

SALUTOGENETIC APPROACH TO PROFESSIONAL TRAINING OF FUTURE TEACHERS

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Annotation. *Purpose:* disclosure of a nature and characteristics of the Movement for the renewal of adult education (New Adult Learning Movement – NALM) as salutogenetic approach to the training of future teachers. *Results:* to analyze the nature and characteristics of salutogenetic approach to training of future teachers, which is based on anthroposophical methodological foundations and practically realized in the world as Movement for the renewal of adult education. Described the theoretical basis and direction of training (academic training, learning experiences, inner spiritual development), that allow to activate the internal intention of the person, arouse will of students to learn throughout life and contributes to the healthy development of the whole structure of the individual. *Conclusions:* were reported health saving forms and methods of education of future teachers: the organization of health-improving educational space, development of integrated programs (integration of educational elements – lectures, discussions, group work, project work, art classes, social exercises, etc.), the rhythmic organization of educational process taking into account the human biorhythms, work with the biography of a man, pedagogical diagnostics and etc.

Keywords: salutogenetic approach, future teachers, professional training, health saving, direction of education, forms and methods.

Introduction

Problems of health protection, formation of healthy life style in modern society are most actual and requiring special attitude.

Problems of students' health protection have been becoming still more acute, because students endure all changes that happen in social economic environment and ecology, in cultural development of country

In its turn it sets the task for higher education to provide rational organization of academic process, oriented on strengthening and preservation of future specialists' health, on stimulation of their healthy life style.

These problems are especially important for students of pedagogic universities, because they shall give their knowledge to their future disciples.

It requires implementation of adequate approaches to professional training of future pedagogues.

Considering the above said the approach, based on conception of salus genesis is rather interesting. (From Latin "sales" – health and "genesis" – creation, origin), that means "creation of health". It is a new scientific direction, which deals with origin of health. This branch comes from pathological genetic problems, i.e. from problems of sources of diseases and comes closer to salus-genetic thinking, which pays attention to how health appears, how person can improve health so that negative influences would push for own perfection.

The already fulfilled researches witness that seeking of health's sources is not new. 200-300 years ago all medical doctors based in their work on salus genetic thinking. That is, they wanted to answer question what makes a person to be healthy. Only for modern (natural-scientific) medicine with its infection theories the most important question is how to remove a disease.

Since 60-70-s years of 20th century, owing to works of outstanding representatives of humanistic psychology, psycho-therapy, psycho-somatic (A. Maslow, K. Rogers, B. Frank, E. Fromm) the problems how to find approaches to healthy potentials of soul, how to strengthen them, to remove mental and body diseases, - have been becoming actual.

Since the middle of 90-s of the last century western scientists and politicians have showed interest to salus-genesis. Economists also opened for themselves conception of salus-genesis: to day it is economically profitable to work for human mental and physical health.

Term "salus-genesis" was introduced in 1979 by American medical sociologist A. Antonovskiy, who is considered to be "father of salus-genesis".

A. Antonovskiy determined three kinds of reasons of appearing and preservation of health, which in combination facilitate successful overcoming of difficulties on body, mental and spiritual levels of a person, videlicet A [1]:

- overcoming of "heterotis" or imbalance in metabolism, which appears as a result of wrong eating, movements, rest, change of climate and other disorders in homeostasis. Every organism, every organ, every cell is in the so-called continuum of health/disease, i.e. transition from health to disease is gradual but not sharp. At every moment of time, as a result of harmful factors' overcoming new state of health appears;

- cultivation of "involvement" at childhood and adolescent age. With it we mean recognition of the fact that all met in human life has certain sense and can be included in feeling of life and understanding of surrounding world. The more different feelings are understood and results of experience arranged in holistic world vision the more healthy person can be, the more strong and inspired is human world vision;

- ability to successfully cope with stresses and life difficulties owing to the so-called resources of resistance. These resources are interconnection of compensatory potentials and strategies of coping. With the help of such potentials person is protected against failures, resulted from stresses, fears, isolation, extreme situations.

Decisive factors, which support ability to resist are: presence even only one person, loving a child; religiousness, belief in future ability to understand own destiny (i.e. to regard problems and conflicts as a part of life); external protection and high life standard; reliable social environment.

