Natural Science and Research Training of Future Psychologists for Health-Promoting Activities

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Abstract: The younger generation needs special attention when it comes to the leading role of the psychological education system, which, together with the achievement of educational goals, fulfils the necessary health-promoting and health-saving mission. The research aims to identify and theoretically justify the pedagogical conditions for training future psychologists for health-promoting activities and experimentally verify them. The pedagogical conditions for training future psychologists for health-promoting activities include specifying the content; applying innovative psychological technologies; developing creative potential. Fetiskin's self-assessment of professional-pedagogical motivation, relevant tests, appropriate cards and methods (ones for identifying the level of empathic abilities (Boiko); ones for identifying the level of self-development and professional-pedagogical activities (Berezhnova)) were used for the evaluation. Both control (77 individuals) and experimental (83 individuals) groups were formed to verify the effectiveness of the identified and theoretically justified pedagogical. The results of the pedagogical experiment prove the effectiveness of the revealed and theoretically justified pedagogical conditions for training future psychologists for health-promoting activities. A high level of future psychologists' readiness for health-promoting activities is characterized by a strong positive motivation to conduct health-promoting activities, their desire and stable readiness to work in the pedagogical sphere, adequate awareness of their need to apply their knowledge and skills to conduct health-promoting activities for pupils.

Keywords: *content specification; psychological technologies; individual projects; business games; portfolios; multimedia presentations; creative potential.*

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Introduction

The problem of preserving and promoting the health of pupils is one of the priority areas of the state's social policy. The society pays special attention to this problem since the modernization and dissemination of innovative technologies for preserving and promoting the health of children have become strategic areas of activity of various institutions and are being actively implemented nowadays. Such close attention to the health of pupils is quite understandable. Indeed, there is some negative dynamics in the prevalence of functional disorders and chronic diseases among them. Unfortunately, the number of deviations in the physical and mental health of pupils is steadily increasing. Both the absolute values and the ranges of changes in growth and development rates found in population screenings of the infant population are decreasing.

The analysis of the scientific literature as for training future psychologists for health-promoting activities shows that, from the standpoint of the present day, the social order for graduates from higher pedagogical institutions requires that future specialists should be properly trained for future professional activities. It is important to nurture their professional and most important skills and qualities and help them to adapt to the professional environment as quickly as possible, given a new situation in every particular country and worldwide.

Certain scholars Antropova et al. (2010), Bakhmat et al. (2019), Bilyk (2017), Druzhynina (2011), Husak et al. (2009), Komar (2009), Maksymchuk et al. (2018); Matviienko (2010), Melnyk et al. (2019), Behas (2019), Bezliudnyi et al. (2019), Halaidiuk et al. (2018), Sitovskiy et al. (2019), Sheremet et al. (2019), Gerasymova et al. (2019), Byvalkevych, Yefremova, and Hryshchenko (2020), Sebalo and Teslenko (2020), Koziuk et al. (2020) indicate that strengthening of democratic and humanistic principles of the educational process in higher education institutions requires that the content, areas, forms, methods and means of professional training for future specialists should be updated and aim to prepare highly cultural, competent specialists and psychologists, who can creatively introduce educational innovations in the context of modern trends and strive for self-development and self-improvement.

The relevance of this research is conditioned by objectively existing contradictions that arise between the demand of modern society for competent psychologists, who can conduct health-promoting activities for pupils and some insufficient focus of psychological education on the implementation of this objective; the need to train future psychologists for

health-promoting activities and the insufficient psychological support for the implementation of this process in higher education institutions; the growing interest of future psychologists in health-promoting activities and their insufficient readiness for them. These contradictions can be resolved provided that relevant pedagogical conditions for training future psychologists for health-promoting activities have been introduced into the educational practice of higher education institutions.

The social importance of effective training for future psychologists in higher education institutions, as well as the identified contradictions, insufficient discussion of the problem under study in pedagogical theory and practice, have led to the choice of such a research topic.

