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Paskal O. V.

PREPARING FUTURE SOCIAL PEDAGOGUES TO THE USAGE OF SOCIALIZING OPPORTUNITIES OF RECREATIONAL ACTIVITIES

Odessa, Ukraine

Abstract. *The article focuses on the problem of training future social workers to use socializing of recreational activities, determining key criteria and indicators of the above-mentioned process, which makes possible to evaluate the effectiveness of training future social workers: motivational-evaluative, cognitive-intellectual, functioning-creative, analytical-reflective components.*

Recreational activity is an integral part of the professional activity of socioeconomic sphere. The peculiarity of recreational activity is its orientation on implementing recreational needs, recovery and development of physical and spiritual strength of a person, his intellectual improvement and is characterized by the self-worth of not only the results but also that of the process. Recreational activity of the specialist of the "person -person" profession is one of the key forms of socio-professional activities of the specialist in the given field, a fundamental quality of human consciousness and common human culture, significant aspect of social interaction and communication.

Formative stage of the experiment-based study involved the implementation into the process of the training future social workers an elective course "Technologies of socio-cultural recreation", focused on practical preparing students - social workers to work on providing the recreation of different social groups: technologies of formation of recreational needs and personal values; technology of stimulating recreational activity of the individual; technology of organization recreational activities; technologies of formation of recreational activity; technology of formation of aims and style of person's recreational activities; technologies of organization of recreational activities as event. The use of event-technology resources, the latter being understood as innovative activity on involving participants of the educational process into the event-activities, whose point lies in the fact that each of them transforms into an exceptional event, especially from the point of view of participants. Educational potential of "event-technology" lies in: the

realization of personal searches of students in organizing personal leisure, in discovering qualities and personality traits, in their development, in formation the recreational culture of participants of event-activities.

Keywords: *recreational activity, recreational potential, recreational potency.*

Modern development of socio-pedagogical activity, its transformation into socially important phenomenon conditions the particular relevance of the problem of effective training future social workers to organization recreational activity and use of recreational resources in professional activity. Successful professional activity requires today professionalism, activity, creativity, deep knowledge, skills and experience of both subject-professional and specific nature, related to the peculiarities of professional activity. Today's graduate student with the "social pedagogy" specialty must be able to organize and carry out activities not only of socio-pedagogical, but also that of recreational and orientation for different social groups. Thus, recreational activity is an integral part of professional activity of specialists in socioeconomic field. The peculiarity of recreational activity is its orientation on implementing recreational needs, recovery and development of physical and spiritual strength of a person, his intellectual improvement and is characterized by the self-worth of not only the results but also that of the process. Recreational activity of the specialist of the "person -person" profession is one of the key forms of socio-professional activities of the specialist in the given field, a fundamental quality of human consciousness and common human culture, significant aspect of social interaction and communication.

Common problems of training specialists - social workers - were investigated by I.M. Bogdanova, V.G. Bocharova, O.V. Bezpalko, R.Kh. Vaynola, M.A. Halahuzova, I.D. Zvyeryeva, A.Y. Kapska, I.A. Lipsky, L.I. Mischyk, V.A. Polishchuk, S.Ya. Harchenko et.al. They developed basic regulations on the content of professional training of social workers, revealed some aspects of the preparation and formation of professional competence of a specialist. The analysis of works, which represent the content and technology of training social workers, showed that the study of this problem in higher educational establishment is hold in some aspects: the formation of professional maturity of social pedagogue (R.S. Dimuhametov, M.A. Yemylyanova, S.V. Saltseva etc.), training of social pedagogue based on socio-pedagogical approach (N. F. Basov, V.N. Basova, B.Z. Vulfov, Yu.N. Halahuzova etc.); the experience of practical training of future social workers generalized by Yu. Halahuzova, O.

Polyakova, G. Sorvachova, Z. Falynska, S. Furdui, G. Shtynova et al. Also the problem of formation of certain types of professional competence of social pedagog was investigated.

One way or the other, recreational activity is included in all acts of human life. Recently in the field of education have been actualized the issues related to finding new ways and improving traditional strategies and training of social workers (O. Bezpalko, I. Zvereva, A. Kapska, L. Mardahayev, V. Polishchuk, A. Ryzhanova, Z. Falynska, S. Kharchenko), one of which is the problem of training professionals what concerns the use of recreational opportunities in their professional activities. This trend was considered from different perspectives: in broad social, in broad and narrow pedagogical senses. There are researches in Soviet pedagogy, which are devoted to the phenomenon of recreation, where it is determined as the most important sphere of public life and undeniable condition of person's viability (A.V. Baranov, L.A. Gordon, I.F. Dyemyentyeva, V.Yu. Yonaytis, Yu.D. Krasyl'nikov, E.A.Kotlyarov, O.V. Filippov, etc.). The fundamentals of organization of substantial interesting leisure are well founded in international studies of recreation, which are mainly focused on sociological and psychological aspects of human recreational activity (Max Caplan, John Kelly, M.Nyumeier, John Nash, Stanley Parker, Jay Shyvere etc.). Sociological investigation of recreation is one of the most productive fields of scientific understanding of this phenomenon. However, it should be noted that in the national educational sphere recreational activity, including social pedagogy is a fairly new phenomenon, and the problem of preparing future professionals to use socializing opportunities of recreational activity remains unelaborated, extremely relevant and requires theoretical development for further introduction into practical sphere.