As analysis of scientific sources witnesses bright examples of realization of salus-genesis realization are practical branches of activity, foundation of which is spiritually oriented anthroposophy of R. Steiner: anthroposophy medicine, pharmacology and pedagogic – Waldorf school [2-8].

For example, in modern researches of Waldorf pedagogic conception “salus-genesis” is widely used and is a synonym of “healthy development”, i.e. therapeutic-educational approach with child’s health and its improvement instead of disease being a center of pedagogic process [8].

In higher education and in education of adults in general especially interesting is the so-called New Adult Learning Movement (NALM). This movement appeared at the end of 90-s of the last century in a number of European countries (Great Britain, Germany, Netherlands and etc.) by initiative of Conrad Van Goyten – Dutch scientist, sociologist, pedagogue, recognized in Europe specialist in optimization of organization of adult learning. He wrote published in German and translated in Great Britain two monographs – result of 20 years work with adult people; he delivered a lot of lectures, and conducted many courses in many countries of the world [14, 15].

Approaches, worked out by C. Van Goyten, to adult education are based on anthroposophy and, thus, have salus-genetic orientation.

Analysis of psychological-pedagogic literature permits to come to conclusion that salus-genetic approach to training of future specialists is studied insufficiently in domestic pedagogy.

The work has been fulfilled as per SRW plans of Kharkiv national pedagogic university, named after G.S. Skovoroda.

Purpose, tasks of the work, material and methods

The purpose of the article is determination of sense and peculiarities of New Adult Learning Movement – (NALM) as salus genetic approach to training of future pedagogues.

Results of the research

Methodological bases of New Adult Learning Movement (NALM) are anthroposophy of R. Steiner, which presents idea of human being as trinity of body, mental and spiritual being and his (her) individuality – human “Self”, which manifests in three functions of human soul – thinking, feelings and will. These spheres of human being are in permanent motion. And the task of pedagogic is to seek for methods and forms of their harmonizing. Imbalance between them, in particular between thinking and feeling, between rational and emotional, results in tragic after effects both for a person and for society [9-13].

Basing on above described idea of a human being and his (her) development C. Van Goyten [14, 15] builds NALM on the following interconnected **principles**: teaching of adult person as development of holistic personality (in trinity of thinking, emotional sphere and will); training of will awakening and formation of independent thinking; training to overcome barriers (barriers in thinking, feelings, will); training of adults as integration of three main educational directions – academic, life experience, inner mental progress; Individualization of adult learning (creation of individual program, including duration of training as far as many people can achieve progress much quicker than other); teaching of adult as synthesis of science, art and moral that make a person to be a carrier of general human culture; training to harmonizing of relations in social system of university.

Here we present the sense of some the most substantial principles and opportunities for their realization in future pedagogues’ training.

Awakening of will and formation of independent thinking. Adult learning bases, first of all, on the fact that teaching process shall awaken will of a student. Awakening of will is awakening of motivation to studying, deficit of which is so sharp at present time. Learning, changes, progress are three aspects of one process, which lasts for all life. This process must not be spontaneous, it requires reasonable development. Studying means always efforts, overcoming obstacles. In adult learning there shall act independent will of a person and teacher shall be “creator of human will”.

In his time I. Kant, dividing culture of simple skill and culture of discipline of will, paid attention to the fact that the first is able to make way for evil if the second would not be a reliable counterweight.

Awakening of independent human will to study is rather important as far as will is connected with nature of human “Self”. Connection between “self” and will is noticed in element of heat. Any action, fulfilled physically, is followed by irradiation of heat; we feel soul warmth is we are interested in something beautiful, kind, true. Our “self” produces heat as a product of enthusiasm. Not without reason they say “to be burnt with action”, “flame of enthusiasm”. Activity before enthusiasm is awakening of will.

In educational process a person is supported by three stimuli, which awaken logically oriented will: knowledge, development and perfection.

Stimulus of knowledge is the most understandable; it helps to overcome isolation from the world, to understand the world and oneself. Stimulus of development is the main force of soul that transforms it. Person lives his (her) progress and transformations through phases of own biography. Stimulus of perfection is connected with feeling of discontent with the achieved and desire to realize own potential.