Material and methods

A formative stage of the pedagogical experiment was conducted to verify the effectiveness of the identified and theoretically justified pedagogical conditions and the designed model for training future psychologists for health-promoting activities. It involved the students from M. P. Drahomanov National Pedagogical University and Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University (77 respondents in the CG and 83 respondents in the EG).

Research methods include the following: theoretical methods – a systemic analysis of scientific and methodical literature; a bibliographic analysis of works on pedagogy; a content analysis of legislative documents on teacher education used to understand the conditions for developing the problem under study; a comparative analysis and generalization used to clarify such concepts as “developing future psychologists’ readiness for health-promoting activities” and “future psychologists’ readiness for health-promoting activities”; comparison used to justify the structure of such readiness theoretically; classification used to determine the criteria, indicators and levels of such readiness; modelling used to design the model for developing such readiness; systematization used to identify and theoretically justify pedagogical conditions for developing such readiness; empirical methods – observations, questionnaires, interviews, conversations, tests; a study of educational documentation of students; a retrospective analysis of the authors’ experience of teaching in higher education institutions used to identify the development levels of future psychologists’ readiness for health-promoting activities; a pedagogical experiment used to verify the effectiveness of the identified and theoretically justified pedagogical conditions for developing such readiness; statistical methods – both

quantitative and qualitative analysis of empirical material obtained by means of Student's t-test to justify the reliability of the obtained results.

The experimental work was conducted following the practical and exploring, conceptual, experimental and summarizing stages.

The practical and exploring stage was aimed at analyzing the scientific literature on the process of training future psychologists for health-promoting activities; describing scientific terms; specifying the structure of future psychologists' readiness for health-promoting activities; developing evaluation techniques for determining the level of future psychologists' readiness for health-promoting activities. The self-assessment of professional-pedagogical motivation, which was adapted by Fetiskin, Kozlov and Manuylov (2002), was used *for the evaluation* by the motivational criterion; relevant tests were designed for the evaluation by the cognitive criterion; an appropriate card was designed for the evaluation by the procedural criterion; the following methods were used for the evaluation by the personal criterion: methods for determining communicative readiness for a dialogue with the child (Ridanova, 1998); methods for identifying the level of empathic abilities (Psylist.net, 2019); methods for identifying the level of self-development and professional-pedagogical activities (Studme, 2019).

The conceptual stage was aimed at identifying and theoretically justifying pedagogical conditions for training future psychologists for health-promoting activities, developing and theoretically justifying the model of training future psychologists for health-promoting activities, determining the experimental facility and selecting students for the pedagogical experiment, developing psychological support.

The experimental stage was aimed at realizing pedagogical conditions for training future psychologists for health-promoting activities and identifying the levels of such readiness in future psychologists from the EG and CG.

The summarizing stage was aimed at analyzing the ways to fulfil the objectives of the experimental work, describing the results of the study and specifying theoretical positions and conclusions obtained during the pedagogical experiment.

The pedagogical conditions for training future psychologists for health-promoting activities include: specifying the content of professional training for future psychologists taking into account the specifics of health-promoting activities, applying innovative psychological technologies in the process of subject-subject interaction between the university teacher and the

students, developing creative potential of future psychologists in the process of research activities.

The pedagogical condition of specifying the content of professional training for future psychologists taking into account the specifics of health-promoting activities, which was reflected in the study of such courses as “Anatomy, Physiology of Children with the Basics of Genetics and Valeology” (Year 1), “Health and Wellness” (Year 4), “Methods of Teaching Health Basics” (Year 4) and “Physical Education”

The pedagogical condition of **applying innovative technologies** contributes to solving relevant problems of modern higher education: an effective acquisition of knowledge by future psychologists; the development of practical research skills that allow one to make professional decisions regarding health-promoting activities; the transition from the accumulation of knowledge to the creation of mechanisms of self-search and research skills; the development of communication skills, empathy and creativity. Innovative psychological technologies (projects, workshops, business games, discussions, portfolios, multimedia presentations) were applied in the process of the subject-subject interaction between the university teacher and the students during lectures and practical classes on relevant subjects.

