The Influence of Profession-Oriented Syllabus of "Occupational Safety in the Field" on the Motivation of Future Primary School Teachers to Prepare for the Provision of Pupils' Physical Activity

Yuliia O. Hlinchuk

Abstract*: *The aim: The research of the influence of profession-oriented syllabus of future primary school teachers with regard to the subject "Occupational safety in the field" on their motivation to prepare for the provision of pupils' physical activity. Research material: 90 students of the specialty "Primary education" of the Rivne State University of Humanities (gender – female; year – the 5th) have taken part in the research. All the respondents attended classes of "Occupational safety in the field". Their participation in the study was anonymous and voluntary. The motives to prepare for the provision of pupils' physical activity were researched. The B. Pashniev's methodology "The Motives of Educational Activity" was used for diagnostics. Results: Profession-oriented syllabus of "Occupational safety in the field" has resulted in positive changes with regard to the motivation of the future primary school teachers' preparation to the provision of pupils' physical activity in the future professional practice. In particular, the motive of obligation and responsibility and the cognitive one have grown stronger; the motive of prestige and the one of orientation on the socially dependent conduct have weakened. Obviously, although not feasibly, the motive of external coercion and avoidance of trouble has weakened as well. Conclusions: Profession-oriented syllabus of the subject "Occupational safety in the field" positively influences the motivation of the future primary school teachers to prepare for the provision of the pupils' physical activity.

***Index Terms*: *Study motives, future primary school teachers, primary schoolchildren, pupils' physical activity, occupational safety in the field, syllabus, professional orientation*.**

I. INTRODUCTION

One of the significant characteristics of the state's wellbeing and its ability to develop consistently is the health status of its population. However, currently, the Ukrainians' health condition is dangerously low. In particular, the biggest concern is caused by the deterioration of health of the younger generation that forms a societal group the will determine the future of the nation. As a result of the deep medical examination of the modern pupils' health status and factors that influence it, considerable deterioration of the children's health status that occurs while they are studying at school has been revealed. It is in this period when the highest level of spread of illnesses and accumulation of chronic pathology are registered. Furthermore, in recent years, the health condition of children and teenagers remains unsatisfactory following the ominous trend. The issue is especially acute when it comes to the primary schoolchildren's health. It has been estimated that towards the end of the first grade, the number of absolutely healthy children decreases from 10,1% to 3,8%; the number of children with functional divergences declines from 59,7% to 46,2%, but the number of children with chronic illnesses rises from 30,2% to 49,4% [1, p. 53]. This is a problem of strategic level since the majority of the illnesses the grown-up population suffers from originate from the childhood [2]. According to researchers, one of the major reasons of the health loss by primary schoolchildren is abrupt limitation of their physical activity when they start school [3], [4]. The peculiarity of the primary school age is the need of high physical activity. Its lack leads to various functional and anatomical disruptions [5]–[7]. In our opinion, this is what explains the inefficiency of the project of the WHO Regional Committee for Europe "European strategy for child and adolescent health and development" for the implementation of which Ukraine was chosen as a pilot region. The only achievement of the project was the decrease in children's morbidity in the period from their birth to the age of one year [8]. We believe it is connected with the fact that the given project was aimed at the reformational changes in medicine while the loss of health by the younger generation is caused by the negative factors of the educational environment. On the other hand, the limitation of physical activity does not only lead to the immediate harm to the pupils' health. It also results in the formation of personal negative attitude to physical activity. This is connected with the fact that primary schoolchildren tend to copy their teacher as a role model. The teacher's values and behavioral models are recreated and replicated [9]. However, the majority of the modern teachers are hardly suitable for the role of a model for imitation as they not only do not meet the students' needs in physical activity as a condition for the health preservation and maintenance, but they themselves have a health

Revised Manuscript Received on July 05, 2019.

Yuliia O. Hlinchuk, Department of General technical subjects, technologies and public safety, Faculty of physics-technologies, Rivne State University of Humanities, Rivne, Ukraine.

