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EXPERIMENTAL VERIFICATION OF PREVENTION MODEL OF SOCIALLY SIGNIFICANT DISEASES IN THE "HEALTH PEDAGOGY" DISCIPLINE

Diseases prevention that cause the majority of deaths in Ukraine and in the world is carried out by the joint efforts of doctors, politicians, teachers and non-government organizations members. The university environment is a profitable platform for the implementation of modern prevention strategies. The tool of prevention is valeological disciplines, the condition of successful prevention is the formed valeological competence. Since 2019, the Ukrainian Engineering Pedagogic Academy (Kharkiv) has been teaching the "Health Pedagogy" for Ukrainian and German non-medical students "Bachelor" [1] and "Master" educational levels. The discipline aims to teach a healthy lifestyle, practice safe behaviors and provide emergency pre-hospital care to victims in critical situations [2].

The developed valeological competence model involves the study of diseases with the definition of controlled and conditionally controlled risk factors for each of them at the levels of knowledge of each factor separately, understanding their relationship and ability to prevent its negative realizations. The model takes into account the formation of cognitive, activity, motivational-value and personal components of competence through fourteen topics, eleven of which contain guidelines for effective methods of primary and secondary prevention of socially significant diseases.

In accordance with the generally accepted methodology for assessing the level of learning to use health saving technologies [3, p. 190], at a low (reproductive) level there is a low student interest in maintaining health saving and self-development, superficial and fragmentary knowledge, low creativity. At the middle (productive) level, students have a strong need to maintain health saving, health itself is regarded as a value, sufficient professionally oriented knowledge on health, moderate social creativity and the ability to self-education. At a high (creative) level, students have a pronounced need for health, active scientific and practical professional interest in the theory and practice of health saving, have thorough knowledge, developed performing and analytical-reflective skills, expressed social creativity and ability to recover and strengthening one's own health.

References

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