The experimenters encouraged the students to implement their projects according to the following **stages**: *the exploration stage* (defining the thematic area, analyzing the problem and setting the goal of the project); *the analysis stage* (gathering and studying information, searching for solutions and developing an algorithm of action); *the practice stage* (implementing the project and modifying the plan); *the presentation stage* (presenting the project results and performing its evaluation).

In Year 4, the students were offered to prepare a project within the course “Methods of Teaching Health Basics” on the topic “Psychological Support of Health-Promoting Activities of Pupils” to implement *the project method* in the educational process.

The exploration stage: the students need to choose both the topic and aim of the project, which is a characteristic of pedagogical support of health-promoting activities for pupils. *The analysis stage*: the students need to study relevant scientific sources on the problem of children’s health since it is an urgent issue for any society and under any socio-economic and political situations and determines the future of the country, the gene pool of the nation, the scientific and economic potential of society and, along with other demographic indicators, is a barometer of socio-economic development of the country. Students pay specific attention to a direct link between school workloads and the health of pupils and stress the irrational organization of

the school day, as well as the use of teaching methods and tools that are inappropriate for their age. The students also focus on the main causes of schoolchildren's poor health, which include the unjustified amount of educational content and such a school life that does not meet their mental capacity.

The practice stage: the students need to prepare projects so that they can realize that the systematic basis of health-promoting activities is the constant of self-change: cultivating the object of educational activity, forming the capacity for reflection, creating the opportunities for self-realization, developing skills needed for self-regulation of one's behaviour and self-evaluation of one's health. The most important factor in the promoting of health education in today's context is the development of a strategy for the gradual transition from external coercion to self-study and self-education of pupils.

The presentation stage: the students write a report and prepare *multimedia presentations* (10 minutes).

The experimenters have identified ***the following topics for individual projects within the course "Anatomy, Physiology of Children with the Basics of Genetics and Valeology"*** of module I "Introduction. The Morphofunctional Structure of the Child's Body": the body as a whole system; the basic structural and functional blocks of the child's body; somatoscopy as the initial stage of anatomical research; the importance of body types in the prevention of diseases among young children; acceleration as a medical and pedagogical problem; the determination of posture types depending on the degree of spinal curvature; the prevention of postural disorders in pupils; physiological and pathological spinal curvatures, as well as duration, conditions and causes of their development; foot arches and foot fixing mechanisms; the prevention of flat foot in pupils; the impact of working activities, sports, social and biological factors on bone structure; hypodynamia and its negative impact on the growth and development of the child's body; the prevention of bad habits among pupils.

The topics for individual projects of module II "Anatomical and Physiological Features of Regulating and Vegetative Systems of the Body at Different Stages of Ontogenesis" are as follows: the features of mental functions in pupils (attention, perception, thinking, consciousness, language); physiological foundations of schoolchildren's memory; theories and mechanisms of memory; language and its physiological mechanisms; child language acquisition; sleeping, its manifestations and mechanisms; sleep hygiene of pupils.

Psychological training of future psychologists was aimed at developing their professional style and teaching them to successfully communicate with colleagues and school administration, pupils and their parents. The experimenters believe that such training has helped to create a positive attitude towards communication with pupils.

Practical exercises have been developed taking into account the information provided on the sites of the Psychologist's Library.

Business games have held one of the leading places among innovative psychological technologies in professional training of future psychologists. Indeed, games are the most important means of shaping the professional qualities of future psychologists. They can change the thinking style and behaviour patterns of students and serve as an incentive for their creativity and competitiveness.

