

Research Journal of Pharmaceutical, Biological and Chemical Sciences

Health Maintenance Activity of Heads of Educational Establishments: The Technology of Improving

Olena Ionova, Svitlana Luparenko*, Oksana Gres, Viktoriia Partola, and Tetiana Dovzhenko.

Kharkiv H. S. Skovoroda National Pedagogic University, 29 Alchevskiyh Street, Kharkiv, 61002 Ukraine.

ABSTRACT

The article focuses on the technology of improving the efficiency of health maintenance activity of heads of comprehensive educational establishments. This technology was substantiated and verified by the authors. The technology included the following stages: orientational stage (development of heads' orientation to implementation of health maintenance activity), cognitive stage (strengthening of heads' epistemological potential) and activity-result stage (improvement of skills and practical actions on planning, providing, motivating and monitoring of schoolchildren's health maintenance). The article reveals the criteria and indicators of efficiency of health maintenance activity of heads of comprehensive educational establishments. The criteria are motivational-value, cognitive, procedural-reflexive. The indicators are positive attitude to the problems of health maintenance, persistent interest in development of health maintenance activity, fullness of knowledge about human health and the ways to maintain it in the process of education, formation of analytical-designing, organizational-coordination, mobilization-regulating and evaluative-reflexive skills. The results of the experimental work were proved the efficiency of the technology; there has been increase in number of pedagogues who had positive attitude to the problems of health maintenance, general knowledge about human health and developed skills that are necessary for implementation of health maintenance activity.

Keywords health maintenance activity; head; comprehensive educational establishment; criteria and indicators; technological stages.

**Corresponding author*

INTRODUCTION

Modern social-cultural conditions of life caused high requirements for professional competence of educational leaders, heads of comprehensive educational establishments (CEE) in particular. This is due to the problems of realization of the state educational policy which aims at reformation and modernization of education, the essential update of the content and structure of activity of comprehensive educational establishments.

One of the most important aspects of professionalism of CEE heads is their ability to solve different tasks on schoolchildren's health maintenance efficiently and autonomously.

Thus, there is no doubt that school has priority in solving the problem of maintenance of health as the highest value and the state of person's complete well-being in all aspects (physical, mental, social and spiritual). However, it should be admitted that real school practice does not provide children's health maintenance, as according to the data of medical examinations, about 80% of modern schoolchildren have chronic diseases. Reducing the level of children and youth's health influences the quality of educational results badly and is the consequence of various social-pedagogical factors, namely: unfavorable ecological situation, lack of motivation for healthy lifestyle, spread of bad habits etc. In addition to it, according to the data of The World Health Organization, a great part of children and youth's diseases has didactogenic nature, i.e. they are caused by school factors – insufficient organization of school physical education, didactic neuroses, stresses and children's fatigue.

In these circumstances, the problem of improving the efficiency of professional activity of CEE heads is of great importance, as their ability to solve management tasks directly enables to create conditions and implement a wide range of pedagogical tasks aimed at maintenance and promotion of children's health, encourage pedagogues to development of conscious attitude to their own health so that a teacher could be a model of healthy lifestyle.

The analysis of psychological-pedagogical sources makes it possible to conclude that the problem of organization of CEE heads' health maintenance activity has been studied in such directions: certification training and development of professionalism of CEE head and improvement of his managerial activity: L. Danylenko (2014), G. Ielnikova (1996), V. Kruchevsky (2001), T. Shamova (2008), V. Simonov (1995), T. Sorochan (2005); solving the tasks of development of human health through education, valeologization of educational environment as a factor of improving the efficiency of educational process: M. Bezrukh (2004), E. Weiner (2004), L. Dykhan (2009), O. Ionova (2012, 2016), G. Sierikov (1999). However, the problem of organization of CEE heads' health maintenance activity has not been under careful consideration on psychological and pedagogical literature.

The aim of the research is to substantiate and experimentally verify the technology of improving the efficiency of health maintenance activity of heads of comprehensive educational establishments.

The *hypothesis* of the study is based on the assumption that the purposeful work with pedagogues in certain stages improves the efficiency of CEE heads' health maintenance activity. These stages are: orientational stage (development of CEE heads' orientation to realization of health maintenance activity), cognitive stage (strengthening of CEE heads' epistemological potential that focuses on systematization and generalization of professionally meaningful knowledge about the basics of human health and management of the processes of health maintenance in schoolchildren's education) and activity-result stage (improvement of skills and practical actions on planning, providing, motivating and monitoring of schoolchildren's health maintenance).