Thus, *the aim of our research* is justification of the necessity of the usage of recreational activities in socio-pedagogical field, increasing its socializing potential (invigoration, recreation and holistic development of an individual) and the level of personality-oriented professional training of specialists in social pedagogy. Recreational activity is based on the use of recreational resources which represent a combination of natural and anthropogenic objects and phenomena which can be used for recreation, treatment and tourism. Almost all regions of Ukraine have a variety of recreational resources.

In the process of study the opportunities of using recreational activity in the socio-pedagogical field, we have used the following theoretical

methods (retrospective analysis of the experience of university training; comparative analysis of scientific literature, modeling and projection of results and processes of their achievement at different stages of the re); empirical (pedagogical supervision, analysis of the diaries of the self-control of students' learning activities); diagnostic procedures (questionnaire, interview); pilot study, establishing and formative experiments; rankings; mathematical and statistical processing of the data obtained in the study.

The nature of recreation as socio-cultural phenomenon is defined by integrity and complementarity of its structural components: the recreational needs and personal values; individual attitudes and styles of person's recreational behavior; recreational potency of an individual as a motivated desire of meeting the recreational needs; recreational activity as a form of realization of recreational potency. Recreation is determined not only by the objective necessity of the human body in restoring its mental and physical balance, but also by the need for mastering social norms and rules of recreational behavior; need for mastering socio-cultural space of leisure and recreation; need for "acquiring" resources of leisure-recreational infrastructure.

In order to identify the level of students- social workers' readiness to use socializing opportunities of recreational activity there we identified the key criteria and indicators of this process, on the base of which it's possible to judge the effectiveness of training future social workers. The main indicator of the efficiency of the university in this direction is the degree of students' preparedness to full realization of socio-pedagogical functions, taking into account the specific characteristics of recreational activity. In our view, the main criteria of professional readiness to make use of the opportunities of recreational activity may look like this:

- *motivational-axiological* component – motivational-axiological attitude to the recreational focus of socio-pedagogical activity (motives, interests, values, reflection of personal growth). The motivational-axiological component includes the following criteria: formation of professional and academic motives; understanding the need for recreational activity; enthusiasm for recreational activity, the desire of creative self-realization;

- *cognitive-intellectual* component represents a system of knowledge about the ways and forms of socio-pedagogical recreation, its impact on participants in recreational activity, the ways of improving the efficiency of socializing opportunities of recreational activity (determined by the

following criteria: completeness, depth, volume, consistency and stability of knowledge content of recreational activity, formation of cognitive activity);

- *activity-creative* component includes subject-professional commitment to practical use of the knowledge, the knowledge of the rules and regulations of recreational activity for different groups of participants; skills of independent projecting recreational programs for different types of institutions, determining the appropriate means and methods: interest to the projecting of content and new ways of organizing recreational activity requires a skill of building up recreational activities, knowledge of means and methods of its regulation in standard and non-standard situations of professional activity, facilitation and mastering the fundamentals of animation-art (facilitation process leads to more effective teamwork, involvement and interest of participants, discovering their potential; animation skills involve the ability of organizing innovative activities on involving participants of recreational activity into active, creative, mutually enriching, interpersonal relations). Activity-creative component is associated with the creative investigation of the process of training and is presented by the results of the performance of creative tasks, practical recreational events;

- *analytical-reflective* component includes self-assessment of one's personal qualities, adequate to the level of professional preparedness to the process of solving professional tasks, self-cognition, self-attitude. It provides the ability of analyzing own opportunities of using recreational activity in practical work of social pedagog, the ability of making necessary adjustments, matching the goals and results).

According to the results of establishing stage of the experimental study on determining the level of readiness of future social workers to use socializing opportunities of recreational activity, we can conclude that most students do not have special training in the given direction. Given this fact, we can assume that in the process of traditional subject-theoretical training the given goal isn't realized, formation of necessary and sufficient special knowledge isn't achieved. This is probably connected with, firstly, insufficient attention to special theoretical and practical training (on revealing the importance of recreational activity in the work of social pedagog, mainstreaming attention to specific issues of socio-pedagogical in the recreational aspect) within the framework of the study of particular subjects, and, secondly, by the lack of interdisciplinary integration of the system of specially-professional knowledge.