condition that is assessed as critical [10]. In addition, it is the school teachers who are on the top in the list of "conscious alcoholics" who are those individuals who have alcohol addiction and realize the need to get rid of it [11]. Undoubtedly, the issue of the limitation of physical activity of primary schoolchildren is brought about by the combined effect of various educational and social factors. Nevertheless, in our opinion, one of the underlying causes is flaws in the professional preparation of the future teachers. In particular, we believe the not enough attention is paid to the formation of motivation to prepare for the provision of pupils' physical activity in their future professional career. After all, it is motivation that is the driving force of the individual's activity [12]. In recent years, one can observe the intensification of scientific researches regarding the issues of the improvement of the preparation of the future primary school teachers to health preservation of their pupils in general [13]–[15] and physical culture and health work with primary schoolchildren in particular [16], [17]. It is possible to designate to main approaches proposed by the researchers regarding the solution of the given problem: introduction of relevant specialized courses and improvement of curriculum programs. There is no doubt that the introduction of specialized courses is especially effective. However, the analysis of the modern reality demonstrates that under current conditions, this approach can be implemented only in case of a separate university department or even particular scholar within a specific study. Therefore, currently, the issue of the improvement of professional preparation of the future teachers to health preservation of their pupils under conditions of a short time span that is in the framework of improvement of curriculum programs is rather acute. At the same time, the analysis of available researches indicates that the potential of the subject "Occupational safety in the field" remains not harnessed although according to the Typical program [18], its study allows for the provision of the guarantees of preservation of health and work capacity in specific industries. We have determined the main reasons for such a situation: novelty of the subject "Occupational safety in the field" in the course for students of pedagogical specialties; lack of necessary literature; mostly engineering education rather than engineering-pedagogical or pedagogical one of the tutors of the course "Occupational safety in the field" in pedagogical universities; non-differentiated by areas nature of teaching at advanced training courses for teachers of "Occupational safety in the field" [19]. When applied, it has led to the automatic transfer of the content of the training material from the relevant course that has been taught for a long time to prepare the professionals of engineering, industrial, economic and other fields. It has been noticed that this adversely influences the students' attitude to the preservation of life, health and work capacity of subjects of the educational process in their future professional activity [20]. The stated above gives ground to emphasize the necessity of professional orientation of the syllabus of the subject "Occupational safety in the field" and research of its influence of the professional training efficiency.

A. *Hypothesis*

Profession-oriented syllabus of the future primary school teachers concerning the "Occupational safety in the field" will positively influence their motivation to prepare for the provision of pupils' physical activity in their future professional career.

B. *The aim of the research*

It lies in the study of the influence of profession-oriented syllabus of the subject "Occupational safety in the field" on the motivation of the future primary school teachers to prepare for the provision of pupils' physical activity in their future professional career.

II. MATERIAL AND METHODS

A. *Participants*

90 students of the specialty "Primary education" (gender – female; year – the 5th) have taken part in the research. All the respondents attended classes of "Occupational safety in the field". Their participation in the study was anonymous and voluntary. The researched was conducted during 2017-2018 academic year at the premises of the Rivne State University of Humanities.

B. *Research procedure*

All the respondents were divided into the control group (CG) and experimental group (EG). The control group was comprised of students who were taught "Occupational safety in the field" without the purposeful provision of professional orientation of the syllabus (45 people). The experimental group included students who were taught "Occupational safety in the field" with the purposeful provision of professional orientation of the syllabus (45 people).

As a diagnostic tool, the B. Pashniev's methodology "The Motives of Educational Activity" was chosen. By the method of choice from the 56 paired statements, the given methodology provides an opportunity to study the students' attitude to the eight main motives of educational activity.

1. The motive of external pressure, avoidance of troubles (desire to avoid punishment for unfulfilled tasks).
2. Socially oriented motive of obligation and responsibility (desire to have knowledge in order to yield benefits for people).
3. Cognitive motive (desire to think, get to know something new and unknown, solve complex tasks).
4. Motive of prestige (desire to be among the best students).
5. Motive of material wellbeing (desire to have a good job as well as good material conditions in the future).
6. Motive of information obtaining (desire to be a competent and erudite individual).
7. Motive of success (desire to do any work in the best way possible).
8. Motive of orientation towards socially dependent behavior (desire not to be worse than others and not to be thought about badly) [21].

According to the given methodology, every respondent has to make 28

choices out of 56 that are proposed. Every choice corresponds to one of the motives. The number of choices concerning every motive reflects its significance for the respondent (the more choices there are, the stronger the motive is and vice versa. In our case, the average number of choices in every group was estimated. In total, it amounted to 1260 (45 respondents × 28 choices) in every group. First, it was checked whether the sample for each of the groups belonged to the one general totality. To do that, both in CG and EG, the B. Pashniev's methodology "The Motives of Educational Activity" was applied with regard to the subject "Occupational safety in the field". The received results were analyzed in the context of the normality of distribution and significance of discrepancy concerning every motive. After that, in CG, the "Occupational safety in the field" was taught without the purposeful provision of the professional orientation of the syllabus, while in the EG, the syllabus of the "Occupational safety in the field" was profession-oriented. At the end of the course "Occupational safety in the field", the adapted methodology by B. Pashniev "The motives of education activity with regard to the preparation for provision of pupils' physical activity" was applied, and the results were analyzed in the context of the normality of distribution and significance of discrepancy concerning every motive.

C. *Statistical analysis*

The verification of the normality of distribution in samples was done with the help of Pearson's criterion. The assessment of the significance of discrepancy regarding every motive was done with the help of the Student's criterion.

