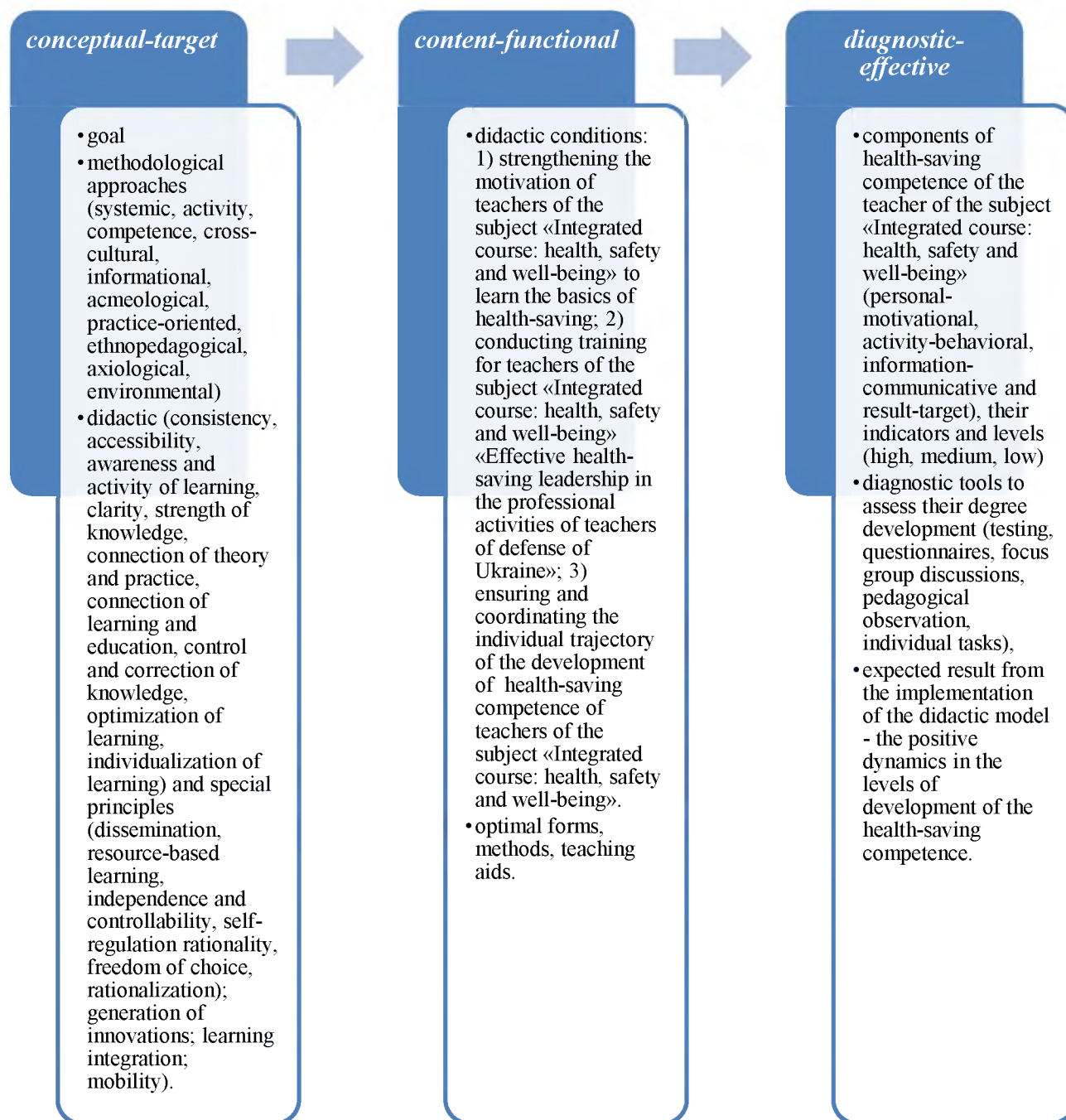


Figure I. Didactic model of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being»



The content-functional block reflects the content of the subject «Integrated course: health, safety and well-being» and provides a choice of optimal forms, methods, teaching aids for teachers of this subject in the system of continuing education, specially created didactic conditions that will promote health-saving skills of teachers of «Integrated course: health, safety and well-being».

We have identified implementation mechanisms for the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being», which includes a number of teaching methods: role-playing game, comparison method, information method, discussion method, system analysis method, SWOT analysis, brainstorming, microphone, Jigsaw, «Circle of Ideas», «Diamond 9», case study method, workshops, reframing method, educational method, military – applied and fitness projects, focused conversation, consensus search, moderation method, intervision method, individual and collective mindmapping, kaizen method, etc [13; 14].