MATERIALS AND METHODS

To test the hypothesis, certain methods were used, namely: theoretical, empirical and methods of mathematical statistics. The theoretical methods were: analysis and synthesis of scientific literature for comparing scientists' different views on the investigated problem, definition of conceptual and categorical apparatus. The empirical methods were questionnaires, interviewing, tests, survey, talks, methods of expert evaluation, self-evaluation, analysis of the results of CEE heads' scientific and methodical activity, pedagogical

experiment for testing the hypothesis and identifying the efficiency of implementation of the developed technology.

The experimental work was carried out during 2010-2015 on the basis of Moskovskiyi district, Kharkiv; 62 heads of comprehensive educational establishments and deputy heads were involved in the experimental work. According to the level of heads' professional competence, two experimental groups were formed, namely: experimental group E_1 included 30 heads who had high and sufficient levels of professional competence and experimental group E_2 consisted of 32 heads who had sufficient and satisfactory levels of professional competence.

The two groups included CEE heads of different ages (CEE heads were 35-69 years old) and managerial work experience, namely: CEE heads who had managerial work experience up to 5 years (they were newly appointed heads who had sufficient level of professional knowledge but insufficient professional-managerial experience) and CEE heads who had managerial 5-10 years work experience (they were competent heads who wanted to work creatively and strived for success in their professional activity).

The method of mathematical statistics (χ^2 criterion) was used to compare the results received at the ascertaining and control stages of the experiment and to determine the statistical significance of changes which occurred under the influence of the technological stages of improving the efficiency of CEE heads' health maintenance activity.

EXPERIMENTAL

Description of the technology

It has been defined that health maintenance activity of a head of comprehensive educational establishment is an integral component of his managerial-pedagogical activity that ensures the creation of essential circumstances and factors, conscious interaction of administration, teaching staff and all structural subdivisions of establishment for realizing the educational goals and tasks of maintenance of human health, i.e. for training well-educated and healthy school-leavers.

Organization of CEE head's health maintenance activity includes a set of external actions (first of all, on the part of senior management structures) and internal actions (self-organization) aimed at regulating and setting up health maintenance activity for improving the efficiency of professional activity in the whole.

So, improving the efficiency of CEE heads' health maintenance activity requires close interrelationships of governance structures, in particular District Education Department (DED) and comprehensive educational establishments, and has to be focused on formation of CEE heads' positive attitude to the problems of health maintenance, their persistent interest in development of health maintenance activity, knowledge on various issues of human health, skills and abilities which are necessary for realization of health maintenance activity.

The improvement of CEE head's health maintenance activity requires technological approach to work with them, i.e. planning, organization and implementation of work with CEE heads, and it is characterized by purposeful, consistent implementation of means, methods, forms, techniques and allows to get stable result (it can be repeated under similar conditions) while ensuring favorable conditions for all participants of the process of advanced training.

The authors' educational experience convinces that successful work with CEE heads required taking into account the specificity of CEE heads' personality (awareness of himself as an independent, self-sufficient person; availability of certain professional and personal experience) and certain negative features (personal deformations) which are inherent in some pedagogues and caused by difficulties of professional work (rigid fixation of world perception, professional position, high ambitions, reluctance to change in life and work, complex of threat to authority, frustration, psychological accentuation, "emotional burnout" etc.).

So, it is impossible to make a pedagogue master the ways and techniques of efficient organization of health maintenance activity. Only such ways which encourage CEE head indirectly, activate him as a subject of his professional formation, development and self-development can be suitable.

Taking into account all mentioned above and also a structure of human activity (motivational-value, cognitive and procedural components of it), the main technological stages of improving the efficiency of CEE head's health maintenance activity have been revealed. They are: orientational stage (development of heads' orientation to implementation of health maintenance activity), cognitive stage (strengthening of heads' epistemological potential) and activity-result stage (improvement of skills and practical actions on planning, providing, motivating and monitoring of schoolchildren's health maintenance).

Oriental stage

Thus, development of heads' focus on implementation of health maintenance activity (orientational stage) was facilitated by meaningful holding of events (instructional and methodological meetings with DED head, individual and group talks, meetings of creative mobile groups, scientific-practical conferences, seminars-practical classes, pedagogical readings, fair of pedagogical ideas) on pedagogical subjects; constant updating of sources of psychological-pedagogical knowledge and experience (normative-legal, instructive and recommendation documents on realization of health maintenance functions of general education, periodical pedagogical press, scientific-methodical materials on the problems of pedagogy of health, electronic database of health activities of establishments, annotated catalogs of health maintenance programs and educational technologies etc.); CEE heads' acquaintance with educators who have pedagogical experience in organization of health maintenance activity (in particular, School of Health Promotion, Waldorf pedagogy, inclusive education etc.).