The following modifications of business games were used: *simulation games* that reproduce the activities of a comprehensive educational institution or its structure and simulate the elements of health-promoting activities.

The students were offered to act as a psychologist and *prepare a plan* for health-promoting activities. Below is a fragment of such a plan: the aim is to create a single health-promoting space which ensures the development of pupils' personality, taking into account the realization of their physiological and intellectual characteristics; the objectives are to provide pupils with relevant knowledge about healthy lifestyles, to switch from passive forms of learning to independent cognitive activities, to form a physically healthy tolerant personality of pupils who can adapt freely in today's fast-changing world, to create the necessary and sufficient conditions for personal development of each pupil.

Areas of work: *monitoring the level of pupils' health* (the level of pupils' health, preventive shots; absences from school because of illness; the level of adaptation and motivation of pupils; anxiety levels); creating a health-promoting infrastructure (creating complex conditions for the development of pupils and preservation of their health; complying classroom conditions with sanitary and hygienic norms; providing hot meals; adhering to the water consumption schedule; the aerophytomodule: placing green plants in the classroom); working with parents (speeches at parent meetings on the topic "Parents' Responsibility for Promoting and Preserving Children's Health"; brochures for parents on health-related topics); organizing the educational process (observing hygienic norms and requirements for the organization and volume of school load; using the complexity scale of educational subjects when preparing the school timetable; applying health-promoting technologies in the educational process); organizing physical activity breaks

and emotional releases during lessons; organizing extracurricular activities (topic-specific class hours, health and sports days; designing topic-specific stands; creating a database on pupils' health; checking the appearance of pupils; conducting events to prevent pedestrian traffic injuries; ensuring the safety of pupils' life during holidays).

The students were encouraged *to talk* with pupils' parents about preventing bad habits in first-graders. Thus, they first indicated that the most common of bad habits at this age included finger-sucking, nose-poking, swinging from one side to another, etc. Next, they tried to give the parents recommendations for what to do if the child had bad habits and to understand their causes. They pointed it out that one should not threaten the child. Besides, the child should not be punished when they manifest their bad habits so that not to emphasize them. Instead, the parents are advised to turn the child's attention to something else, to surround him/her with love and affection and not to conflict with each other in the presence of the child. It is also important to specify if intellectual and physical tasks are appropriate for the child.

The experimenters employed *role-playing games*, which were seen as a joint group game in which the participants take on different social roles. They believe that identifying themselves with the role has helped the students to gain emotional experience of interacting with others in professional situations and to establish certain relationships between the behaviour and results based on the reflection of all partners' experiences.

At the beginning of practical classes, the students were divided into two teams (7-12 people each). Two assistants from a reputable student body were chosen to conduct the game and determine the winners. It must be noted that their judgments about the game of the teams have helped the experimenters to understand the students' thoughts on what is happening and to evaluate the merits of the players more fully and more accurately. It was rather important to prepare the necessary number of tasks and ensure their quality. As for the quality, they should be difficult enough to generate intellectual tension and should be varied to reveal different abilities of the students: to work with texts, discuss, analyze life situations and draw conclusions. Their number provided an opportunity for all the students to be active and show their knowledge and skills. All the team members were encouraged to take on leading roles alternately.

The behaviour of future psychologists in particular settings is staged at *the Forum Theater*. At the same time, the participant needed to mobilize his/her experience, knowledge, skills and fit into the image of one or

another person, understand his/her actions, estimate the situation and choose the right strategy of behaviour.

Thus, the simulated relationships during business games have helped to involve the students in a simulated professional environment and promote intense professional development. The interactions during such games were characterized by emotional expression and creativity and revealed the creative potential of future psychologists. Practical classes incorporating business games were aimed at testing the techniques and methods of health-promoting activities and bring joy and confidence. Their implementation consists of such stages as the preparation of the game, the introduction to the game, the game itself and the analysis of the game.