Thus, the process of teaching a number of seminars of the Department of methods of educational content of Poltava Academy of Continuing Education named after MV Ostrogradsky, which indirectly address the problem of developing health-saving competence of teachers (Content of education and educational practices of the New Ukrainian School). Education, «Psychological and pedagogical aspects of the organization of educational interaction in the educational process», «Formation of adaptation mechanisms in participants of the educational process as one of the aspects of creating a safe environment», etc.) of teachers which is directly aimed at the development of health-saving competence, was based on the use of the above methods.

We describe in more detail some of the methods that have been implemented within the proposed model.

Project method. During the training «Effective health-saving in the professional activities of teachers», teachers were offered to implement various projects, which are classified by: dominant activities in the project (research, search, creative, role-playing,



information-applied); subject-content component (mono-projects, ie projects within one discipline or interdisciplinary projects); the nature of project coordination (open-ended or co-ordinated); number of project participants (individual, group, mass); project implementation period – short-term (classes), medium-term (from a week to a month), long-term (several months). Thus, the approximate themes of the projects were determined: «Health-saving in the work of teachers», «Health-savin of teachers in social networks», «Health-saving styles in professional activities in the field of military-patriotic education of students», «Development of leadership skills», «Leadership management paradigm in patriotic education of schoolchildren», «Organization and methods of military-applied training of high school students: the formation of leadership worldview of teachers» and others. The key condition for the implementation of such projects was the focus on:

- 1) the use of group (or mass) projects with the dominant role of teachers;
- 2) development and implementation of only one project during the training course (long-term project lasting 2 months);
- 3) result – an information product to be received by a group of students: an event (a special media event on health-saving issues), which allows you to track the behavior of each member of the group in the course of certain activities.

Thus, while working on the projects, teachers mastered various techniques that contributed to the formation of their health-saving competencies, such as role-playing games, discussions, workshops, SWOT analysis, brainstorming, microphone, Jigsaw, Circle of Ideas, etc.

It should be noted that during the implementation of these projects, teachers were required to: actively participate in project activities; work as consultants, organizers, coaches, advisers during various events within the projects with students of schools in Poltava; to promote the ideas of health-saving among student youth in the course of acquiring health-saving skills (participation in discussions, conferences, creating posts on social networks, etc.); plan, develop and implement own projects aimed at



implementing new initiatives; to participate in the development of methodological materials on health-saving issues, to participate in various activities dedicated to health-saving in the pedagogical activities of teachers.

The method of workshops. This is a method of dynamic training of teachers, which is due to their own active work under the guidance of teachers-coaches [15; 16]. The emphasis in its implementation is on the acquisition by teachers of dynamic knowledge – living knowledge, which they receive in the process of creativity, experimentation, a high degree of independence. At the same time, teachers independently determine the goals of training, share with the teacher-coach the responsibility for their educational process, self-education and development of health-saving competence. It should be noted that the method of conducting workshops as a mix of theoretical presentations, practical actions and discussions on the proposed topics and selected issues related, allowed to solve truly unique problems, which include:

- generation and implementation of new ideas (workshop is a platform for the implementation of new ideas in projects of military-applied and physical culture and health issues);
- intensification of team work in groups (strengthening «team spirit» on trust, personal relationships, sympathies, where many innovations, creativity, impressions, satisfaction with the work done – to develop and implement various forms and types of military-applied, physical culture and health work, prepare and conduct a modern lesson in the defense of Ukraine, etc.);
- providing interactivity within the project and during the event (for example, the schedule of the event is formed on the site, blog, or page on social networks, for this news is published with an interactive inscription «password bearer has the right to participate in the workshop»);
- strengthening the interest in leadership (workshop, of course, can increase interest in the training «Effective health-saving in the professional activities



- of teachers» and health-saving in general);
- increase motivation to form health-saving competence of both organizers and participants, who are teachers (one group of students can act as organizers, another – as participants);
 - prompt feedback, thanks to which the participants of the dialogue during the workshops get to know each other better;
 - providing an individual trajectory of development of health-saving competence of teachers);
 - application of new techniques (workshop is a tool for implementing new techniques, which gives a good impetus to work);
 - implementation of the kaizen method (all together to continuous improvement and development, development of various skills, health-saving competence);
 - implementation of methodical mix during the workshop (comparison method, information method, discussion method, method of system analysis, SWOT-analysis, brainstorming, microphone, Jigsaw, «Circle of Ideas», «Diamond 9», case method, focused conversation, search consensus, moderation method, individual and collective mind mapping);
 - dynamics of development (continuous development of health-saving competence).