III. RESEARCH RESULTS

The application of the B. Pashniev's methodology "The Motives of Educational Activity" has shown that in both groups, the dominating motives include: the motive of material wellbeing: 179 picks (14,206 %) in CG and 181 picks (14,365 %) in EG; the motive of success: 178 (14,127 %) picks in CG and 177 (14,048 %) picks in EG; the motive of orientation towards socially dependent behavior: 171 (13,571%) picks in CG and 172 picks (13,651%) in EG. Less significant motives are the motive of prestige: 161 picks (12,778%) in CG and 159 picks (12,629%) in EG; the motive of external pressure, avoidance of troubles: 157 picks (12,460%) in CG and 153 picks (12,143%) in EG; the motive of information obtaining: 153 picks (12,143%) in CG and 151 picks (11,984%) in EG. The least significant motives include the motive of obligation and responsibility: 143 picks (11,349%) in CG and 145 picks (11,508%) in EG; the cognitive motive: 118 picks (9,365 %) in CG and 122 picks (9,683 %) in EG (see Table 1).

Table 1. The motives of students' educational activity

Motives of educational activity	CG		EG	
	Number of picks	%	Number of picks	%
External pressure	157	12,460 %	153	12,143 %
Obligation and responsibility	143	11,349 %	145	11,508 %
Cognitive	118	9,365 %	122	9,683 %
Prestige	161	12,778 %	159	12,619 %
Material wellbeing	179	14,206 %	181	14,365 %
Information obtaining	153	12,143 %	151	11,984 %
Success	178	14,127 %	177	14,048 %
Orientation towards socially dependent behavior	171	13,571 %	172	13,651 %

Pearson's criterion in CG amounted to 18,210 (0,01<p<0,025), while in EG it was 16,660 (0,025<p<0,05) that demonstrated the normality of distribution in both samples. The analysis of the results of the experiment using the Student's criterion showed that the discrepancy regarding every motive is insignificant (p>0,05); thus, both groups belong to the general totality (see Table 2).

Table 2. The assessment of the normality of distribution and significance of the discrepancy regarding the motives of the students' educational activity

Motives of educational activity	CG		EG			
	xc	χ^2	xc	χ^2	t	p
External pressure	3,489± 0,045	0,002	3,400± 0,363	0,129	1,618	p>0,05
Obligation and responsibility	3,178± 1,212	1,335	3,222± 1,038	0,992	0,185	p>0,05
Cognitive	2,622± 3,636	9,906	2,711± 3,214	8,002	0,123	p>0,05
Prestige	3,578± 0,276	0,078	3,533± 0,118	0,014	1,000	p>0,05
Material wellbeing	3,978± 0,531	2,935	4,022± 1,747	3,506	0,124	p>0,05
Information obtaining	3,400± 0,363	0,129	3,356± 0,529	0,129	0,458	p>0,05
Success	3,956± 1,537	2,668	3,933± 1,466	2,414	0,073	p>0,05
Orientation towards socially dependent behavior	3,800± 1,032	1,157	3,822± 1,105	1,335	0,098	p>0,05

Professional orientation of the syllabus of health and safety training of the future primary school teachers was carried out by taking into account the following components peculiar for the Ukrainian area of general education. Acts of law that regulate the preservation of life, health and work capacity of pupils: Laws of Ukraine ("On education" [22], "About general secondary education" [23], "On protection of childhood" [24], "On physical culture and sport" [25]);

- National doctrines (National doctrine of education development [26], National doctrine of development of physical culture and sports [27]);
- State programs (State National Program "Education" (Ukraine XXI century) [28], State target social program for the development of physical culture and sports for the period up to 2020 [29], the program "Children of Ukraine" [30], National program of the education of children and pupils in Ukraine [31]).

Normative-legal acts for the educational establishments:

- State sanitary rules and norms (State sanitary rules and norms of "Arrangement and maintenance of general educational institutions and organization of educational process" [32]);
- Decrees regarding the issues of preservation of life, health and work capacity of the subjects of educational process ("On improving the work concerning physical education in educational institutions of Ukraine" [33], "On providing medical-pedagogical control over the physical education of students in general educational institutions" [34], "On urgent measures to preserve the health of students during physical education sessions, protection of the Fatherland and extracurricular sports and mass events" [35]).

Production factors of the school educational environment:

- sanitary-hygienic;
- psychophysiological;
- aesthetic;
- socio-psychological.

Possible vectors of the future pedagogical activity:

- teacher;
- head of the cabinet;
- class teacher;
- the manager.

The existing scientific and methodical developments regarding the preservation of life, health and work capacity of pupils:

- educational health relevant and healthcare technologies;
- technologies for preventing students' injuries.

Based on the aforementioned, a working curriculum of the subject "Occupational safety in the field" was developed and implemented. The following is a list of profession-oriented topics that, in our opinion, either directly or indirectly contribute to increasing the motivation of primary school teachers to prepare for the provision of pupils' physical activity.

