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**SUBJECT: CONCEPTS OF FORMATION OF VALUE ATTITUDE
TOWARDS HEALTHY LIFESTYLE OF FUTURE PEDAGOGICAL STAFF
IN HIGHER EDUCATION INSTITUTIONS**

Sokolenko M. O.

Assistant of interstitial medicine and infection diseases department
HSEI Bukovinian state medical university
Chernivtsi Ukraine

Sokolenko L. S.

Docent of medical and biological foundations of physical culture department
Pavlo Tychyna Uman state pedagogical university
Uman Ukraine

Sokolenko A. A.

Assistant of family medicine
HSEI Bukovinian state medical university
Chernivtsi Ukraine

Andrushchak M. O.

Assistant of interstitial medicine and infection diseases department
HSEI Bukovinian state medical university
Chernivtsi Ukraine

Abstract. The problem of preserving and promoting the health of the younger generation and the formation of a healthy lifestyle in it has always been one of the key problems of humanity. Recent events in the world (dramatic transformations in the socio-economic sphere of the state, changes in the cultural and spiritual spheres of human life, natural environmental and social upheavals) make it particularly acute. Along with this, there is a luggage of knowledge about the formation of healthy lifestyles of children and young people, borrowed from folk traditions, lifestyles, until recently was empirical and had no scientific and pedagogical justification.

Numerous attempts, offered by teachers of different level (scholars, high school teachers, school teachers) in the sphere of healthy lifestyle formation, so far have not. In this connection, the problem of forming a value attitude to a healthy lifestyle.

Keywords: Education of a healthy, healthy lifestyle, social and psychological attitudes, value attitude

Education of a healthy young generation, capable of increasing its spiritual and material values at the socio-pedagogical level, which is conditioned by the conditions of many factors today, namely: insufficient awareness of society as a whole, is becoming more urgent. and young people in particular of the high value of human health; deterioration of environmental conditions of human life caused by the global crisis, energy and food problems, hygienic working and living conditions; providing cash equivalent health; decrease in the level of satisfaction of people with life, increase in crime, drug addiction, alcoholism, suicidal tendency, unrestrained pursuit of material benefits, appearance of diseases peculiar to representatives of certain social groups and groups; social and psychological attitudes specific to Ukrainian society, among which priority is given to such as prosperity and career.

Analysis of the scientific literature showed that overcoming these negative factors is associated with the researchers acquaint students with the essence of human life, education in their correct attitude to their body, taking into account biorhythms, awareness of the importance of adherence to the regime and conditions of learning and rest, training information on ways to correct the mental sphere, etc. (Y. Ivanushko, N. Pankiv, G. Pylyp, M. Solovan, N. Stratychuk); mastering the ways and methods of health promotion, disease prevention, conscious and strong-willed adherence to healthy lifestyle principles, formation of value motivation for adherence to appropriate behavior (B. Ananiev, O. Bodalev, A. Gandzhin, A. Derkach, A. Zakharenko Shchedrin). Numerous publications have emerged as a result of the active search for researchers at the end of the 20th century (R. Aizman, I. Brehman, V. Buzyan, E. Weiner, G. Zaitsev, EM Kazin, V. Kolbanov, G. Kuraev, Yu. Lisitsyn, L. Suschenko, L. Tatarnikova, BI Chumakov, etc.), which discusses the scientific and

theoretical provisions that reveal the conceptual foundations of the content of the healthy lifestyle formation process at all stages of learning and upbringing of the young generation . However, the issues of forming a value attitude to a healthy lifestyle in future teaching staff in higher education remain insufficiently covered at the present stage.

The purpose of the article is to characterize and follow up a comparative analysis of the existing concepts of forming a healthy lifestyle of the younger generation and student youth and the value to it. The pedagogical strategy of forming a healthy lifestyle in the future teacher is combined with the education of value attitude towards him. Thanks to the value attitude of the student of the pedagogical university the stable motivation of a healthy way of life, readiness and activity in formation of the health, and also readiness for propagation of a healthy way of life among the future students are created. Successful implementation of this strategy depends on the development of the pedagogical education system, introduction of changes and additions to the traditional sections of pedagogy and creation of a new direction in pedagogical science - pedagogical valeology. The necessity and expediency of this direction of work is further indicated by the global changes that took place in the life of the Ukrainian state in the 90s of the twentieth century. The content of them appeared processes of development and strengthening of industrial-market relations on the basis of the full implementation of the principles of freedom and democracy. As a consequence of these social phenomena there is a profound reassessment of human values, a new content of social existence and social consciousness is formed. Along with these processes occurring in society, there are natural changes in the education system, which in accordance with the new national doctrine, as a strategic task, provides for the creation of a variety of educational programs that ensure the individualization of personal oriented learning and upbringing [1, c.1]. At the same time, humanitarian knowledge, focused on recognizing the human right to free development and displaying its abilities, is of particular importance.