In general, using the method of workshops in the process of forming health-saving competence of teachers, we focused students on collective creative work, because it is primarily a manifestation of life-practical position of teacher-leader, improving the learning process, favorable environment for health-saving skills, demonstration opportunities. skills and leadership qualities, it is a set of certain actions for the common good, joy and success.

The method of intervision, described in detail in the works of L. Danylenko, O. Zaichenko, N. Sofii and T. Shouten, also deserves special attention in the context of increasing the efficiency of the process of forming health-saving competence of



teachers [17]. In the context of the implementation of our methodology, the method of intervention (presentation of personal experience in terms of health-saving) was used in this format. Initially, meetings were organized with leaders of the local government of Poltava, teachers, who position themselves as leaders in military-applied and military-patriotic work with students who were invited to share their experiences. I consider myself a leader and why? A very interesting way to motivate the audience was to demonstrate professional portfolios of invited guests in the form of presentations, videos or sites that highlighted a number of achievements under the leadership of the leader, his own achievements, his business activities and other areas. After that, the students were asked to conduct the interview independently, choosing the topic «Do I want to be a leader and why» and having a discussion using the following steps: formulate questions to clarify the situation «I want to be a leader»; try to express opinions, get ideas about the factors that influenced the creation of this situation; make sure it's not a coincidence; only after such a thorough analysis to proceed to the formulation of alternative solutions; summarize the results of the discussion and briefly formulate the experience gained [14].

At the end, the interview was discussed with the whole group. The discussion focused on the following points: Was the discussion focused on health-saving activities within the profession of teacher? Was the feedback effective? Has a search for new alternative solutions taken place? Do you want to be a leader and what can motivate you to do so? As a mandatory interview report, students were asked to write it in the form of a short summary: did you get answers to your questions, what you found useful, motivation and demotivation of health-saving, with whom you would like to discuss health-saving in the professional activities of teachers, the pros and cons of intervention.

As a result of monitoring the interview, it was noted that organized meetings with leaders of local government of Poltava, teachers and the interview with students raised awareness of the importance of health-saving in their lives and teaching.



Role play method. Thus, during the role-playing game «Genius of health-saving work», which aimed to train in persuasion, health-saving skills, develop creative thinking, the ability to see different approaches to solving problems, as well as to understand themselves, understand the nature of their leadership qualities. to train in the process of leading leadership communication, the coach of the course had to apply not only the ability to organize the game, but also the ability to moderate its course, use a variety of communication methods, create a situation of success. The essence of the game: the course coach prepares an opaque bag for the game, in which envelopes will be placed; each participant takes out of the bag one envelope, which indicates one of the types of work. The task is to present this species to the group, offering at least five of its real benefits in the most effective way. At the end of the game, an important didactic stage is the discussion: Why did the game teach? Whose experience was the most successful? Which of your colleagues would you suggest changing your marketing strategy to and why? Whose ideas do you remember the most and why?

Such a game can be conducted both in the classroom and during a distance lesson, as well as in real conditions (at school with students, on the street, etc.).

We are convinced that in order to implement the proposed didactic model in institutions of continuing pedagogical education should be organized such forms and methods of working with teachers, which will expand and enrich the concept of professionalism of a teacher-leader with new components of his health-saving competence. The choice of specific forms and methods depends on the pedagogical skills of scientific and pedagogical staff of continuing education institutions, which develop training programs and internships and work directly with teachers, moral and psychological climate in the team, material and technical resources of these institutions, innovative openness and activities of scientific and pedagogical staff and top management. Therefore, in order to be successful, useful and effective in wartime, the institution of continuing pedagogical education must create conditions for the development of health-saving competence of teachers in the context of the principle of



innovation generation, which involves creating innovative and organizational format for this phenomenon [18; 19]. However, in the context of this principle, modern teachers of «Integrated course: health, safety and well-being» should be aware of the essence of health-saving through knowledge: motivation of the individual, delegation of authority, communication as a way to influence others, differences in dialogue and discussion; team building and maximum disclosure of personal potential, etc. [13; 14; 19].

In our research, the innovative and organizational format for the development of health-saving competence of teachers of «Integrated course: health, safety and well-being» is defined as purposeful systematic collective and group activities of teachers aimed at improving their scientific-theoretical, cultural, psychological and pedagogical and military-applied training, professional skills and ability to show their leadership potential in the educational environment of the school and in increasing the motivation of students to defend the territorial integrity and independence of Ukraine.