Modern education is now facing a problem: how to awaken these three stimuli. In NALM system there are detail methods and forms of teaching, which awaken students’ will to study, will, fed by these three stimuli. They are connected also with other component of purpose of adult learning – formation of independent thinking.

Characteristic of adult person is his (her) independence, internal autonomy, individual manner of actions. All these shall be based on own independent ideas.

Do teachers develop students' abilities to this or, on the contrary, embed already known conceptions, models, skills, which in future will result in professional deformation? Modern situation in higher education is conditioned by the latter. Exactly formation of ability for independent thinking shall be the basis of education, which would meet the requirements of our time.

Overcoming of barriers in educational process. In any education there exist three barriers, which are felt in human thinking, feelings and will activity. They can be endured as feeling of irresistibility, as fear, as antipathy or helplessness. In this case consciousness and courage are required to recognize own barriers as far as actual changes take place only in the process of their overcoming. The world of feelings is enriched and ennobled. A person acquires abilities, which he (she) did not have earlier.

In adult learning all three barriers shall be worked with. The work with only one barrier results in imbalance and is dangerous owing to one-sidedness: intellectualizing without practical actions and without connection with qualitative personal element of feelings; increasing of workmanship without actual understanding of purpose and sense. Balance of barriers renders healing effect, though resistance, connected with professional disease of pedagogues, who are sure that they know everything, is always very strong.

Personality's understanding of own problems is the first step to self-cognition and self-realization.

For example between our understanding of the world and our "self" there is a barrier of thinking. It is a veil, which hides reality of the world. Overcoming of mind barriers stipulates the following: a person shall have desire to ask, to research reality instead of passively take knowledge and ready answers; the person, who studies, shall refuse any models of reality, but the reality itself shall reveal to this person; the person shall be able to observe surrounding world and realize what he (she) knows and understands.

Barriers in sphere of emotions and feelings are also a serious problem. Barrier of feelings is between human "self" and his (her) understanding of own self. Sympathies, antipathy and other feelings often part a person from surrounding world, prevent him (her) from cognitive process, manifest as obstacles on way to reality. It is necessary to find creative way to cope own feelings, to control oneself. Inner calmness, control of emotions can be the windows to reality.

Will barrier appears in relations between "self" and the world. "Self" wants to make something in the world, wants to form, to organize, to achieve something and faces resistance in will sphere.

The most important human problem, to day, is will passivity. Very often we can see that will of modern students is rather weak; they stop the started work, try to avoid difficulties, remain to be passive spectators; they want to do only pleasant things. But only awakened will can be the support, owing to which a person can study and develop during all life.

The main for overcoming of will barriers is overcoming of fear, which manifests in anxiety in intellectual life. So, it is necessary to cultivate courage to study and make progress. Awakened will can be the support, owing to which a person can study and develop during all life.

Thus, the first task of higher education is recognition of all three barriers in learning; balancing of them and rendering assistance to students for their overcoming. Here it is important to provide didactic aspects of work with barriers and blocks. The most effective ways of formation of human will activity is practicing of different arts as well as work in groups.

Synthesis of science, art and morality. Adult learning in NALM program is the highest synthesis of art creativity and scientific researches. Involvement of student in academic art activity introduce serious changes in functioning of feelings, life processes and mental forces, developing new thinking, new feelings, new will, oriented on creativity. Practice witnesses that in learning process, with involvement in practicing arts, there can be happen wonderful discoveries in mastering of material, understanding of own tasks, obstacle and so on [14, 15].

Besides, from experience it is known that artists can not understand their works up to the end, until they start to research it scientifically. Art without knowledge and understanding degenerates in arbitrariness; science without art loses connection with life. When artists expand the world of their feelings, scientists train their feelings to recognize and evaluate in intellectual sphere. The person, who strives for discovering of new ideas shall pass threshold between the world of phenomena and spiritual world. Actual creators want to bring idea in the world of sense perception. They make invisible visible. In sound professional training it is necessary to realize a union of science and art through primary integration.

In order for pedagogue to understand why he wants to teach he shall be a scientist but to make it visible for other people he shall be an artist. Just because of it K Ushinskiy called pedagogy "art of education". R. Steiner has the same opinion.

For the union of science and art to be realized the third element is required – this union shall be blessed. It means presence of moral element, connected with strive of pedagogue to serve to his disciples and colleagues. Thus, three elements: art, science, morality – form creative source for humanization of educational process.