Joint leisure activities, in particular trips to nature, cognitive travels, sport competitions, creative contests, celebration of outstanding dates and events have also promoted the creation of favourable motivational environment.

The improvement of knowledge and abilities to implement health maintenance activity required proper work in each experimental group. Thus, self-educational work on improving the knowledge and development of skills and abilities to organize health maintenance activity was system-forming for E₁ CEE heads who had high and sufficient levels of professional competence.

The systematic explanation of the role of self-educational work for improving health maintenance activity to CEE heads, individual talks about the main directions of self-education, conducting lectures and seminars on the problem of self-education, stimulation of the best trained pedagogues to scientific-research work have also promoted self-educational works.

DED psychologists and educators-consultants developed recommendations and assisted in acquisition of skills and abilities of self-projecting and self-planning by CEE heads (training "Teaching goal setting" which included individual classes and exercises on setting and achieving the goals of self-education), drawing up of a program of self-educational work (a list of literature for reading; forms, terms and expected results – making a report, description of experience etc.). Self-educational work also included selection of pedagogical situations of health maintenance nature in scientific-methodical sources and from own experience, keeping a diary "Self-educational route of CEE head", which generally made it possible to increase the level of analysis and predicting the problems of schoolchildren's health maintenance, development of head's ability to implement health maintenance activity.

A special permanent psychological-pedagogical seminar "Human health and maintenance of it in educational process" was developed by the authors of the paper. It was for E₁ heads who had limited or intuitive management experience. The educators-consultants took active part in it (they led the work of microgroups, initiated exchange of views, gave explanations, completed reports etc.).

Cognitive stage

Conducting non-traditional lectures (lecture-consultation, lecture with mistakes, binary lecture, lecture-discussion) contributed to purposeful work with the seminar participants, systematization of their knowledge about basics of human health and managing health maintenance in educational process (cognitive stage). These lectures allowed pedagogues to perceive educational information more actively, realize the problems of health maintenance from different positions, understand the specifics of own activity in the context of solving the tasks of schoolchildren's health maintenance.

Activity-result stage

In order to improve skills and abilities which are important for practical actions on implementation of health maintenance activity (activity-result stage), practical classes on the special seminar were held with involvement of forms and methods aimed at partner interaction and interactive learning, namely: thematic discussions, conferences, brainstorm; individual and group modeling and playing the pedagogical situations; trainings, business games.

Thematic discussions ("Human health as a value", "Risk factors for schoolchildren's health", "Should teacher maintain child's health?"), conferences ("Health maintenance technologies: the ways of introduction in educational process"), brainstorm ("Healthy teacher brings up healthy children") promoted deeper understanding of the essence of pedagogical phenomena, activation of pedagogue's creative potential, his determination of goal and tasks of health maintenance activity and the ways of implementation of it.

Individual and group modeling and playing the pedagogical situations had health maintenance content, and solution of them was carried out by the algorithm of making managerial decisions (detail analysis of a situation, discussion of possible ways to solve it, choice of the best variant, determination of available resources, ways to solve; planning and predicting the activity on solution of a situation). It stimulated the development of abilities to plan, coordinate and anticipate own health maintenance activity.

At trainings "Pedagogical communication" pedagogues got acquainted with laws of pedagogical communication, did exercises ("synchronous conversation", "ignoring each other", conversation "back to back", "active listening", "transfer of feelings" etc.) to improve their communicative skills.

Business games "Solving pedagogical conflicts" included exercises aimed at realistic perception of own psychological state, reduction of intellectual and emotional stress, creation of positive mood etc.

This work contributed to the development of skills and abilities to establish pedagogically expedient contacts with environment, to master the ways of self-management of emotional expressions and behaviour, to prevent and overcome conflicts – and in this way, the work contributed to formation of CEE head's ability to influence the subjects of pedagogical conflicts effectively.

During the classes, we used the techniques of including the tasks, questions and statements which helped pedagogues to understand themselves in the profession, deny and defend their point of view and learnt to substantiate thought and ideas. These skills were the base of pedagogue's ability to control processes of schoolchildren's health maintenance, to make necessary adjustments to health maintenance activity of educational establishments.