The main activity of teachers, which is an innovative and organizational format for the development of their health-saving competence, has its experience in collective and group forms that demonstrate health-saving potential. This context in this context is attention to innovative groups of forms of development of health-saving competence of teachers, such as (Fig. II): trainings (including online) on leaders, leadership focus groups (real and virtual format), author's pedagogical workshops teachers of the subject «Integrated course: health, safety and well-being» (on the basis of school, continuing education), online festivals of leaders, web coaching for leadership development, leaders' clubs in the structure of continuing education, leaders' clubs.

The above forms of work and communication with teachers in the context of the development of their health-saving competence are structural components of the innovative and organizational format of development of the studied phenomenon.



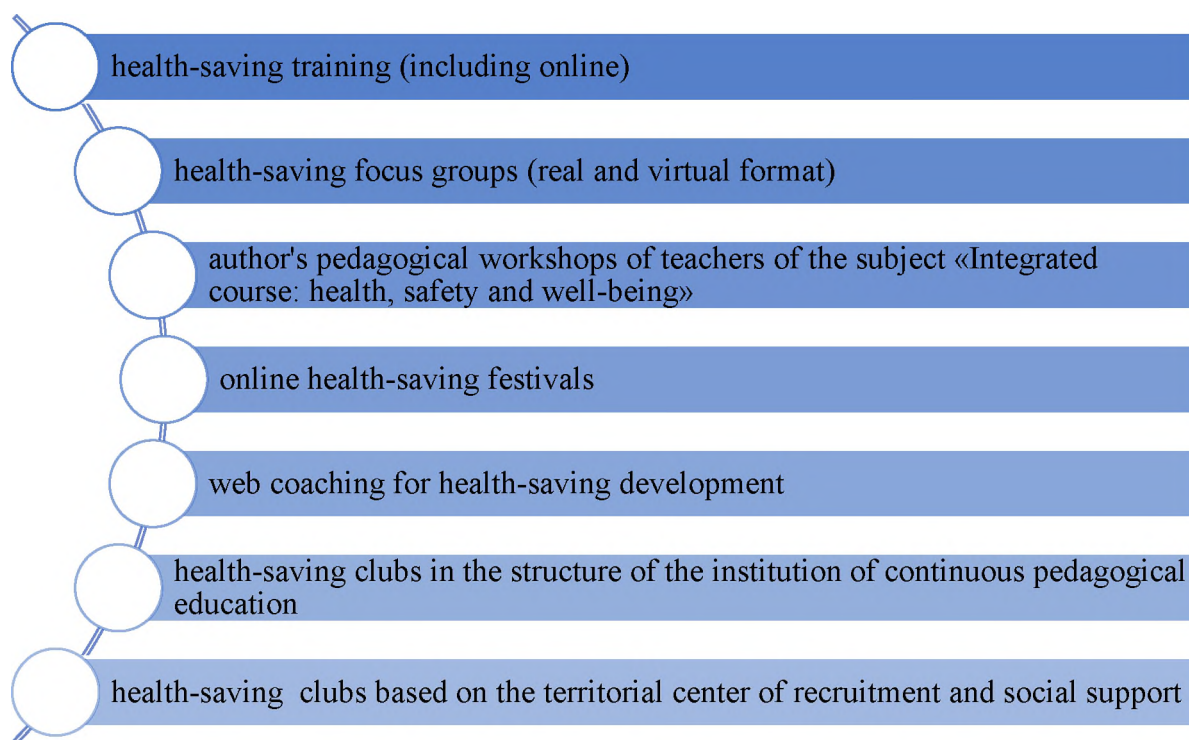


Figure II. Innovative and organizational format for the development of health-saving competence of teachers

Leadership trainings (in particular, online) for teachers should be conducted by scientific and pedagogical staff of continuing pedagogical education in order to improve health-saving skills of training participants – modeling certain managerial, professional, pedagogical, psychological, non-standard solutions in a pedagogical situation. Their analysis, search and development of optimal solutions. Such trainings will contribute not only to positive changes in the level of development of health-saving competence of teachers, but also to develop decisions on the formation of this competence in students, significant impact on overall development and success. Undoubtedly, the advantages of conducting health-saving training are the specific purpose of the event, comfort zone, interesting innovative exercises and interactive tasks that the trainer can choose at its own discretion, or work out those offered by participants [19; 20].