Harmonization of relations in social system of university. Relations in social system of university between administration, teachers and students in process of constant mutual activity shall be oriented on servicing to creative individual. Owing to effective interaction of people in social system of university this system becomes vital, ready for self education, self-reflection, self-organization. Laws of evolution and management of social systems, discovered

owing to works of R. Steiner, condition demand in psychological unity of personality's and social environment, demand in unity of individual understanding of purposes and values with university's purposes and values. With it it is necessary to regularly review global purposes of education as far as there is always exists a danger to become a traditional institution and observe only "tested" forms of education. University shall not only meet modern requirements but be ready for the future.

Other principles of NALM we shall regard in context of structure of academic seminars, forms and methods of work with students (adult persons).

Structure of academic seminars. The program of seminar includes three main directions, which, conventionally, can be determined as academic learning, learning with life experience, spiritual (internal) development.

The first of these directions is the so-called academic learning or organized academic work at universities; it is the most known and traditional way of learning, which is realized by teachers and has always clear purposes and tasks. The main sense of academic learning is solution of task "how to learn to study".

Direction "how to learn to study" is the starting point of adult learning and its base. In the process of education seven processes (steps) of learning in interconnection with seven human life processes are regarded (see table 1).

Table 1

Interconnection of seven life principles and three ways of learning

<i>Seven life processes</i>	<i>Seven processes of learning</i>	<i>Analysis of destiny</i>	<i>Spiritual researches</i>
Breathing	Observation	Observation for life events	Meeting with inner (spiritual) question
Heating-cooling	Determination of attitude to object of observation	Reading of own biography's events	Burning of own self's heat (appearing of interest, enthusiasm to spiritual development).
Feeding	Mastering	Seeking for reasons of events	Seeking for ways of development
Excretory	Individualization	Seeing and accepting of destiny, which is not realized	Passing threshold between material and spiritual worlds
Savings	Exercises	Practice in everyday life	Opening of life way (spiritually enlightened everyday activity)
Growing	Development of new abilities and skills	Accepting of own karma (sense of own destiny)	Appearing of answer to spiritual question
Recreation	Creativity	Arranging of own karma	Understanding of result of research

Appeal to personality's internal potentials is based on R. Steiner's anthropological approach, according to which gradual transformation of life processes occurs in human life. At the end of third seven years' period human life forces are rather free from formation of body. They became accessible to "self" and can be realized in two directions: revival of senses and transformation of mental forces. Both aspects are rather important for holistic process of creation, which integrates everything that comes from external world through functioning of sense organs into inner world, where human "self" transforms it and creates something new. This "new" then is directed from inner world to external world as a basis of activity. Thus, owing to functioning of "self" natural aspect of life processes is partially transformed in cultural aspect of certain learning processes.

Other way is the learning, which is passed by a person in his (her) life, out of class rooms, practically in not planned manner. This learning is without teacher; life is instructor. It is known that life is the best instructor; destiny tests us an overcoming of obstacles helps us to develop potentials, skills, maturity, form new ideas.

In direction “teaching by destiny” principles of biography’s analysis are regarded, practical work with own biography is realized, seeking for regularities in biography. The next step is understanding of own destiny, attempt to see own life task (this direction stipulates works with R. Steiner’s lectures devoted to historical, social-political, spiritual-cultural interconnections of person’s and mankind’s development).

The third way of learning is the way of spiritual research. In ancient human cultures it was the most important way; at present, after period of durable oblivion, its significance again increases.

Direction “spiritual development” gives idea about work with own spiritual question, with seeking of it. It is necessary to work out special state of concentration of thinking, inner calmness and positive mood, completely separated from external influences and devoted to internal life. Learning is composed of development of mental forces, required for achieving of this state. Own soul becomes a class room, a teaching situation, which leads to existential questions: Who am I? What is the sense of my existence? What is the way for me? These questions can be answered on the way of spiritual search, which would meet modern stage of human development.

Human “self” as central component, being involved in all three processes of learning, connects them and on this way person becomes more adult and independent. With such learning independent thinking is formed as precious gift, which gives life to a person.