1. Socio-economic principles of occupational safety.
2. The problem of preserving the health of the younger generation in the context of sustainable state development.
3. The influence of the factors of the general school environment on pupils' health.
4. The main reasons for the deterioration of students' health during the educational process.
5. The main documents that indicate the need to implement healthcare technologies with regard to pupils in the process of educational activity of educational institutions.
6. Teachers' responsibilities and rights in relation to preservation of pupils' life, health and work capacity.
7. Healthcare grounds of the organization of pupils' activity during the educational process.
8. Educational health relevant and healthcare technologies.
9. Ergonomic approach to making up a lesson schedule at school.
10. Physiological and psychological peculiarities of mental labor.
11. The signs of fatigue and physical exertion in pupils.
12. Regulation of intellectual load in the structure of the lesson.
13. The role of physical activity in the pupils' health preservation.
14. The role and norms of holding physical activity breaks in the structure of the lesson.
15. Analysis of the lesson from the standpoint of health preservation.
16. Production factors of the educational environment.
17. Sanitary and hygienic requirements for the sports hall.
18. Criteria for load regulation and individual approach during physical education classes.
19. Safety measures during physical education classes.
20. The general sanitary and hygienic requirements for training premises.
21. Measures to prevent postural disorders in pupils.
22. Prevention of pupils' traumatism during their physical activity.
23. Training and testing of pedagogical workers' knowledge on the labor protection.
24. The examination of the state of labor and life protection in educational establishments by the state supervision bodies.

In the beginning of studying the "Occupational safety in the field", it was noticeable that in both groups students who focused mainly on its name did not demonstrate any particular interest in the subject. However, after pointing out the professional significance of the subject, providing statistical data regarding pupils' morbidity, raising a number of questions concerning the factors of negative influence of the general educational environment on its subjects, etc., the attitude of students in the experimental group immediately changed. They became involved, actively discussed questions and raised their own ones, and provided personal examples. Frequently, students continued asking questions and discussing cases after the lectures as well as applied for an individual consultation. During practical sessions, one could see the genuine interest in solving educational tasks. Students provided relevant examples from their own experience of studying at school and pedagogical internship, analyzed them and looked for more effective ways to solve the issues. The application of the adapted methodology by B. Pashniev "The motives of education activity with regard to the preparation for provision of pupils' physical activity" in CG has shown that the dominating motives include the motive of material wellbeing: 176 picks (13,968%); the motive of success: 175 picks (13,889%); the motive of orientation towards socially dependent behavior: 174 picks (13,810%). Less significant motives are the motive of prestige: 163 picks (12,937%), external pressure and avoidance of trouble: 158 picks (12, 540%), information obtaining: 152 picks (12,063%). The least significant motives are the one of obligation and responsibility: 146 picks

(11,587%) and cognitive: 116 picks (9,206 %) (see Table 3).

Table 3. The motives of preparation for the provision of pupils' physical activity

Motives of educational activity	CG		EG	
	Number of picks	%	Number of picks	%
External pressure	158	12,540 %	140	13,810 %
Obligation and responsibility	146	11,587 %	176	13,968 %
Cognitive	116	9,206 %	172	13,650 %
Prestige	163	12,937 %	142	11,270 %
Material wellbeing	176	13,968 %	178	14,127 %
Information obtaining	152	12,063 %	147	11,667 %
Success	175	13,889 %	174	13,810 %
Orientation towards socially dependent behavior	174	13,810 %	131	10,397 %

Thus, in the CG, the hierarchy of the motives of educational activity regarding the preparation for the provision of pupils' physical activity coincided with the hierarchy of the general motives of educational activity. The application of the adapted methodology by B. Pashniev "The motives of education activity with regard to the preparation for provision of pupils' physical activity" in EG has shown that the dominating motives include the one of material wellbeing: 178 picks (14,127%), obligation and responsibility: 176 picks (13,968%), success: 174 picks (13,810%) and cognitive: 172 picks (13,650%). Less significant motives are the motives of information obtaining: 147 picks (11,667%), prestige: 142 picks (11, 270%) and external pressure: 140 picks (11,111%). The least significant motive is the motive of orientation towards socially dependent behavior: 131 picks (10,397%) (see Table 3). Pearson's criterion in CG amounted to 18,007 ($0,01<p<0,025$), while in EG it was 16,533 ($0,025<p<0,05$) that demonstrated the normality of distribution in both samples. The analysis of the results of the experiment using the Student's criterion revealed significant discrepancy with regard to the motives of obligation and responsibility ($0,01<p<0,05$), cognitive ($0,01<p<0,05$), prestige ($0,01<p<0,05$), and orientation towards socially dependent behavior ($0,01<p<0,05$) (see Table 4).

