Digital - age technologies bring some changes into the teaching -learning process. Completely new methods are demanded in the classroom and for the majority of teachers it may be hard to implement these ideas into action.[3]

Fortunately, as lifelong learners, we all have experiences by which we discover new knowledge and information and learn to use modern tools to achieve our aims.

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Teacher's vocation to health-creating pedagogical activity

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Abstract

This article discusses the key issues of the importance of the teacher's pedagogical vocation to health-creating activity in the context of systemic changes in general education. The authors identify preventive pedagogical objectives defining the priority health creative activities in educational organizations and reveal intrapersonal, organizational and pedagogical factors and the necessary psychological and pedagogical conditions of formation of the teacher's vocation to health-creating pedagogical activity. The diagnostic tools which allow to estimate the level of formation of calling of the teacher to health-creating pedagogical activity are defined.

Key word: pedagogical calling, creation, health-creating pedagogical activity, health of participants of educational process, conditions of formation of the teacher's vocation.

Under the conditions of developing modern system of general education special attention is paid to preserving the health of subjects of the educational process which is considered as a resource of successful professional activity of a teacher and educational activity of students. Health is a key factor determining the quality of life of a modern human, which is confirmed by the results of a survey conducted by the Russian Public Opinion Research Center (VTsIOM) in 2018 [3].

The importance of maintaining and strengthening the health of the subjects of educational process is determined not only by practical experience and public opinion, but also by regulated by legal acts. Article 28 of the Federal law of 29 December 2012 № 273-FZ «On education in the Russian Federation» emphasizes that the competence of the educational organization includes creating conditions for the protection and promotion of students and teachers' health [9]. In this regard, the use of technologies that contribute to the preservation and promotion of the health of its participants in the educational process is not just recommended, but necessary.

Insufficient level of health as a resource of effective activity of the participants of educational process exists due to a number of objective reasons.

Firstly, students entering general education organizations have a fragile state of health, and some of them already have chronic diseases.

Secondly, during the period of education there is a decrease in students' health associated with the intensification of educational activities, daily physical and psycho-emotional stress.

Thirdly, the decline in health among the members of teaching staff is associated with professional deformations caused by peculiarities of labor activity. Weak compensatory functions of the body, the inability to regulate their functional state and resist the adverse factors of professional activity contribute to accelerated development of diseases of a somatic nature, which complicates the teacher's performance.

N. Malyarchuk understands health-creating activity of a teacher as a process of teacher's application of ways to preserve and strengthen their health and the health of students [4]. V. Tsibulnikova states that the «health-creating» sphere of concepts in the context of health of all participants of educational process is interrelated with the «professional activity of the teacher» sphere of concepts. Therefore, understanding of health as a basic priority in the structure of life values of the participants in the educational process, and a value core of an organizational culture in educational organizations are required [10].

There are natural questions: is every teacher able and ready to form a healthy style of professional activity, to broadcast healthy behavior and high culture of health, to be an example of a healthy lifestyle for their students? Does every teacher have a vocation to health-creating pedagogical activity?

Leo Tolstoy underlined that «Vocation of a teacher is high and noble. But it is not the teacher who is trained as a teacher, but the one who has inner confidence that he is, should be and cannot be otherwise. This confidence is rare and can only be proven by the sacrifices that a person brings to his vocation» [7].

S. Miropolsky noted that «the teacher's vocation is a gift, a spiritual gift given only to the chosen» ... «each calling is sacred, the calling of a teacher and educator is exceptionally sacred» [5].

M. Weber argued that vocation to any activity is characterized not only by interest in it, but also by inspiration and imagination, which determine, above all, the creative side of a person [2]. Creation, creativity and dedication of a teacher are indispensable, the creative level of readiness to solve non-standard psychological and pedagogical situations and professional tasks allow us to highly evaluate their pedagogical activity and call them a teacher by vocation.

From the point of view of L. Akhmedzyanova, the vocation should be considered as a high positive attitude of a teacher, firstly, to their profession, secondly, to the essence of pedagogical activity, thirdly, to children and the school as a whole [1].

Then a question arises: is it possible to purposefully form a teacher's vocation to professional activity?

K. Ushinsky reports that vocation acts as a quality of a person formed during their life. K. Ushinsky distinguishes the concepts of «talent» and «vocation», explaining that pedagogical skill, vocation and pedagogical tact can and should be taught, shaped and developed, while talent is extremely rare [8].