Leadership focus groups (real and virtual format) can also be used in continuing



education as one of the effective formats of interaction with teachers of «Integrated course: health, safety and well-being» who seek to develop their health-saving skills. The activities of these groups, which are determined by four vectors (organizational, informational, creative, diagnostic), are focused on the implementation of a specific, clearly defined problem, which involves the use of health-saving skills of teachers. The number of members of such a group and the term of its work is determined individually depending on the identified problem and the purpose of the study (the group can work 25–45 minutes or even more). The main advantages of this format of work on the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» – their understanding of the importance of leadership in educational, methodological, organizational, military-applied activities, the need to improve it; creative and effective solution of urgent problems with the use of leadership behavior and knowledge of modern concepts of leadership in a short period of time; information exchange and effective interactivity; motivation of teachers to self-development, self-realization, health-saving in innovative professional and pedagogical activities.

Author's pedagogical workshops of teachers of the subject «Integrated course: health, safety and well-being» (based on schools, institutions of continuing pedagogical education) as an innovative and organizational format for the development of health-saving competence of teachers involves creating a community of educators working together on scientific and pedagogical problems new experience of leadership through creativity. Implementation of new scientific ideas, approaches, models and methodological developments of authors working in the workshop, gives grounds for recognition by the educational community of results, and publications in scientific journals, participation in conferences – to recognize them as leaders in the chosen field. Such workshops hold a leading position in the work on the scientific and pedagogical problem, which is of interest to all participants of the workshop. As a rule, the workshop is managed by one of the pedagogical (teacher of «Integrated course:



health, safety and well-being») or scientific and pedagogical staff of the institution of continuing pedagogical education, and it involves not only colleagues, but also of centers, which allows everyone to show their health-saving potential.

Online leadership festivals are positioned by us as a kind of virtual platform for discussing the most important pedagogical achievements and analysis of practical decisions in the field of teaching the subject «Integrated course: health, safety and well-being», which require teachers of health-saving behavior and competence. The organization of such festivals among the educational community, as the practice of distance education has shown, gives Ukrainian teachers the opportunity to discover new ideas, get inspiration from moderators and colleagues, adopt the best developments and share their own innovations and discoveries with modern digital technologies. Thanks to online communication services, the authors of ideas and discoveries provide advice to those who wish, and a question-and-answer format is implemented both in specialized chat rooms and on video communication platforms. Applications for events, methodological ideas, innovative pedagogical findings that highlight the health-saving position of authors in teaching, online festival participants submit in advance (registration form, application via messenger, e-mail, etc.), only then the festival program and virtual communication format is determined [14].

Web coaching for the development of health-saving competence implements the goals and objectives of individual and collective mentoring of coach with a teacher of «Integrated course: health, safety and well-being» using digital technology. The main purpose of this format is to help on a voluntary basis and on an individual schedule of online communication. The value of this form of work lies in two-way efficiency [20; 21]. On the one hand, the leadership trainer, advising teachers of «Integrated course: health, safety and well-being» on planning, methods and technologies of educational process, discussing pedagogical issues that require health-saving competence of teachers, develops their own pedagogical skills and health-saving competence, is convinced of the correctness of leadership and pedagogical



positions. On the other hand, teachers of the subject «Integrated course: health, safety and well-being» have the opportunity to directly study the health-saving style of a distance leadership coach.

Leadership clubs in the structure of the institution of continuing pedagogical education provide a scientific and practical basis for the development of health-saving competence of all participants in the educational process in the environment of such an institution. With the assistance of research and teaching staff, institutions of continuing pedagogical education have a unique opportunity to apply at a high professional level all of the above formats of work with teachers. Undoubtedly, in essence, they provide a coordinating function in the system of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» (development of training programs, assistance in creating and operating author's pedagogical workshops for teachers of «Integrated course: health, safety and well-being»). festivals of pedagogical ideas, conferences, seminars, various coordination events, etc.).

It should be noted that such clubs become innovative when the innovative leadership and pedagogical experience, is considered within the initiated events. We understand the innovative leadership and pedagogical experience of teachers of the subject «Integrated course: health, safety and well-being» as pedagogical findings and inventions of teacher leaders who work and form the health-saving potential of their students, findings of top school management in the development of health-saving competence of teachers and students, experience implementation of original ideas, teaching methods, etc. It should be emphasized that the experience of teachers of the subject «Integrated course: health, safety and well-being», teachers requires careful attention, thorough study and justification from the top management of the school, because this experience has primarily prognostic functions, as it precedes practice.

The diagnostic-effective block is represented by the components of health-saving competence of the teacher of the subject «Integrated course: health, safety and well-being» (personal-motivational, activity-behavioral, information-communicative



and result-target), their indicators and levels (high, medium, low) and diagnostic tools to assess their degree development (testing, questionnaires, focus group discussions, pedagogical observation, individual tasks), and also reflects the expected result from the implementation of the didactic model – the positive dynamics in the levels of development of the studied health-saving competence.