The democratization of public life raises the need to overcome the stereotypes of the authoritarian model of education, which is based not on a motivational but on an informational approach. In this connection, the problem becomes the introduction of new components aimed at solving the global problem - understanding the value of life, the value of each person in the system of the universe [2, p. 72]. One such component of education is the valeological component, which has become widespread in all levels of education in recent years, starting with school and ending with a system of higher pedagogical training that should provide training for a new type of teacher.

The purpose of creating a valeological aspect of education is to provide a valeological education of students (students). In this case, valeological education means a specially organized and purposeful process of forming a valeological outlook (systems of views and beliefs on the facts and phenomena of a healthy lifestyle); a sense of responsibility for one's health and lifestyle; skills of formation of a healthy way of life and activity that promotes healing of an organism, opening of reserve possibilities of the person.

The creation of the valeological component required the interdisciplinary integration of the efforts of scientists and specialists (educators, psychologists, valeologists), who were aimed at developing the conceptual foundations for the formation of healthy lifestyles of students (students). Y. Varshamov, G. Zaitsev, V. Kolbanov, A. Semenov, N. Smirnov, V. Solomin, L. Tatarnikova devoted their efforts to solving this problem. The concepts created formed the basis of numerous models of valeological education and upbringing (or models of teaching healthy lifestyles).

Development of concepts of forming a healthy lifestyle was preceded by a deep valeological analysis of traditional education, which involved a detailed examination of methods, conditions, components and stages of the educational process.

The result of the analysis conducted by scientists is the following conclusions:

1. The existing authoritarian-reproductive system of education, in the basis of which is coercion, is contrary to the needs of the growing one organism. Coercion can lead to unprofitable transformation of the need-motivational sphere of the individual. And then the self-determined needs for self-development, self-discovery, self-improvement, health, and false needs may become dominant. False needs can be motivated by the achievement of formal goals or the motivation for comfortable (passive) performance of learning activities. As a result, the child grows up either as a humble performer of the will of the teacher and other adults, or as a simulator of activity and efficiency. False needs of people are expressed in the desire to contradict the opinion of the majority or in the desire to get strong feelings.
2. School physical education is based on the forced preparation of students below average, standards for all that are contrary to the needs of the individual. As a result, there is a deformation of the motivational bases of physical activity. Students begin unwillingly to attend physical education lessons, which leads to a decline in their physical education physical development and poor health.
3. Intensification of education (increasing the number of subjects, arbitrary expansion of curricula, increasing the rate of completeness of the lesson, complication of tasks due to in-depth study of subjects and increasing the total daily learning load due to homework) as one of the options for reforming the health system of education I am both students and teachers.
4. The longstanding ban on information in the field of sexual education was the only method of concern for the morale of the younger generation that did not prevent early sexual intercourse. A lack of knowledge about the psychology of intimate relationships causes a transformation of the needs of the sexual sphere, a delay in sexual development, which can later turn into sexual disorders, and the latter seriously affect the future of family life and health.
5. In the authoritarian-reproductive model of education, the role of the teacher became, on the one hand, the bearer of authoritarian-repressive relations at school,

and on the other hand, the victim of these relations. Conservative attitudes and pedagogical stereotypes have led to a decline in teacher creative activity. His prestige and authority have diminished considerably. There has been a noticeable departure from the issues of education (including the promotion of a healthy lifestyle) while studying. Thus, the analysis of traditional school education allowed scientists to uncover the psychological and pedagogical reasons for the delay in student development and the emergence of behavioral and health abnormalities. These reasons lie in the education system, which is based on coercion and unjustified prohibitions, intensification of training.

The logic of innovative processes occurring in public life on the one hand, and the existing shortcomings in the education system, on the other, have identified the need to create a fundamentally new concept of education and training for its practical implementation of relevant teaching staff. One of the directions for solving this problem is the concept of osteological education (theory of creativity of health) by V. Kolbanov - G. Zaytsev. Valeological education should be understood here as a system of educational measures aimed at the formation of valeological thinking and healthy lifestyles of man [5, p. 75]. Valeological thinking has a creative focus on one's own health and that of others. It is based on the motivation of a healthy lifestyle and literacy - a state of personality, conditioned by an understanding of the essence of health and a healthy lifestyle, a clear motivation for creativity of health, a moral readiness to create, preserve and strengthen their health along with the realization of their interests, abilities. and careful attitude to the health of other people [5, p. 72]. Thus, the immediate goal of valeological education is to formulate students an individual behavioral strategy based on the sustainable motivation of a healthy lifestyle, while ensuring equal starting opportunities for all students in choosing an individual lifestyle. Professional valeological education of students of pedagogical universities is intended for preparation of specialists to work in educational institutions aimed at promoting healthy lifestyles among students.