The discussion on the topic “The Components of Monitoring Health-Promoting Activities” has made it possible to distinguish the following components: 1) the biomedical component, which evaluates the functional state of the body and the parameters of children’s physical development (health group, morbidity, anthropometric indicators, etc.); 2) the psychophysiological component, which controls mental capacity, fatigue, etc.; 3) the psycho-pedagogical component, which monitors the pupils’ mental health, their psychological characteristics and cognitive processes; 4) the pedagogical, which monitors the development of abilities and skills, as well as the existing difficulties in learning.

The discussion on the topic “What to consider when teaching health basics” has allowed discovering certain important aspects. In Grade 1, particular attention should be paid to adjustment to school, pupils as participants in learning, their joint activities, collaboration and self-esteem. In Grade 2, one must encourage group forms of interaction and ensure constructive relationships with children and parents through expanding subject-specific and extracurricular activities. In Grade 3, it is crucial to teach pupils to determine the boundaries of knowledge and ignorance, the causes of errors and possible ways to correct them, which contributes to developing the position of reflection due to teaching them how to work with additional literary sources through the “me-question” system. In such a way, pupils learn to achieve their goals not only during lessons but also during extracurricular activities. In Grade 4, pupils should be taught how to control and evaluate their actions during lessons and extracurricular activities to reduce school anxiety.

From the standpoint of today, *a portfolio* is used as a means to evaluate the educational achievements of future psychologists. It can record, accumulate and evaluate work and learning outcomes of students that show their efforts, progress and achievements over a certain time. The portfolio

switches “pedagogical emphasis” from external assessment to self-assessment, namely to what the student knows and does. A significant feature of the portfolio is its integrative nature, which includes quantitative and qualitative assessment, implies the collaboration between the university teacher and the student in the process of its creation and ensures the continuity of assessment.

The pedagogical condition for developing the **creative potential** of future psychologists is regarded as a quality that characterizes the ability of this social group to update their skills if there is a specific goal associated with obtaining a qualification, which will allow them to successfully conduct health-promoting activities. It is found that research activities of students are a full-fledged component of the educational process in higher education institutions and a special form of activities that directly increase their creative potential.

The gnoseological function aimed to teach future psychologists to understand the educational process as an object of construction, to encourage them to study specific pedagogical technologies related to health-promoting activities pupils, to increase their awareness of their profession, as well as their individual and psychological characteristics in the context of health-promoting activities, to motivate them to explore, systematically describe and explain the problems encountered with pupils from the perspective of modern pedagogy and teaching of health basics. *The constructive function* was targeted at planning and creating the pedagogical process, selecting and compiling the educational material, providing the training aids supply of the educational process. *The organizational function* sought to involve pupils in various types of health-promoting activities, create a team and organize their joint activities. *The communicative function* helped to establish pedagogically appropriate relationships of future psychologists with pupils, colleagues and parents. *The research-specific function* required that future psychologists should employ a scientific approach to pedagogical phenomena, apply skills of heuristic search and methods of scientific and pedagogical research, including analysis of their own experience and the experience of other psychologists. *The reflective function* assisted future psychologists in comprehending the basics of their health-promoting activities to evaluate their skills and abilities and correct mistakes.

Thus, higher education institutions, where future psychologists gain relevant knowledge about the methodology of creativity, familiarize themselves with the methods of finding non-standard solutions and purposefully participate in research activities, create conditions for forming and revealing students' creative potential and training of graduates, who

possess fundamental knowledge and can turn it into concrete innovations in the field of health promotion.

Teaching placements are based on the knowledge of pedagogy, anatomy and physiology of children with the basics of genetics, valeology, the safety of living, methods of teaching health basics and allow the students to model health-promoting activities for pupils and master the means of its organization.

To identify the level of future psychologists' readiness for health-promoting activities, 500 of third- and fourth-year students were surveyed in such higher education institutions in Ukraine as Berdiansk State Pedagogical University, Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University, M. P. Drahomanov National Pedagogical University, A. S. Makarenko Sumy State Pedagogical University, Khmelnytsky Academy of Humanities and Pedagogy.

