

SCIENTIFIC THEORETICAL FOUNDATIONS OF HEALTH CARE ISSUES IN THE PROFESSIONAL TRAINING OF FUTURE TEACHERS

<https://doi.org/10.5281/zenodo.10872996>

Mannapova Nargiza Shakirovna

Tashkent State Pedagogical University PhD;

Associate Professor;

Nargizaa2407@mail.ru

Abstract

In this article, we have delved into the scientific theoretical foundations that underpin the integration of health care issues into the professional training of future teachers. By examining key theories and frameworks from relevant fields, we aim to illuminate the importance of this approach in fostering a supportive and conducive learning environment. From the social determinants of health to the principles of positive psychology, we will explore how these theoretical perspectives inform pedagogical practices aimed at promoting people's health and well-being.

Keywords

health care, future teacher, professional training, Learning space, interdisciplinarity, instructional duties, extracurricular pursuits, personal growth, and motivational boost

INTRODUCTION

In the ever-evolving landscape of education, the role of teachers extends far beyond the mere transmission of knowledge. Today, educators are increasingly called upon to address the holistic well-being of their students, recognizing the intricate interplay between academic success and health. As such, the integration of health care issues into the professional training of future teachers has become a paramount concern, rooted in scientific theoretical foundations.

At the core of this endeavor lies the recognition of health as a multifaceted construct, encompassing physical, mental, emotional, and social dimensions. Drawing upon diverse disciplines such as physiology and valeology, psychology, sociology, and public health, educators are tasked with understanding the complex dynamics that influence student well-being. Moreover, they must be equipped with the knowledge and skills to navigate these issues effectively within the educational context.

LITERATURE REVIEW

The development of healthcare competency in future teachers has been extensively studied in doctoral theses by various researchers. The process is influenced by the scientific attainments of the scholars investigating the problem. The experience of future teachers' professional training in the USA and European countries demonstrates that a competency-based approach is a major trend in teacher training, aiming to raise the next generation of healthcare professionals.

The subject of establishing healthcare competency has been thoroughly researched in doctorate theses by Andriushchenko (2015), Bakhmat et al. (2019), Behas et al. (2019), Bezliudnyi et al., (2019), Bobrytska (2006), Boichuk (2009), Byvalkevych et al., 2020. Dzhurynskyi (2013), Dmytruk (2015), Drozhyk (2015), Gerasymova et al. (2019), Halaidiuk et al. (2018), Harkusha (2015), Kaletnik et al. (2011), Khoroshukha (2015), Koziuk et al. (2020), Kozlovskyi (2010), Makoviichuk et al. (2020), Maksymchuk (2016a; 2016b; 2017a; 2018b).

The successful transmission of pedagogical experience to future teachers relies on progressive educational conditions and a clear understanding of multiple competencies. Foreign pedagogy can exhibit health-preserving tendencies, despite the presence of cultural, social, and mental dominants.

Uzbek government aims to develop progressive training system based on intellectual heritage, human values, modern culture, economics, science, engineering, and technology, successfully implementing national model and training program.

In Uzbekistan, Muslimov N.A.'s research on "Theoretical Methodological Foundations of Vocational Education Teacher's Professional Formation" explored the role of healthcare in future teachers' professional training.

Mamonova M.V. in her research, "Individual approach as a method of increasing the quality and effectiveness of training" explored the role of healthcare in future teachers' professional training.

RESULT AND DISCUSSION

Addressing health care issues in the professional training of future teachers requires a multifaceted approach that integrates various strategies. Here are several steps that can be taken to solve these issues:

1. Curriculum Integration: Embedding health care topics within the curriculum of teacher training programs is essential. This integration should encompass courses or modules dedicated to understanding the scientific theoretical foundations of health care issues, as well as practical training on how to address these issues in educational settings.

2. **Interdisciplinary Approach:** Collaboration between education and health-related disciplines is crucial. Teacher training programs can benefit from partnerships with departments of public health, psychology, social work, and other relevant fields to provide comprehensive training on health care issues.

3. **Professional Development:** Offering continuous professional development opportunities for both pre-service and in-service teachers is essential. Workshops, seminars, and online courses focusing on topics such as mental health awareness, childhood development, and inclusive practices can enhance teachers' ability to address health care issues effectively.

4. **Practical Experience:** Providing hands-on experience through practicum placements or internships in educational settings with a focus on health and well-being allows future teachers to apply theoretical knowledge in real-world scenarios. This practical experience helps bridge the gap between theory and practice.

5. **Support Systems:** Establishing support systems within educational institutions is crucial. This includes access to guidance counselors, school nurses, and mental health professionals who can collaborate with teachers to address the diverse health care needs of students effectively.

6. **Inclusive Pedagogy:** Promoting inclusive pedagogical practices that prioritize the physical and mental well-being of all students is essential. This involves creating supportive and nurturing learning environments, fostering positive teacher-student relationships, and implementing strategies to accommodate diverse learning needs.

7. **Policy Advocacy:** Advocating for policies at the institutional and governmental levels that prioritize student health and well-being is crucial. This includes advocating for adequate funding for mental health services in schools, promoting policies that support healthy eating and physical activity, and addressing systemic issues such as inequities in access to health care resources.

8. **Research and Evaluation:** Researching to assess the effectiveness of interventions aimed at addressing health care issues in teacher training programs is essential. This research can inform evidence-based practices and contribute to ongoing improvements in professional training.

By implementing these strategies in teacher training programs, educational institutions can effectively address health care issues and equip future teachers with the knowledge, skills, and resources necessary to promote the holistic well-being of their students.

The pedagogical projects focus on developing future teachers' healthcare competency, aiming to theoretically justify the pedagogical conditions necessary for enhancing their healthcare skills.

The first pedagogical element involves developing future teachers' motivation for healthcare competency. Teachers with natural healthcare competencies motivate students, while extreme values can cause cognitive dissonance. Students' motivation towards healthcare activity and self-improvement is based on axiological imperatives and motives.

The second pedagogical element focuses on creating a conducive learning environment for future healthcare teachers, addressing co-adaptation and enriching creative potential. This is achieved through additional courses and sports clubs in physical education departments, allowing students to independently choose and master their own learning spaces.

The third pedagogical element focuses on developing future healthcare teachers' competencies through interdisciplinarity, incorporating both physical education and healthcare components, while minimizing mental workload.

CONCLUSION

Scientific theoretical foundations of health care issues are crucial in the professional training of future teachers in higher education. These foundations provide a deep understanding of key concepts related to health education, such as theories of health behavior change, models of health promotion, and principles of health literacy. They also inform curriculum development, enhance pedagogical approaches, promote interdisciplinary collaboration, facilitate critical thinking and problem-solving, and prepare teachers for diverse educational settings. By integrating these foundations into teacher training programs, institutions ensure comprehensive instruction on health care issues in educational settings, promoting health literacy and empowering students to make informed decisions about their health. Thus, scientific theoretical foundations are essential for promoting the health and well-being of students.

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