The participants of the special seminar also performed independent work (reading and making notes of scientific sources, solving the pedagogical tasks, making reports, writing essays etc.), which was focused on deepening and consolidation of acquired knowledge and skills.

RESULTS AND DISCUSSION

On the basis of analysis of psychological and pedagogical sources, observation of CEE heads' activity, the criteria and indicators of efficiency of organization of CEE heads' health maintenance activity have been specified. The criteria are motivational-value, cognitive, procedural-reflexive. The indicators are positive attitude to the problems of health maintenance, persistent interest in development of health maintenance

activity, fullness of knowledge about human health and the ways to maintain it in the process of education, formation of analytical-designing, organizational-coordination, mobilization-regulating and evaluative-reflexive skills.

In order to determine the degree of formation of CEE heads' sustainable motivation for improvement of health maintenance activity (motivational-value criterion), using the developed questionnaires, the dynamics of pedagogues' attitude to the phenomenon of human health as a value and the necessity of health maintenance in educational process has been analyzed. The survey for identification of the nature of interest in development of health maintenance activity was also conducted using specially completed questionnaires. Questionnaires were processed using a ball scale.

In order to determine the fullness of knowledge (cognitive criterion), i.e. the degree of mastering a system of knowledge about human and health, specially completed tests were used. The tasks were chosen so that they touched different aspects of schoolchildren's health maintenance and organization of CEE head's health maintenance activity, namely: content and relation of concepts of health, health maintenance, health maintenance activity; normative-legal support for formation of personal health through education; factors that influence schoolchildren's health in educational activity; risk factors for schoolchildren's health in pedagogical process of comprehensive educational establishment; basis of creation of safe and comfortable conditions for children's staying at school; the essence, functions and components of CEE head's health maintenance activity; directions (medical, psychological, pedagogical) of implementation of schoolchildren's health maintenance activity; the essence, tasks and requirements to use of health maintenance educational technologies in pedagogical process of comprehensive educational establishments; the ways of implementation of health maintenance in different educational establishments (European net "Schools of Health Promotion", Waldorf schools etc.); impact of relationships in the system "pedagogue-child" on the state of schoolchildren's health; pedagogues' healthy lifestyle and influence of it on children's health maintenance.

In order to determine the level of formation of skills and abilities (procedural-reflexive criterion), observations, analysis of CEE heads' professional-pedagogical activity, testing and solving the real-life pedagogical situations of health maintenance nature were used. The solution of the suggested situations required use of different abilities and skills. That is why, while solving the problem that was based on a practical situation, the changes in levels of formation of all mentioned abilities to organize health maintenance activity occurred.

The conducted analysis of the results has proved the efficiency of work with CEE heads of both groups (it can be seen in Table 1) and proves effectiveness of implementation of the technological stages of work with pedagogues. This work was aimed at improving the efficiency of CEE heads' health maintenance activity.

The analysis of the data has proved that the experimental work had positive influence on development of all aspects of CEE heads' health maintenance activity. For instance, the number of pedagogues who have positive attitude to the problem of health maintenance and persistent interest in development of health maintenance activity greatly increased in both groups. It was due to actualization of questions of health maintenance, which promoted pedagogues' activation and strengthening internal motivation, awareness of importance of the above mentioned problems by pedagogues for their own personal-professional status. The positive changes could be seen in pedagogues' aspiration to improve their own activity: they asked questions and wanted to consult on problems of health maintenance in pedagogical process, found educational information about ways to implement health maintenance in comprehensive educational establishments, experience of use of health maintenance technologies etc.

CEE heads began to give more value to knowledge about the basis of schoolchildren's health maintenance and stressed the importance of this knowledge for pedagogue's professional status.

Table 1: The results of the experimental work, aimed at verifying the technology of improving the efficiency of health maintenance activity of CEE heads (percentage increase)

