



**Conclusions.** So, it is true that e-learning demonstrates broader benefits. Mobile learning technologies assist teachers in keeping students' attention. It helps them to promote motivation for learning, and to engage students in critical thinking, develop a questioning approach to the curriculum. It can be beneficial. Our results do not cover all aspects of the researched issue. Further research should be devoted to the new possibilities of the educational space effective modernization, including e-learning.

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## FORMATION OF HEALTH PRESERVING COMPETENCES OF THE FUTURE PRIMARY SCHOOL TEACHER: EUROPEAN EXPERIENCE

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Modern society has best achieved the high scientific-technological development that has taken place due to the impact on the environment, however, such achievements have taken place together with the formation of the modern vision of the problem of health. According to the underlying assumptions, effective impact on human health requires not only the increase of knowledge about human

health and the development of their life skills of health preserving, but also the implementation of interventions aimed at strengthening the impact of factors that support health, and limiting or eliminating those ones that are harmful to health [5].

Domestic scientists V. Bondar, H. Bondarenko, O. Vaskivska, O. Vashchenko, M. Naumenko, Kh. Nezhyva and others dealt with the problems of formation of health preserving competencies of primary school teachers. Methodological approaches to the study of health preserving competencies have been the subject of research of Polish and Czech scientists, including K. Woitsekhovska, M. Kowalski, J. Liba, Z. Melosik, Z. Słońska, S. Śliwa, L. Taisov and others.

In the development of the idea of health preserving we can distinguish several conceptual views. Let us consider them.

In the 1970s, risk factors and diseases were identified that could be prevented through information and education system, such as the dangers of smoking and diet. This period and its problems can be described as the first stage in the implementation of health preserving competencies.

In the 1980s, the importance of actions used to implement previously developed strategies, such as social health policies, strengthening individual and environmental skills, health care support, and local community action on health issues, was emphasized. This is the second step in improving health.

In the 1990s the importance of informing people and social groups about health preserving through the places of residence and facilities in which they live, such as cities, schools, educational and health care institutions, and workplaces, was assessed. This period creates the third stage – the promotion of health preserving technologies.

At the beginning of the 21st century, it became necessary to maintain these trends and expand the fourth stage of health promotion. First of all, there is a need to move from word to action, as well as to respond to the global trend of mass social change, which in some way affects health. Therefore, it is necessary to use the gained world experience, already tested tools, concepts, approaches and theories on the use of health preserving technologies, in particular in the process of forming health preserving competencies of the future teachers [8].

School around the world is an educational environment in which cultural and health models of behavior of the younger generation are developed and consolidated, and it is entrusted with the function of promoting health as the highest value [7]. Therefore, the statutory activities of the school include the comprehensive development of children, it is the best place for multi-vector and multifaceted activities to improve the health of pupils.

The 2018 recommendations of the Council of the European Union state that people need the right set of skills and competencies to maintain modern living standards, high employment rates and promote social cohesion in view of society, economy and global development in the future. Supporting people across Europe in acquiring the skills and competences needed for personal growth, health preserving, efficiency and social coexistence helps to strengthen Europe's development in the time of rapid and profound socio-economic changes. This document also identifies the key competencies needed for personal fulfillment, health preserving, performance and social adaptation, which have been shaped not only by social and economic development, but also by various health preserving initiatives in Europe over the last decade. Therefore, EU Member States should: promote personal, social and educational competences in order to improve their health-conscious attitude towards future life management.

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Models of health preserving competencies are usually considered at the following three “levels”: functional, interactive and critical. The functional level presupposes knowledge in the field of health and health preserving, related to the provision of factual information on health threats and the effective use of the health care system; focuses on knowledge of life and health risks and health services and adherence to medical recommendations. The interactive level presupposes the availability of knowledge, skills and abilities about health and health preserving, which are focused on the formation of personal skills, on improving motivation and confidence in actions, regardless of the received medical advice. The critical level forms knowledge, skills and abilities about health and health preserving, which “go one step further” and enable people to understand the social and economic determinants of health [1].

Thus, understanding the concept of “health preserving competencies” means that one of the goals of pedagogical education should be “strengthening” of knowledge through the development of competencies in the field of health care and health preserving. They should be more than functional, namely aimed at training future primary school teachers in the field of health care and health preserving, which improves their knowledge, understanding of concepts and ability to act; they should not limit people’s lifestyle changes or increase their ability to adhere to the recommended therapy. Such initiatives for teacher education should raise socio-economic awareness, which will improve the current state of health of citizens and promote activities that can improve the quality of life of people and the society in which they live [1].

We are impressed by the views of the Polish scientist M. Kowalski, who emphasizes that especially important is pedagogical education, which is responsible for health, which is associated with stimulating, revitalizing communities or environments, which is aware of responsibility for the value of public health [2].

In turn, the researcher Z. Melosik believes that pedagogical education faces two main tasks on the problem of health promotion and health preserving technologies. The first one is related to the formation of the future primary school teachers’ interest in studying popular trends of modern culture, which have a fundamental impact on the daily perception of health and disease development, as well as on the practice used by people in this field. The second one is related to the development of intellectual competencies in the sphere of critical analysis of health discourses contained in periodicals and scientific-methodological publications [4].

Through the comprehensive learning activities of pupils at school, the primary school teacher can significantly contribute to the formation of a healthy lifestyle to stop or stabilize adverse lifestyle trends among children and young people. The educational activities of primary school teachers are aimed at expanding knowledge, competencies and the formation of conscious and responsible behavior of pupils with the emphasis on maintaining good health [3].

Acquisition of basic health preserving skills, as well as the development of broader health preserving competence contributes to the systematic improvement of professional training of the future primary school teachers, study of social and medical disciplines, study of methods of teaching physical exercises that strengthen health and maintain conscious attitude to one’s own health, which is oriented to the future and physically active lifestyle. The study and improvement of personal, social and educational competencies of the future primary school teachers can be the basis for the formation of health preserving competence.

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## FORMATION OF ETHNO-PEDAGOGICAL COMPETENCES OF THE FUTURE PRIMARY SCHOOL TEACHER

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Creation of conditions for personal development and creative self-realization of every citizen of Ukraine is the main goal of Ukrainian education in the “National Doctrine of Education Development of Ukraine in the 21 Century”. The priorities of state policy in the development of education are the personal orientation of education, formation of national and universal values, creation of equal opportunities for quality education.

Humanization of domestic pedagogical science and practice has become dominant in the strategy of educational policy today. The main educational guideline is respect for the person, promoting the development and enrichment of their spiritual and creative potential, the components of which are natural inclinations and acquired in the process of socialization knowledge and skills, volitional prerequisites

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