V. Slastenin stressed that vocation of a teacher is a spiritual, intellectual, emotional and physical transformation of an individual through the interaction and guiding students to achieve social goals. He states that a teacher is a bearer of pedagogical culture. Pedagogical vocation is the teacher's talent cultivated by awareness of his ability to perform pedagogical work. Due to the fact that pedagogical calling of a person is not fully conditioned by his or her natural inclinations, it is possible to identify a professional vocation to pedagogical activity only when immersed in it. Therefore, vocation of a future teacher is connected not only with the person's natural features, but can also be formed in the process of pedagogical practice and learning theoretical material [6].

N. Malyarchuk notes that, being engaged in health-creating activity, a teacher «creates» health, qualitatively improving it, forming culture of health, health-oriented value systems and corresponding behavior [4]. Therefore, to speak of the vocation of an educator for health-creating activity, we should observe a high level of teacher's health culture.

Thus, in order to form vocation of future teachers to health-creating pedagogical activity it is necessary to form a certain system of interests and aspirations, which would characterize the personal importance of health-creating for them. The solution of this problem is facilitated by the formation of a health-creating position of the teacher, which promotes the motivation of students to create health.

Based on the above, it should be emphasized that preservation of the health of participants of educational process becomes a strategic task of the state and society in the context of systemic changes in education, which necessitates health-creating pedagogical activity of modern teachers. The need to solve the main pedagogical problem of forming teacher's vocation to health-creating pedagogical activity is associated with a small degree of its development in pedagogical science and school practice.

In our opinion, the phenomenon of «teacher's vocation to pedagogical activity» is primarily associated with the purpose and predestination of social purpose from above, and a teacher should ask oneself the main question of whether he or she thinks their life without children, schools and the need to create. The vocation of a teacher to health-creating pedagogical activity is connected to purposeful formation and self-determination of the teacher's mission, which requires knowledge and understanding through a prism of the axiological personality sphere of professional vocation by the analysis of its signs and assessment of need in implementation of creative activity is required.

Vocation is expressed in the subjective personal experience of its presence, which is influenced by assessment of social environment and teacher's self-esteem. The social environment determines the existence of vocation to health-creating activity by assessing the real results achieved by the teacher. Teachers themselves determine the existence of vocation for health-creating activity on the basis of self-assessment of the level of personal importance for him.

Search of factors of the formation of vocation for the health-creating pedagogical activities enabled us to identify:

- intrapersonal factors (inclinations, potentials and abilities to the teacher's profession; internal need, attraction and pedagogical interest of the individual to the teacher's profession; intentions and inclination of the individual to the teaching profession; motives and needs for teaching activities; positive-emotional subjective position of the individual; selective attitude of the individual to the teacher's profession);
- organizational and pedagogical factors (the importance of quality of educational process in formation of students' vocation to the profession of a teacher; the importance of personality of teachers in the formation of vocation of future teachers; the influence of personality of teachers-innovators and positive modern teaching experience in the formation of the vocation of students to profession of a teacher).

It is also necessary to assess, firstly, the nature of the impact of intrapersonal, organizational and pedagogical factors on the process of formation of their vocation to the teaching profession and health-creating activities, and secondly, the effectiveness of psychological and pedagogical conditions of formation of vocation to the profession of teacher in modern pedagogical University.

We believe that the necessary psycho-pedagogical conditions for the formation of the vocation of a teacher to the health-creating activity are: professional orientation of a person; motivation of teachers to health-creating pedagogical activity; system of professional development of educators.

Based on the above, it should be emphasized that the phenomenon of teachers' vocation to health-creating educational activities is primarily associated with the creation of health in the educational process. Due to the fact that the pedagogical vocation is not fully conditioned by natural inclinations of a teacher, it is possible to reveal the professional vocation to health-creating pedagogical activity only when immersed in it.

Diagnostic tools aimed at assessing the level of maturity of pedagogical vocation of a modern teacher to health-creating teaching activities may be a complex of methods, allowing to monitor the following: intrapersonal factors of formation of vocations to the activity; the internal needs, desire and pedagogical interest in the teacher's profession and in healthcare activities; intentions and inclinations of teachers to the teaching profession; aptitudes, inclinations and abilities to the profession of a teacher; of the motives, needs, subjective attitudes and electoral relationship of teachers to the health of the creative teaching activities.

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