Results

The survey shows that 55.74% of respondents are regularly interested in the literature related to health education; 63.41% of respondents to different extents know about health education; only 12% of respondents are fully prepared for independent and creative health-promoting activities; only 14.99% of respondents have complete knowledge about physical health of pupils; only 13.71% of respondents have complete knowledge about physiological reserves of the body of pupils; 46.2% of pupils are partly interested in life safety of pupils.

A formative stage of the pedagogical experiment was conducted to verify the effectiveness of the identified and theoretically justified pedagogical conditions and the designed model for training future psychologists for health-promoting activities. It involved the students from M. P. Drahomanov National Pedagogical University and Mykhailo Kotsiubynskyi Vinnytsia State Pedagogical University (77 respondents in the CG and 83 respondents in the EG).

The analysis of the survey proves that, at the beginning of the pedagogical experiment, 60.61% of the students in the CG were at a low level of readiness for health-promoting activities, 29.22% of the students – at a high level and 10.17 % of students – at a low level. At the end of the pedagogical experiment, 42.21% of the students in the CG were at a low level of readiness for health-promoting activities, 40.48% of the students – at an average level and 17.32% of the students – at a high level (see Fig. 1).

Fig. 1. *The dynamics of readiness levels for health-forming activities in the CG and the EG students, (%)*

At the beginning of the pedagogical experiment, 60.04% of the students in the EG were at a low level of readiness for health-promoting activities, 29.12% of the students – at an average level and 10.84% of the students – at a low level. At the end of the pedagogical experiment, 23.9% of students in the EG were at a low level of readiness for health-promoting activities, 50% of the students – at an average level and 26.1% of the students – at a high level. The analysis of the results shows that, at the end of the pedagogical experiment, the number of the students with a low level of readiness for health-promoting activities has decreased by 18.4% in the CG and by 36.14% in the EG. The number of students with an average level of readiness for health-promoting activities has increased by 11.26% in the CG and by 20.88% in the EG. The number of students with a high level of readiness for health-promoting activities has increased by 7.14% in the CG and by 15.26% in the EG.

The results of the pedagogical experiment prove the effectiveness of the identified and theoretically justified pedagogical conditions for training future psychologists for health-promoting activities.

Discussion

The process of conducting this research adheres to relevant ethical rules. First of all, all ethical requirements were considered before the implementation of this research. Next, the authors of the research obtained approval from the ethical committee of the university. After that, the

respondents were informed about both the goals and objectives of the research and were interviewed. Moreover, they were assured that the participation in the research was voluntary, and they were entitled to quit it at any time so that they should not feel under pressure.

This research confirms the findings of certain scholars (Antropova, 2010; Bakhmat et al., 2019; Bilyk, 2017; Husak et al., 2009; Druzhynina, 2011; Komar, 2009; I. Maksymchuk et al., 2018; Matviienko, 2010; Melnyk et al., 2019; Fedii, 2009) regarding future psychologists' readiness for "health-promoting activities", which is considered as an integrated quality of personality, which is characterized by positive motivation for social and pedagogical activities related to the preservation and promotion of pupils' health, profession-oriented knowledge, abilities and skills required to improve the life skills of pupils and teach them some specific aspects about life safety.

It also *proves* that future psychologists should have some systemic knowledge about pedagogy, which fully reflects the peculiarities of professional activities and is organized based on modern scientific theories, ideas and principles aimed at promoting and preserving the health of pupils.

The authors of the paper agree with N. Semenova (2007) that software capabilities of multimedia educational tools predetermine their psychological and pedagogical capabilities in the educational process: hypertext simplifies the process of navigation and allows choosing individual trajectory and pace of study; audio support of educational information increases the efficiency of its perception; visual support contributes to better memorization and learning of educational material; animation is a means of attracting attention and emotional perception of information; computer simulation is used to ensure clarity and accessibility of perceiving educational information. The advantage of using multimedia presentations lies in the fact that the students are given the opportunity to hear and see educational material, actively participate in managing its presentation and realize their creative potential.