Personality-motivational component is characterized by basic health-saving qualities of the individual (openness, impartiality, initiative, confidence, responsibility, enthusiasm, etc.), his system of motives, values, ability to consciously control the results of their health-saving activities; *activity-behavioral component* reflects the system of knowledge about health and health-saving skills of the teacher of the subject «Integrated course: health, safety and well-being», acquired during training (leadership styles, group approach to the tasks facing the teacher, independence and independence in decision-making, leadership positions during the organization of physical culture and health work with students, etc.); the *information and communication component* reflects the ability of the teacher of the subject «Integrated course: health, safety and well-being» to leadership communication with students, to conduct informational and educational events in this context; The *result-target component* is determined by the set of qualities of the teacher of the subject «Integrated course: health, safety and well-being» that allow him to achieve the goals (focus, focus on the results of physical culture and military-applied activities, student management, etc.).

It is worth emphasizing that the cross-functional functional-didactic line in the didactic model of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» is three didactic conditions that are a key component of the experimental part of the study.

The results of the survey among teachers of the subject «Integrated course: health, safety and well-being» (schools and colleges of Poltava region) are important for our study. Thus, during the survey (128 teachers) respondents were asked to assess the effectiveness of each form of work in the context of the development of their health-



saving skills (Fig. III).

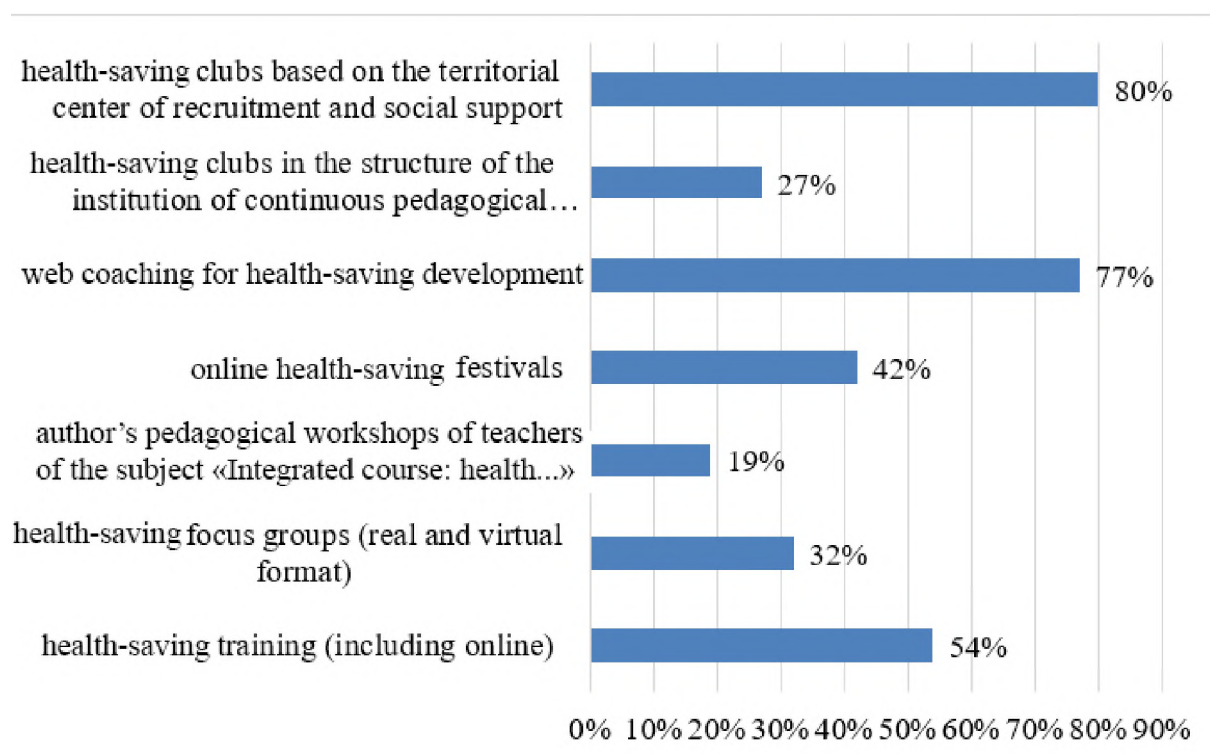


Figure III. Survey on the effectiveness of forms of development of health-saving competence of teachers

According to Figure II, the most effective format for the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» teachers consider leadership clubs (80% of respondents). Teachers consider web coaching to develop health-saving competence (77% of respondents) no less important form of communication for mastering basic knowledge. The effectiveness of training (in particular, online) on health-saving is confirmed by 54% of teachers. Among other formats chosen by teachers of the subject «Integrated course: health, safety and well-being», the percentage was distributed as follows: online health-saving festivals were noted by 42% of respondents; health-saving focus groups (real and virtual format) – 32%; health-saving clubs in the structure of the institution of continuous pedagogical education – 27%; author's pedagogical workshops of teachers of the subject «Integrated course: health, safety and well-being» – 19%.