Criteria and indicators	Groups	
	E ₁ (30 people)	E ₂ (32 people)
<p>Motivational-value criterion</p> <ul style="list-style-type: none"> ■ <i>Attitude to the problems of personal health maintenance:</i> <ul style="list-style-type: none"> • positive; • neutral; • negative ■ <i>Interest in development of health maintenance activity:</i> <ul style="list-style-type: none"> • persistent; • situational • lack of interest 	<p>23,4 -16,7 -6,7</p> <p>16,7 -10,0 -6,7</p>	<p>34,4 -12,5 -21,9</p> <p>31,3 -12,5 -18,8</p>
<p>Cognitive criterion fullness of knowledge about human health, basics of development of it through education, principles of management of establishment from the standpoint of healthcare</p>	14,8	19,4
<p>Procedural-reflexive criterion – acquisition of skills abilities that are necessary for implementation of health maintenance activity at high and sufficient level:</p> <ul style="list-style-type: none"> • <i>analytical-designing skills and abilities</i> mean analysis of opportunities of establishments, their interactions with the social environment on the basis of generalization and systematization; identification of independence, creativity in determining strategic and tactic goals, main and additional tasks on health maintenance of subject of pedagogical process, planning the events and actions, forms and methods of health maintenance; ability to predict consequences and results of own activity; • <i>organizational-coordination skills and abilities</i> mean the ability to allocate optimally resources (time, human, informational, material) and work of other people, coordinate and delegate authority; ability to find adequate ways and make substantiated managerial decisions on providing educational of health maintenance character; • <i>mobilization-regulating</i> skills and abilities include abilities to establish favourable communicative relations and psychological-emotional atmosphere of establishment, ability to self-regulate and influence subordinates and children, to encourage all the participants of pedagogical process to implementation of the tasks of health maintenance; ▪ <i>evaluative-reflexive</i> skills and abilities mean analysis, self-analysis, evaluation, self-evaluation, reflection, self-reflection and correction of the results of CEE work and own actions for improving health maintenance activity. 	<p>16,6</p> <p>10,0</p> <p>6,7</p> <p>10,0</p>	<p>21,9</p> <p>21,9</p> <p>18,8</p> <p>25,0</p>

The carried out work was also efficient in formation of skills and abilities (analytical-designing, organizational-coordination, mobilization-regulating and evaluative-reflexive). Especially significant positive changes in formation of skills and abilities were fixed in group E₂, which was caused by use of different active-debatable forms and methods of work with pedagogues, in particular purposeful solution of pedagogical situations, solution of tasks in the process of discussions, conferences, role and business games, trainings, doing exercises on educational unloading by pedagogues etc.

Less significant changes in formation of managerial skills and abilities could be observed in group E₁. For instance, pedagogues of this group had insufficient formation of such skills and abilities as abilities to vary the style of communication, to organize pedagogically expedient interaction with other participant of pedagogical process etc. It can be explained by person’s certain limited opportunities to communicate, gain and accumulate new experience when they independently implement the program of acquisition of skills and abilities to organize health maintenance activity.

The probability of the obtained results was confirmed by the methods of mathematical statistics (χ^2 criterion). The most significant changes in the levels of CEE heads' readiness for implementation of health maintenance activity were detected in pedagogues of group E₂ and less significant changes were detected in pedagogues of group E₁.

So, the work with CEE heads and deputy heads had positive influence on functioning of educational establishments in Moskovskiyi district, Kharkiv, in the field of health maintenance. For example, all the comprehensive educational establishments are included in the school network "School of Health Promotion": two comprehensive educational establishments (CEE №№ 33, 43, 156) are included in national network, three comprehensive educational establishments (CEE № 97 and Kharkiv lyceum № 141) are included in regional network and other comprehensive educational establishments (28 educational establishments) are included in district network. Inclusive education has been introduced in ten classes at comprehensive educational establishment № 124. Kharkiv lyceum № 141 has become a laureate of All-Ukrainian Review of Models "Child-Friendly Schools" and one teacher and one psychologist have won in All-Ukrainian contest of lessons and educational events aimed at preventing and overcoming domestic violence against children and violence at schools (2015). Schoolchildren take active part and become winners in different contests of district, regional, Ukrainian and international levels; they also are involved in development of research works and projects in health maintenance directions.

The data of medical examinations of schoolchildren have shown that nowadays 49.5% of school youth are practically healthy (last year this indicator was 49%, two years ago this indicator was 47% and three years ago this indicator was 49%).

The conducted work does not cover all the aspects of the problem. The perspective directions of further researches can be the following: analysis of ways to improve CEE heads' health maintenance activity in the conditions of postgraduate education of teaching staff, study of problems of joint activities of higher pedagogical educational establishments and comprehensive educational establishments for improving the efficiency of CEE head's health maintenance activity.