Presumably, there is a need to identify the content and technologies of formation of students' special knowledge to work on using socializing opportunities of recreational activity based on an integrative approach.

The novelty of forming experiment lies in examining the training of future social worker as a unity of three states: as a process, as a substantial component, as the basic state of readiness of future social workers for independent professional activities focused on the implementation of the student-social pedagogue's personal potential, and the result of the training is socio-cultural development of the individual and recreational potency of the specialist of socio-economic type.

The study assumed that the process of training future social pedagogues for using socializing potential of recreational activity should be aimed at providing positive motivation for facilitation and mastery as an essential regulators of their future profession based on following continuity, consistency in the organization of training inside the cycle of common-professional and professional-practical disciplines; the orientation of the process of professional training on the individual as the bearer of values; creating comfortable psychological climate and emotional state; the use of innovative techniques that stimulate creative qualities of students.

The result of the use of technologies of socio-cultural recreation is improvement of the psycho-physiological status of the individual; optimization of socio-psychological relations; formation of individual's recreational culture.

Forming stage of the experiment involved the introduction into the process of the training future social workers an elective course "The technologies of socio-cultural recreation", based on practical training of students-social workers on the work on providing recreation of different social groups, namely:

- technologies of formation of recreational needs and personal values (the scope of realization is - a set of educational, developing, entertaining, sportive-recreational activities, informational support of recreational activity);
- technologies of stimulating individual's recreational activity (areas of realization - socio-cultural management, marketing of cultural services);
- technologies of organization of recreational activities (scope of realization – cultural-creative, socio-pedagogical activities);

- technologies of formation of goals and style of the individual's recreational behavior (the scope of realization – individual-personal work and socio-psychological support);
- technologies of organization of recreational activities as *event* - organizing unique events based on personal requests and desires (teaching ideas, strategies, techniques, methods of event, event-management, event-organization activities).

Resource event-technology, which includes the innovative activity on involving participants of the educational process into the event-actions, whose essence is in the fact that each of them is transformed into an exceptional event, especially from the point of view of participants. Educational potential of "event-technology" as the technology of organizing recreational and leisure activities of children lies in: the realization of students' personal needs in having leisure, in revealing the qualities and traits of personality, in their development, in the formation of the communicative culture of the participants of the event-actions, in the manifestation of the training function of event-activities, in the cognition of reality, in psycho-relaxation effects [1, p.74].

In recent years, in the field of event-actions, there has been an intensification of such trend as socio-cultural animation. Animation activity is a "synergetic adventure" of a person, where in a very person are discovered some hidden orientations (structure-attractors) on a favorable and healthy future, which becomes a way of seeing the world differently, actively fitting into this world considering old problems in a new light , reformulating the questions, reconstructing the problem field [1, p.38].

The concluding phase of the experiment study proved the possibility of forming socializing-educational level of the students-social workers, whose presence speaks of the orientation on the targeted help individual in mastering the rules, regulations and means of recreation, providing the formation of recreational needs and styles of behavior.

This study does not purport to be comprehensive in nature. Its perspective can be extended in the following areas: development and implementation of models of professional training of future social workers in the use of socializing opportunities of recreational activity; the development of teaching methods of purposeful process of training of future social workers in the use of socializing opportunities of recreational activity in the work with various social groups.

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Pogorelova Ye.A.

**PEDAGOGICAL PROCESS AND THE PROBLEM OF
CREATING A CULTURE OF HEALTH**

Odessa, Ukraine.

Abstract. *The problem of a healthy lifestyle is the most important task of physical education, and laying the foundations of a culture of health - physical education and job self.*

Fullest and diverse culture of health problem is considered a relatively new scientific direction - valeology. Representatives of the scientific direction tend to repel the whole system of factors that affect the rights, including those that go beyond the narrow confines of the medical approach. In this quest to create an integrated science of health, they can not be limited only to bodily, medical approach to rights, but must include outside and biological factors, referring to the concepts of social and spiritual health.

The purpose of this article is to analyze the components and levels health culture, which required a complex psychological and pedagogical methods, empirical and experimental research.

The analysis of biomedical, psychological, pedagogical, philosophical, sociological literature was defined structure health culture, as well as criteria and indicators of cultural health of the individual.

As it was shown by our study, the existing high schools in the organization of educational process is not conducive to the preservation of the health of students, and often leads to an artificial reduction in the volume of voluntary motor activity of students.

The authors need to radically change the forms and methods of teaching physical education, apply new technologies of learning, creating new forms of training based on an individual approach to each student, as well as a major role aside form independent occupation in which the student will be able to form the overall structure of various physical exercise.

Keywords: *valeology, health, lifestyle, health culture.*