Thus, the problem of developing the health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» in the system of domestic institutions of continuing pedagogical education is relevant. We are convinced that the development of health-saving competence of these teachers through a combination of all the above formats will ensure further successful training in the context of resource-oriented paradigm, as it helps to understand their own goals, resources, strengths and weaknesses for further professional and personal growth.

It should be noted that the proposed innovation and organizational format is indicative, it is dynamic and can be supplemented by any forms and methods of working with teachers of «Integrated course: health, safety and well-being», which will promote the development of their health-saving skills. Today it is the basis of advanced leadership and pedagogical experience of continuing education and outlines indicators of the quality of novelty in the development of health-saving skills of teachers of «Integrated course: health, safety and well-being»: comprehensive application of forms and methods of health-saving training; creative implementation in the experience of the above institutions of new concepts of leadership, ideas for the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being»; use of didactic and methodological tools developed by scientists, methodologists, the best leadership trainers, teachers-leaders; the opportunity to creatively follow the pedagogical experience of each teacher of the subject «Integrated course: health, safety and well-being», who seeks to be a leader in their work.

Discussion. Exploring the problem of developing health-saving competence of teachers of «Integrated course: health, safety and well-being» in the context of the paradigm of resource-based learning as a set of forms, methods and teaching aids aimed primarily a holistic approach to the organization of the educational process in the system of continuing pedagogical education, which focuses on training the ability of independent and active transformation of the information environment by finding and practical application of information resources to gain knowledge of classical and



modern health-saving concepts and effective methods of different health-saving styles [13; 14; 19].

Analytical comprehension of the scientific achievements of scientists gives us the opportunity to identify a number of didactic conditions, the introduction of which into the system of continuing pedagogical education will increase the level of health-saving competencies of teachers of the subject «Integrated course: health, safety and well-being» [4–12]. Such conditions, in our opinion, include: strengthening the motivation of teachers of the subject «Integrated course: health, safety and well-being» to learn the basics of health-saving; conducting training for teachers of the subject «Integrated course: health, safety and well-being»; ensuring and coordinating the individual trajectory of the development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being».

Using the scientific positions of domestic didactic scientists didactic model of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» is considered as a form of concentration of knowledge that will guide the organization and implementation of targeted didactic influences, which ensure the effectiveness of the system of continuous pedagogical education of teachers and enable the achievement of results as a manifestation of the appropriate level of development of health-saving competence based on the implementation of the developed set of didactic conditions [2; 5; 7 11; 13; 18].

We are convinced that in order to meet modern requirements, a teacher of «Integrated course: health, safety and well-being», teacher-leader, leader-patriot must constantly not only improve their professional level, but also develop health-saving competence – the ability to implement didactic goals, objectives, functions and technologies of health-saving management. educational process, the ability to expand the boundaries of professional and pedagogical experience and health-saving experience [8–10].

Conclusions. Experimental verification of the developed methodology showed



that in general the level of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being» increased after the introduction of the proposed didactic conditions (Table I).

Table I

Dynamics of changes in the levels of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being»

<i>Component (changes in%) / Levels</i>	<i>Personal-motivational component</i>	<i>Activity-behavioral component</i>	<i>Information and communication component</i>	<i>Result-target component</i>
Low	-30.91	-40.00	-38.18	-36.36
Medium	23.64	30.91	18.18	20.00
High	7.27	9.09	20.00	16.36

Thus, the analysis of tabular data is the basis for the conclusion that there is a positive trend – a decrease in the number of teachers of «Integrated course: health, safety and well-being» who demonstrated a low level of health-saving competence in all components, a positive increase in intermediate and high levels (Fig. IV).

Thus, according to the personal-motivational component, the number of teachers of the subject «Integrated course: health, safety and well-being» who have a high level increased by 7.27%, increased by 23.64% the number of teachers who have a medium level, and at the same time the number of teachers who have a low level, decreased by 30.91%; by the activity-behavioral component, the number of teachers of the subject «Integrated course: health, safety and well-being» who have a high level increased by 9.09%, the number of teachers who have a medium level increased by 30.91%, the number of teachers who have a low level decreased by 40%; according to the information and communication component, the number of teachers with a high level increased by 20%, the number of teachers with a medium level increased by 18.18%, the number of teachers with a low level decreased by 38.18%; according to the target, the number of teachers with a high level increased by 16.36%, the number of teachers



with a medium level increased by 20%, the number of teachers with a low level of leadership competence decreased by 36.36%.