Academic seminar envisages great number of art, social and individual exercises, which permit for a person to feel himself at every stage of cognition, to understand own barriers and overcome them. All these result in the fact that a person is trained to be conscious in learning process, attentively observing stage, at which he (she) is and own mind processes. In this direction also principles of seminar’s construction are regarded, which are based on correct alternation of rhythm and different kinds of learning activity.

One of the most important aspects of such approach to adult learning shall be comprehensive tracing of interconnection of human seven life processes with three ways of learning (see table 1), interpenetration of three learning ways so that they would enrich one another, and owing to this fact university can become a microcosm of culture.

In connection with the fact that direction “how to learn to study” is not only a beginning but also a pre-condition of following process of adult learning we regard more specifically seven steps on way how to learn to study.

Learning processes, in compliance with which all educational process is structuralized, include: observation (perception); working out of attitude to object of perception; mastering; individualization (creation of something new for a disciple); exercises (practice); development of new abilities; creativity (creation of something new).

Observation (perception). Learning process starts from conscious observation of surrounding world with the help of perception organs. Observation can be a learning process only if it is attentive. The necessary pre-condition of full fledged observation is activation of perception organs with the help of art exercises. The process of observation resembles breathing: it is a rhythmic process which is conscious only up to some level. Correctly organized rhythm (breathing) in learning process is the foundation of sound and effective mastering of material.

Working out of attitude to object of observation. If the first step is open and impartial then at other step attitude to object of observation is formed. For this purpose, it is necessary to raise internal activity. Every attitude is subjectively colored by appraisal or condemnation. This process shall be controlled consciously for increasing of ability to learning. With the help of pedagogue structure “heat-cold” is determined through appearing of interest, understanding or not understanding. Just here pedagogue’s ability “to burn fire” shall manifest, as far as warm interest, enthusiasm are “fuel” for next steps. If such heat is absent, then there was no observation and learning process did not start. In this case it is necessary to come back to the first step.

Mastering. At this step it is important that person should understand the sense of the problem, which he (she) accepted and heated so that it could be a spiritual fuel. In order that something, taken from external world would make contribution in spiritual sphere, “self” shall participate at spiritual level in the process, similar to physiological, life processes of assimilation of food. It is sphere of analysis. In processing and assimilation thinking, feelings and will participate. This step is accompanied by heavy internal struggle with habits to passive perception, which rotted earlier.

Individualization. The purpose of first three steps was creation of pre-conditions for making the object of learning to be “property” of individual, to condition opportunity of “burning something new”. It does not mean that this “new” has not existed earlier at all; it means that something was born in the soul of learning person: new for him (her) feelings, will impulse, force of motivation, solution and etc. These new feelings exactly mean “individualization”. For them to be realized activation of human “self” is required. Adult learning, as awakening of will, which is the core of this approach, is actualized just at this step. The first three steps – from outside in the center – are the basis for individualization. It is a foundation for realization of the next steps, which ensure real progress of personality.

Exercises (practice). Practice is regarded as process of support. Everything that shall be preserved shall be repeated, as far as new views, impulses, impulses can be quickly forgotten. Through rhythmically repeated learning functioning new seed grows in a human being. Care of it requires favorable environment, love for practical activity, without which sprout will not survive. Practice shall be supported by force of motivation-individualization as well as target – development of new abilities.

Development of new abilities. In contrast to assimilation, in which aspect of analysis acts, in growing aspect of synthesis manifests. Abilities develop in practical situations, when a person is active and will is resisted. Growth can be regarded as result of “resistance of reality”, which transforms actions in abilities. Tension of will unconsciously transforms in new abilities to do something on mental or emotional levels or manually that could not be done earlier.

With it, it is important to understand the difference between ability and skill. Skill can be trained rather quickly and can be used automatically only in standard situations. Abilities, as a rule, are not used absolutely automatically and can be applied differently in different sudden situations.

Creativity (creation of something new). From previous six steps it depends if result will be something new or it will be simple copying. It is not a secret that many answers at exam is only repetition of mastered material. If human “self” was creative at all previous steps then at seventh step the person would receive result, more significant than the sum of separate steps, and creative will would be able to manifest both in mental and emotional spheres as well as in actions and behavior.