CONCLUSIONS

The technology of improving the efficiency of health maintenance activity of heads of comprehensive educational establishments has been substantiated and verified. The technology included orientational, cognitive and activity-result stages and included: 1) development of CEE heads' orientation to implementation of health maintenance activity, which was facilitated by pedagogues' acquaintance with the most important problems and experience of formation of health through education and comprehensive support of pedagogue's training and professional development taking into account his personal needs and interest; 2) strengthening of heads' epistemological potential (systematization and generalization of professionally important knowledge and ideas about basis of human health and managing health maintenance in educational process); 3) improvement of skills and practical actions on planning, providing, motivating and monitoring of schoolchildren's health maintenance, which required improvement of skills and abilities connected with realization of managerial functions and included self-educational works and use of active forms and methods (thematic discussions, conferences, trainings, business games, solution of pedagogical situations, doing exercises for self-control and self-regulation of mental state etc).

The criteria and indicators of efficiency of health maintenance activity of heads of comprehensive educational establishments have been specified. The criteria are motivational-value, cognitive, procedural-reflexive. The indicators are positive attitude to the problems of health maintenance, interest in development of health maintenance activity, fullness of knowledge about human health and the ways to maintain it in the process of education, formation of skills and abilities that are necessary for implementation of health maintenance activity.

The ways of improving the efficiency of CEE head's health maintenance activity were experimentally verified. They were: self-educational work for pedagogues who had high and sufficient levels of professional competence (group E₁) and introduction of special seminar "Human health and health maintenance in

educational process” for pedagogues who had sufficient and satisfactory levels (group E₂). The results of the experimental work has proved that 80% of pedagogues of group E₁ and 65.5% of pedagogues of group E₂ showed high and medium levels of formation of CEE heads’ readiness for health maintenance activity. It can be explained by effectiveness of implementation of the technological stages of improving the efficiency of CEE heads health maintenance activity, which provided increase in number of pedagogues who had positive attitude to the problems of health maintenance, persistent interest in development health maintenance activity, showed general knowledge about human health and developed skills and abilities that are necessary for implementation of health maintenance activity.

REFERENCES

- [1] Kudryavtsev M.D., Kopylov Yu.A., Kuzmin V.A., Ionova O.M., & Yermakova T.S. Personality oriented system of strengthening of students’ physical, psychic and social-moral health. *Physical education of students* 2016; 3: 43-52.
- [2] Bezrukih, M. M. Health maintaining school. Moscow: Moscow Psychological-Social Institute, 2004, 240 p.
- [3] Weiner, E. N. Formation of health maintaining school in the system of general education. *Valeology* 2004; 1: 21-26.
- [4] Gres, O. V. The theory and practice of health maintenance activity of heads of comprehensive educational establishments. Kharkiv: Aladdin Press, 2015.
- [5] Danylenko, L. I. Head of modern educational establishment. *Management of education* 2014; 3(327): 3-5.
- [6] Dykhan, L. B. The theory and practice of health maintaining activity at school. Rostov-on-Don: Fenix, 2009, 412 p.
- [7] Ielnikova, G. V. Organization of school teaching staff’s activity on control of assimilation of the educational content by pupils. Kharkiv: KhRICEPW, 1996, 60 p.
- [8] Krichevskiy, V. Yu. Profession of head and professional managerial activity. *Management is a professional activity*. St Petersburg: St Petersburg SUPM, 2001, pp. 19-27.
- [9] Serikov, G. N. Health maintenance in humane education. Yekaterinburg: Chelyabinsk, 1999, 242 p.
- [10] Simonov, V. P. To school head about management of educational process. Moscow: Prosveshcheniye, 1995, 226 p.
- [11] Sorochan, T. M. (2005). The development of management professionalism of general secondary school directors in the system of In-Service Teacher Training. Luhansk: Luhansk Taras Shevchenko National Pedagogical University, 2005, 43 p.
- [12] Boichuk, Yu., Vasylieva, K., Grin, L., Iermakov, S., Iermakova, T., Ionova, O., Lozova, V., Lukashenko, O., Lukianova, Yu., Omelchenko, O., Prusyk, K., Prusyk, C., Ruslanov, D. Formation of person’s health in the conditions of educational establishment. Kharkiv: KhSADFA, 2012, 146 p.
- [13] Shamova, T. I. Management of development of health maintaining environment at school. Moscow: Prosveshcheniye, 2008. 280 p.
- [14] Shuba, L., Shuba, V. Modernization of physical education of student youth. *Physical education of students* 2017; 21(6): 310-316.
- [15] Bartnovskaya, L., Kudryavtsev, M., Kravchenko, V., Osipov, A., Baranovskaya, L., Ignatova, V., Individual health related applied activity in special health group girl-students’ way of life in the process of their studying. *Pedagogics, psychology, medical-biological problems of physical training and sports* 2017; 21(5): 207-213.