Table 4. The assessment of the normality of distribution and significance of the discrepancy regarding the motives of the preparation for the provision of pupils' physical activity

Motives of educational activity	CG		EG			
	xc	χ^2	xc	χ^2	t	p
External pressure	3,511± 0,045	0,002	3,111± 1,479	1,944	1,810	p>0,05
Obligation and res-ponsibility	3,244± 0,952	0,840	3,911± 1,395	2,173	2,647	p<0,05
Cognitive	2,578± 3,853	10,935	3,822± 1,105	1,335	2,080	p<0,05
Prestige	3,622± 0,431	0,192	3,156± 1,301	1,525	2,284	p<0,05
Material wellbeing	3,911± 1,395	2,173	3,956± 1,537	2,668	0,146	p>0,05
Information obtaining	3,378± 0,446	0,192	3,267± 0,866	0,700	0,766	p>0,05
Success	3,889± 1,323	1,944	3,867± 1,251	1,729	0,081	p>0,05
Orientation towards socially dependent behavior	3,867± 1,251	1,729	2,911± 2,315	4,459	2,439	p<0,05

IV. DISCUSSION

We agree with the claim that the syllabus plays a fundamental role in the system of preparation of professionals and, thus, has to meet the challenges of the present [36], [37]. In this context, we consider the inferences concerning the inconsistency of the preparation of the future primary school teachers with the modern requirements for physical education and sport and mass work with children fair [38], [39]. The obtained results confirm and supplement those of other researchers regarding the necessity to improve and modernize the syllabus of the future primary school teachers [40], [41].

We recognize motivation as a driving force of the individual's activity [42], [43]. Furthermore, we support the conclusions that in order to improve the training of the primary school teacher, it is appropriate to connect physical education with the study of other subjects [44]. In addition, in the given research, the views concerning the necessity of the improvement of planning to include the preparation of specialists with regard to occupational safety have got further development [45], [46]. It has to be stated that the research does not correspond to the claim that the physical activity of pupils of general educational institutions consists of physical education classes and extracurricular sport and mass work [47]. After all, physical activity breaks are an important approach to providing pupils' physical activity and preserving their health [48]. According to sanitary and hygienic requirements, they have to be made every 15 minutes in order to prevent fatigue and postural disorders of the primary school pupils on the lessons of writing, reading, languages, mathematics, etc. [49]. We strongly believe that the potential of the subject "Occupational safety in the field" lies in the fact that it provides a holistic approach to studying the issues of preservation of life,

health and work capacity of an individual. Furthermore, the activity concerning preservation of life, health and work capacity is considered not as a separate area of focus, but rather as a system of legal, socio-economic, organizational-technical, sanitary-hygienic and therapeutic and preventive measures and means. "Occupational safety in the field" is studied in the Master's degree program and presupposes reliance on aspects of preserving life, health and work capacity of an individual learnt while studying previous subjects. Therefore, future primary school teachers are able to fully understand the continuity of the link between the parts of the logical chain "provision of physical activity for primary schoolchildren" – "preservation of health of the younger generation" – "efficiency of the labor protection of the nation" – "the level of the state's wellbeing". The originality of the given research lies in the fact that it is the first one to reveal the interconnection between the syllabus of the "Occupation safety in the field" and motivation of the future primary school teachers to prepare for the provision of pupils' physical activity in their future professional career. As a result of the professional orientation of the syllabus of "Occupational safety in the field", in the experimental group, one could observe the change in the hierarchy of motives regarding the preparation for the provision of physical activity of primary school pupils. In particular, the motive of obligation and responsibility as well as the cognitive one have intensified while the motive of prestige and orientation towards socially dependent behavior have weakened. Noticeably, though unlikely, the motive of external pressure and avoidance of troubles has weakened. At the same time, the motive of the material wellbeing has remained the most significant both as a general motive of education activity and as a motive of preparation for provision of pupils' physical activity in both groups. In our opinion, this is absolutely logical under the conditions of a difficult economic situation of the bigger part of the population. The number of hours of the subject "Occupation safety in the filed" is relatively low. Students' preparation for the provision of pupils' physical activity is not a fundamental task but one of the components of occupational health and safety training. That is why the obtained results concerning the changes in the motivation to prepare for the provision of pupils' physical activity are considered significant by us. It is also logical to presume that professional orientation of the syllabus of the subject combined with ensuring students' understanding of social significance of such training in the context of future professional activity will yield substantial results in the realization of other components of teacher training. The problem of ensuring physical activity of the younger generation is acute not only in Ukraine [50]–[52]. In the developed countries, the influence of physical activity of children and adolescents on the state of their current and future health and effective work capacity is generally accepted. Thus, one is looking for the effective mechanisms for its provision [53]–[56]. Experts of the WHO also emphasize the significance of the given issue [57], [58]. In addition, in recent years, mutual integration processes between Europe and Ukraine in the sphere of education have been becoming more and more widespread. They include students' exchange, issuing double diplomas, recognition of the diplomas of certain Ukrainian universities in the EU, the possibility of confirmation of Ukrainian diplomas in Europe, etc. However, it should be noted that the aspect of motivation to ensure the pupils' physical activity in students or graduates of pedagogical universities is not usually taken into consideration. Occupational safety training of specialists including teachers is significant in the developed countries. Yet, currently, there is no a single system of such training for all institutions of higher pedagogical education. Separate courses including the distance ones are taught, the issues of occupational safety are included in modules of other subjects, and relevant state services are involved, in particular medical, occupational safety, and fire-fighting ones among others [59].