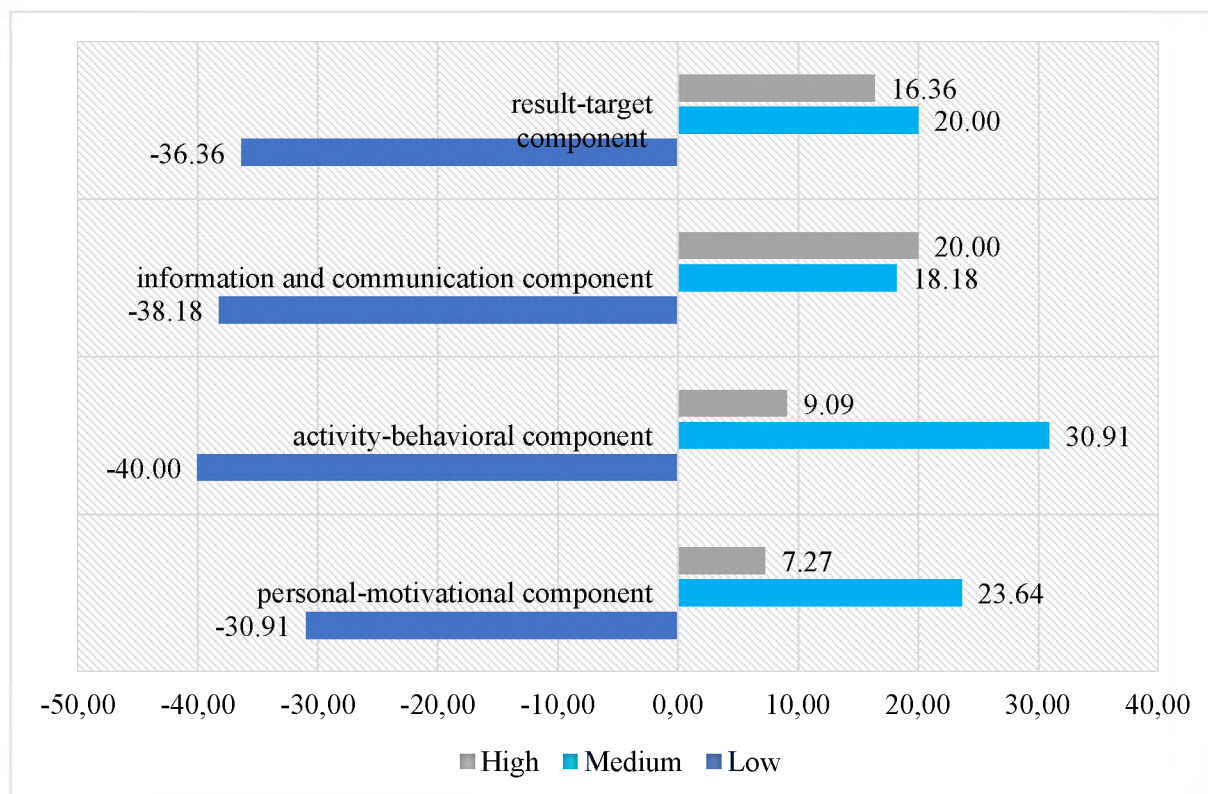


Figure IV. Visualization of the dynamics of changes in the levels of development of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being»

In summary, we note that as a result of the implementation of the didactic model of health-saving leadership of teachers of «Integrated course: health, safety and well-being», which was based on the introduction of didactic conditions (strengthening the motivation of teachers of «Integrated course: health, safety and well-being» to learn the basics of health-saving; «Training effective health-saving in the professional activities of teachers of Ukraine»; providing and coordinating the individual trajectory of health-saving competence of teachers of the subject «Integrated course: health, safety and well-being»), school teachers observed the following changes: active need to know the phenomenon of leadership, health-saving competence and its



implementation in educational, military-patriotic and military-applied activities, the need to develop their own health-saving style, motivation for health-saving, motivation for success and perseverance in achieving the goal – the success of military-applied, physical culture and health work with students. Thus, it was concluded that the purposeful implementation of the didactic model of health-saving leadership of teachers of «Integrated course: health, safety and well-being» contributes to the disclosure of health-saving potential of teachers of Ukrainian defense, as well as the formation of their health-saving competence in continuing education.

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