A certain scientific interest is the concept of the school of health and individual development of L. Tatarnikova, in which valeological education is also an aspect of general education. Its theoretical basis is the idea.

According to the author, the valeological principle presupposes that students acquire certain medical knowledge and skills that correspond to the bioenergetic, physiological and neuropsychological characteristics of the age; knowledge of the laws of human mental development and its relationship with the world; removing anxiety from children; prevention of phobias and neuroses, development of sensory systems [7, p. 53-54].

Considering the anthropological principle, L. Tatarnikova takes as its methodological basis his philosophical genesis (Aristotle, I. Kant, L. Feuerbach, M. Scheller, etc.) and characterizes it in relation to the educational valeological system. In this context, the anthropological principle leads to the knowledge of the world through the knowledge of man, his system of relations with himself, society and nature, the study of social consciousness (morality, outlook, politics) and the consciousness of the knowing person.

The systemic principle in the construction of the concept of valeological education L. Tatarnikova involves the integration of knowledge and the formation of the system of needs. It serves as a guide to the spiritual development of the individual, the formation of a humanitarian style of thinking [7, p. 56].

Following the traditions established in pedagogical valeology, L. Tatarnikova developed a model of the school of health and individual development of children, the purpose of which is to create equal starting conditions for each child to ensure the development of the individual sphere and the formation of individual psychological health. Efforts of teachers of such schools and social institutions involved in the upbringing of children should be directed to the solution of the following tasks: full self-realization and self-development of each child as an individual; self-education in a direction that meets the moral and spiritual demands of society; the formation of socially positive, socially significant group and collective norms, orientations and

values that contribute to the preservation of the referential importance of this particular environment for the individual [8].

E. Weiner's research is of particular interest, the result of which is learning about the rational organization of human life, in which the author understands the system of life of a given person, which provides him with a high level of health and well-being in the sphere of social, professional, family and cultural life [4, 5].

Conclusions

1. However, learning a healthy lifestyle can only be effective if the conditions of all three of the above models are met: a) reliable information provided by the preventive model;

2. the necessary decision-making skills that are developed within the educational model

3. supporting a healthy lifestyle, provided by a radical political model. This kind of integration of healthy learning conditions occurs in a model of empowerment, which makes it more effective, and therefore deserves the attention of educators who manage the healthy lifestyle formation of students (students, students).

4. Given the above, we note that the problem of healthy lifestyles and its axiological aspect at this time have a strong theoretical and methodological basis, presented by numerous concepts of health and healthy lifestyles. The truth of the latter is confirmed by the success of their implementation in practical pedagogical activity.

5. However, there are no grounds to consider the problem of healthy lifestyles of the younger generation and young people, because there are aspects that require further theoretical and practical development, which will be aimed at identifying the conditions for forming a valuable attitude towards a healthy lifestyle in the future teacher.

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**THE RESEARCH OF BULK MATERIAL MOTION IN CONTINUOUS
ACTION FEEDERS**

Statsenko Vladimir

Ph.D., associate professor

Burmistenkov Alexandr

Doctor of science, professor

Belaya Tatyana

Ph.D., associate professor

Kyiv National University of Technologies and Design

Kyiv, Ukraine

Annotation. The paper presents the research results by discrete elements method of the five continuous action feeders designs. Their pulsations of productivity and working bodies impact value on the material were calculated, productivity management possibilities were analyzed. It was found that disk feeders are one of the most preferred in case of using an automatic control system.

Keywords: bulk material, feeder, discrete elements method, dosing, mixture.

Bulk materials compositions are used in various industries, including light, food, and chemical. These compositions quality is largely determined by their percentage composition and homogeneity.

For the mixtures preparation specialized processing lines are used, which include hoppers, feeders and a mixer [1]. Wherein, the correspondence of mixture percentages and given composition recipe is determined by feeders accuracy. In case of continuous action equipment usage the requirements for feeders are increased, because their work is not only determines the percentage composition, but also the mixture homogeneity. Currently, dozens of different feeders designs are exists, but it