On the one hand, the differences in approaches to formation of occupational safety competency in future teachers can be explained by the autonomy of universities. However, on the other hand, in our opinion, it is due to the lack of effective proven experience implementation of which would guarantee a significant result. That is, in Ukraine, similarly to other countries, the issues of improving teachers' occupational safety preparation and enhancing the mechanisms of ensuring pupils' physical activity remain relevant. Moreover, while in Ukraine, partial compensation of rural pupils' physical activity can be achieved owing to life circumstances (walking from home to school and back, walking from home to clubs and back, helping parents to do housework, etc.), in the majority of the developed countries, a bus takes children to school and back home, and they stay at school not only during class time but also after lessons doing their homework, engaging in creative activities, etc. What is more, there is even lack of facilities to do sport or engage in physical education [60]. Therefore, it is a teacher who plays a key role in ensuring pupils' physical activity. In the context of the above stated, given the originality and efficiency of this research, we believe that the obtained results may be of interest not only for the Ukrainian scientific community but also beyond its borders.

REFERENCES

1. Ministry of Health of Ukraine, SE "Ministry of Health of Ukraine, UISD". *Annual report on the health status of the population, the sanitary and epidemiological situation and the results of work of the health care system of Ukraine for 2017*. Kyiv, 2017.
2. Y. BenShlomo, and D. Kuh. "A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives", *Int. J. Epidemiol*, 2002, 31, 285-293.
3. M. M. Zavadska, and H. O. Latina. "The role of physical education in restoring work capacity of pupils in general educational establishments", *Young scientist*, 2016, 11.1(38.1), 36-38.
4. T. V. Frolova, O. V. Okhapkina, and I. R. Siniaieva. "Modern aspects in the formation of health in child population", *Perinatology and pediatrics*, 2014, 2, 116-118.
5. H. Bezverhnia. "The integration of physical and mental activity of primary school-aged children on physical education classes", *Psychological and pedagogical problems of a rural school: A collection of scientific works of Pavlo Tychyna Uman State Pedagogical University*, 2013, 45, 329-341.
6. T. Ye. Yavorska. "Physical activity as a component of the harmonious development of a primary school child in the educational process", In *Preparation of teacher for the implementation of the state standards of preschool and primary education (collection of scientific and methodological works).* Zhytomyr: Zhytomyr Ivan Franko State University, 2013, pp. 552-555.