However, this research *does not disclose all aspects of the problem* related to training future psychologists for health-promoting activities. Further research needs to address the introduction of modern information and communication technologies into the professional training of future psychologists in higher education institutions.

The scientific value of the obtained results is as follows:

- *for the first time*, the problem of natural science and research training of future psychologists for health-promoting activities has been analyzed; pedagogical conditions of natural science and research training of future

psychologists for health-promoting activities (specifying the content taking into account the specifics of health-promoting activities at school; applying innovative psychological technologies in the process of subject-subject interaction between the university teacher and students; developing creative potential of future psychologists in the process of research activities) have been identified, theoretically justified and experimentally verified; the model for developing future psychologists' readiness for health-promoting activities has been designed (it includes such blocks as targets, theory and methods, content, organization and technologies, results and evaluation); the criteria, indicators and levels of such readiness have been identified;

- the content, forms and methods of natural science and research training of future psychologists for health-promoting activities have been *improved*;

- methods for assessing the development of natural science readiness of future psychologists for health-promoting activities with the use of information and communication technologies have been *further developed*.

The practical value of the obtained results lies in the introduction of pedagogical conditions for developing such readiness in future psychologists; the elaboration of information resources for such distance learning courses as "Anatomy, Physiology of Children with the Basics of Genetics", "Valeology", "Life Safety", "The Teaching of Health Basics, Valeology and Life Safety", the educational manual "Crosswords on Human Physiology" and methodological recommendations for practical classes on "Anatomy and Physiology of Children"; the development of the computer programme "BSSL: a Pedagogical Diagnostics of the Development of Natural Science and Research Readiness in Future Psychologists for Health-Promoting Activities".

Theoretical and practical aspects of the research can be used in the process of training future psychologists, undergraduates, as well as in the system of postgraduate teacher training.

Conclusions

The paper analyzes the coverage of the problem under study, which confirms its relevance and expediency. Besides, it shows that the dynamism and transformations of modern life cause an objective need to cultivate a healthy Ukrainian nation, especially children, adolescents and youth, as a national potential in solving the globalization problems of Ukrainian society. At the same time, the health of the younger generation acts as a strategic stabilizing resource, an indispensable condition and an important imperative

that determines the well-being of the individual, society, the state and ensures the human viability and national security of Ukraine in the global community. The paper emphasizes the fact that the implementation of reforms in teacher education in higher education institutions is aimed at developing a new generation of teaching staff, as well as their professionally important qualities and readiness for creative work. It proves that the new socio-economic conditions urge modern society to place high demands on the readiness of future psychologists to engage in health-promoting activities, develop a culture of health in pupils and expand their views about health as a value and motivation to lead a healthy way of life.

Both pedagogical conditions and model for training future psychologists for health-promoting activities have been experimentally verified. It is found that, at the end of the pedagogical experiment, the number of students with average and high levels of readiness for health-promoting activities has increased more in the EG than in the CG.

A high level of future psychologists' readiness for health-promoting activities is characterized by a strong positive motivation to conduct health-promoting activities, their desire and stable readiness to work in the pedagogical sphere, adequate awareness of their need to apply their knowledge and skills to conduct health-promoting activities for pupils. The students tend to use systematic, deep and solid knowledge about anatomy, physiology of children with the basics of genetics, valeology, life safety, the teaching of health basics and professional terminology. Future psychologists take an active professional position, seeking to thoroughly master the future profession associated with health-promoting activities. One can observe an active, logical, consistent and systematic implementation of students' professional of skills in organizing health-promoting activities. The students have good communication skills, are empathic and strive for self-development.

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