7. L. Franzini, and M. Elliott. “Influences of physical and social neighborhood environments on children's physical activity and obesity”, *American journal of public health*, 2009, (2), 271-278.
8. Ministry of Health of Ukraine, SE “Ministry of Health of Ukraine, UISD”. *Annual report on the health status of the population, the sanitary and epidemiological situation and the results of work of the health care system of Ukraine for 2015*. Kyiv, 2015.
9. K. V. Drozdova. “The current state of preparation of physical education teachers to monitoring the physical state of primary schoolchildren”, *Bulletin of Chernihiv National Pedagogical University. Series: Pedagogical sciences*, 2017, 143, 21-24.
10. M. O. Zorina. “Professional health of a teacher as an important part of his activity”, *Pedagogy of formation of creative personality in higher and general education schools*, 2013, 33(86), 175-179.
11. Top 10 drinking professions. *A head teacher of the school of Ukraine*, 2010, 5, 62.
12. R. Ryan, and E. Deci. “Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions”, *Contemporary Educational Psychology*, 2000, 25, 54-67.
13. V. H. Bilyk. “The formation of professional and pedagogical orientation of future primary school teachers regarding the implementation of the contemporary health-forming technologies”, *Scientific journal of the National Pedagogical University named after M. P. Drahomanov. Series 15 “Scientific and pedagogical problems of physical culture”*, 2015, 3K2(57), 39-41.
14. L. S. Malysheva. “Model and pedagogical conditions of formation of health preservation competency of future primary school teachers”, *Scientific herald of the South Ukrainian National Pedagogical University named after K. D. Ushynsky. Series: Pedagogy*, 2017, 6(119), 56-61.
15. T. Osadchenko. “Experimental study of readiness of the future teacher to create the health preservation environment at primary school”, *The Advanced Science Journal*, 2015, 5, 56-60.
16. I. Davydiuk. “Health-improving and sports-oriented work in the preparation of primary school teachers”, *Physical education, sport and health culture in the modern society: collection of scientific works*, 2014, 4(28), 22-25.
17. N. Pakhalchuk. “The use of pedagogical technologies in preparation of preschool and primary education specialists to the physical education of children”, In *Technologies of Shaping and Enhancing Health of Human and Society: monograph*. Opole: The Academy of Management and Administration in Opole, 2016, pp. 171-177.
18. *A typical curriculum of the compulsory subject “Occupational safety in the field” for higher educational establishments for all the specialties of the “Specialist” and “Master” educational qualification levels*. Kyiv, 2011.
19. Yu. O. Hlinchuk. “The problems and contradictions in formation of competency in occupational safety in the field of future primary school teacher’s preparation”, *Proceedings of the international scientific-practical conference of teachers and psychologists “Science of future”*, 2014, 1, 239-246.
20. Yu. O. Hlinchuk. “Formation of the future primary school teachers’ values-based attitude to professional labor-protection activity”, *New Pedagogical Thought*, 2015, 12, 45-50.
21. M. V. Lemak, and V. Yu. Petryshche. *For a psychologist to work: diagnostic techniques.* Uzhhorod: Publishing house of Oleksandra Harkusha, 2011.
22. *On education: Law of Ukraine No. 10-60 XII of May 23, 1991 [as of May 27, 2019]*. Available: zakon.rada.gov.ua›lavs/show/1060-XII.
23. *About general secondary education: Law of Ukraine No. 651-XIV of May 13, 1999 [as of May 27, 2019]*. Available: zakon.rada.gov.ua›lavs/show/651-14.
24. *On protection of childhood: Law of Ukraine No. 2402-III of April 26, 2001 [as of May 27, 2019]*. Available: https://zakon.rada.gov.ua/go/2402-14.
25. *On physical culture and sport: Law of Ukraine No. 3808-XII of December 24, 2001 [as of May 27, 2019]*. Available: https://zakon.rada.gov.ua/go/3808-12.
26. National doctrine of the development of education. State bulletin of Ukraine. *Collection of acts of the Verkhovna Rada, the President and the Cabinet of Ministers*, 2000, 9, 8-13.
27. *On the national doctrine of development of physical culture and sports: Order of the President of Ukraine No. 1148/2004 of September 28, 2004 [as of 27.05.2019]*. Available: https://zakon.rada.gov.ua/laws/show/1148/2004.
28. *On the State National Program “Education” (Ukraine XXI century): Resolution of the Cabinet of Ministers of Ukraine No. 1148/2004 of September 28, 2004 [as of May 27, 2019]*. Available: https://zakon.rada.gov.ua/go/896-93-п.
29. *On approval of the state target social program for the development of physical culture and sports for the period up to 2020: Resolution of the Cabinet of Ministers of Ukraine No. 1148/2004 of March 1, 2017 [as of 27.05.2019]*. Available: https://zakon.rada.gov.ua/go/115-2017-п.
30. *On the national program “Children of Ukraine”: Order of the President of Ukraine No. 63/96 of January 18, 1996 [as of May 27, 2019]*. Available: http://zakon.rada.gov.ua/laws/show/63/96. [in Ukrainian].
31. *On the national program of the education of children and pupils in Ukraine: Resolution of the National Academy of Pedagogical Sciences of Ukraine No. 1-7/6-98 of July 1, 2004 [as of May 27, 2019]*. Available: https://zakon.rada.gov.ua/go/v6-98601-04.
32. *State sanitary rules and norms of arrangement, maintenance of general educational institutions and organization of educational process. State Saniraty Rules and Norms 5.5.2.008-01*. Available: https://zakon.rada.gov.ua/go/v0063588-01.
33. *On improving the work concerning physical education in educational institutions of Ukraine: Order of Ministry of Education and Science of Ukraine No. 1008 of November 6, 2008*. Available: https://zakon.rada.gov.ua/go/v0718290-05.
34. *On providing medical-pedagogical control over the physical education of students in general educational institutions: Order of Ministry of Education and Science of Ukraine No. 518/674 of July 20, 2009*. Available: https://zakon.rada.gov.ua/go/z0772-09.
35. *On urgent measures to preserve the health of students during physical education sessions, protection of the Fatherland and extracurricular sports and mass events: Order of Ministry of Education and Science of Ukraine No. 1008 of November 6, 2008*. Available: https://zakon.rada.gov.ua/go/v1008290-08.
36. V. P. Andrushchenko, and V. I. Bondar. “The modernization of pedagogical education according to the challenges of the XXI century”, *Scientific herald of Mykolaiv V. O. Sukhomlynskyi National University*, 2010, 28, 12-20.
37. S. P. Hvozdii. “Conforming to the challenges of the present as a principle of selecting syllabus in the process of formation of the culture of students’ safe life activities”, *Scientific herald of the South Ukrainian National Pedagogical University named after K. D. Ushynsky*, 2016, 4(111), 43-49.
38. S. O. Zhyla, and I. V. Lukash. “Modern view on the training of primary school teachers for physical education classes”, *Bulletin of Chernihiv National Pedagogical University. Series: Pedagogical sciences. Physical education and sport*, 2013, 112(2), 120-122.
39. O. Romanchyshyn. “Theoretical and practical level of staff preparedness for sports and recreational activity”, *Sport Science of Ukraine*, 2013, 1(52), 38-43.
40. O. Savchenko. “Improvement of future primary school teachers training”, *Primary school*, 2009, 7, 14-15.
41. I. B. Chervinska, and Ya. Ya. Nykorak. “Modernization of the syllabus of future primary school teachers training”, *Science and education*, 2011, 4, 464-467.
42. R. Prima. “Value orientations in professional training of teacher-educators”, *Rozprawy spoleczne*, 2014, VIII(4), 13-16.
43. K. Tracy. Intrinsic Motivation. *ABC online*. Available: https://www.teachers.net/gazette/AUG00/ tracy.html
44. S. R. Zambrozevych-Shchadrina. “Preparation of future primary school teachers for teaching the school course ‘Physical culture’”, *Scientific journal of the National Pedagogical University named after M. P. Drahomanov. Series 16. Creative personality of a teacher: problems of theory and practice*, 2016, 27, 52-55.
45. O. Bazhenov. “The peculiarities of the development of curricula and programs for studying the issues of occupational safety”, *Occupational safety*, 2014, 4(235), 24-28.
46. A. V. Rusalovskyi, and S. Ye. Selivanov. “Topical issues regarding planning of compulsory subjects “Health and safety”, “Civil defense”, “The basics of occupational safety”, “Occupational safety in the field” in higher educational establishments”, *Bulletin of Kharkiv National Automobile and Highway University*, 2004, 26, 89-93.
47. I. H. Vaskan, I. V. Khavruniak, and V. I. Muzyka. “Modern approaches to the formation of pupils’ physical activity”, *Journal of Kamianets-Podilskyi National Ivan Ohiienko University. Physical education, sport and human health*, 2015, 8, 97-101.
48. A. H. Miachyna. “Physical activity break – a step to health promotion”, *Field of Knowledge*, 2014, 2, 45-47.

49. *State sanitary rules and norms of arrangement, maintenance of general educational institutions and organization of educational process. State Saniraty Rules and Norms 5.5.2.008-01*. Available: https://zakon.rada.gov.ua/go/v0063588-01.
50. J. Bergier. "The level of physical activity in society today - the problem of modern civilisation (research overview)", *Człowiek i Zdrowie*, 2012, 1, 3-22.
51. A. Broeke, G. Van Dalfsen, G. Klein, and K. Hardman. "Physical education and sport education in the European Union: the Netherlands", In *Physical education and sport education in the European Union*. Paris: Editions Revue EP.S., 2007, pp. 298-314.
52. N. Cavill, S. Kahlmeier, and F. Racioppi. *Physical activity and health in Europe: evidence for action*. Copenhagen: WHO Regional Office for Europe, 2006.
53. N. Dougherty. *Physical activity & sports for the secondary school students*. Reston: Natl Assn of Sport & Pe., 2010.
54. K. Frömel, Z. Svozil, F. Chmelík, L. Jakubec, and D. Groffik. "The role of physical education lessonsand recesses in school lifestyle of adolescents", *Journal of school health*, 2016, 82, 43-51.
55. E. Puszczałowska-Lizis, and M. Kułaga. "Health behaviors of secondary school students in context of their physical activity", *Problemy higieny i epidemiologii*, 2016, 97, 50-55.
56. N. Ridgers, and J. Salmon. "Physical activity during school recess", American journal of preventive medicine, 2012, 3, 351-352.
57. World Health Organization. *Global recommendations on physical activity for health*, 2010. Available: http://isca-web.org/files/Global_Recommendation_on_physical_activity_for_health_WHO.pdf
58. World Health Organization. *Regional Office for Europe. Promoting sport and enhancing health in European Union countries: a policy content analysis to support action*. Copenhagen: WHO, 2013.
59. S. P. Hvozdii. *Theoretical and methodological principles of preparation of future specialists of socionomy specialties to safety of life and professional activity: monograph*. Odesa: Odesa I. I. Mechnikov National University, 2016.
60. . L. Eid, N, Lovecchio, and M. Bussetti. "Physical and sport education in Italy", *Journal of physical education and health*, 2012, 1(2), 37-43.