It should be underlined that seven steps in learning, like seven life processes pass both in group way and turn by turn. But if one step was missed, for example individualization,, learning process would be broken. In future it can reflect in such troubles as maniac behavior, obsessions. For example nervousness, especially noticeable among modern people, is often caused by huge, partially “not digested” learning material, which “stuck” inside a person.

We also note that process of learning to study, like other directions of adult learning (learning by life experience, spiritual development) is accompanied by serious practical activity and practicing of arts. Seminar is rather of practical character than theoretical.

Let us regard some forms of work with adult disciples.

Forms of work with learning adults. The above described principles and methods of NALM program are realized with the following forms of learning:

- *organization of health related educational space* – arranging of dialogue relations of cooperation, creative subject-subject interaction, positive psycho-emotional atmosphere, which would facilitate development of adequate self-evaluation of learning adults, formation of their communicative features.

The most significant moment of seminar is setting of certain relations between instructor and adult disciple, which can be built only on the base of trust and responsibility of both sides, warm friendly relations and professional cooperation. Teacher, who facilitates awakening of disciple’s will, is an ideal image of teacher for adults as on to day. Disciple, able to take responsibility for his own process of learning is an ideal image of adult disciple.

The role of teacher for adults (facilitator) is rather to determine a direction of learning, rendering the most important points of view. That is he is not only and translator of knowledge, lecturer, who brings fixed knowledge. Understanding ways of problems’ solution is to be fulfilled in cooperation, in consequent (in seven steps) passing of educational process, through attentive observation of phenomena, their comprehensive description, through development of independent thinking and ability to fruitful creativity.

It requires from teacher for adults certain pedagogic skillfulness, which is a part of pedagogic technology’s structure and condition of its realization.

Analysis of problems of pedagogues’ professional training witnesses that most of them have not been ready for changes of own attitude to a disciple; they have not been ready to pass from command forms to cooperation, from reproductive educational process to productive creative activity.

Traditional system of education (like school system) does not facilitate mobility, puts most of pedagogues in such conditions, in which it is difficult for them to pass to other type of teaching. It is not a secret that the reason of it is the fact that most of scientists become teachers without proper training for this profession. In its turn “school” type of teaching, which prevails in higher education, does not prepare necessary changes of students at their age of 18-21 years and it conditions difficulties in their self realization for all their life.

So, teacher for adults shall be skillful in specific psychological-pedagogic methodic of activation of own cognitive potentials and be able to switch on forces of his disciples;

- *working out of integrated programs*, which would envisage integration of learning elements (lectures, talks, group work, project work, art classes, social exercises and so on) that permit to make learning denser, to free additional time and facilitates holistic development of personality, his (her) social, emotional-will and creative components.

Special place in adult learning is taken by different art classes (work with word, sound, music, color, form, fine plastic and etc.) Just such lessons permit to deepen and develop mental potentials, awaken will, form forces of spiritual understanding and creation.

Not less important is project work, which, as on to day, is one of commonly accepted forms of learning and permits to fulfill certain task, in which a person can practically apply his knowledge. Successful fulfillment of project work depends on ability to overcome certain own barriers, first of all of will character. One of effective means of this problem’s solution is producing results of own work in artistic form. It can be done both individually and in group with other participants of educational process;

- *rhythmic organization of educational process* considering biological rhythms, which permits to evenly, and in economic and concentrated way to distribute academic load and, thus, avoid tiredness, save and develop mental and physical forces; include conscious and sub-conscious spheres of perception in learning process, correctly alternate rhythm of remembering and forgetting. Rhythmic learning process ensures also to the largest extent individual approach to a person: a person perceives everything, connected with rhythm in the same way as he (she) breathes individually;

- *work with biography.* Since the beginning of 20th century psychologists have started targeted searching of life regularities, which manifest in rhythms of human development, in life events, tasks, opportunities and so on. R. Steiner introduced new impulses for work with biography and in theory and practice of anthroposophy (social, medical, psychological, educational and etc.) work with curriculum vitae is very important. Thinking about own curriculum vitae

(realized orally or in written form) lonely or with consultant or in group a person can determine certain regularities of own life, understand him (her) self, receive new bench marks, acquire inner self confidence, which facilitates autonomy, self-determination and self realization of personality;

- review, evaluation. They are important forms of learning activity. Review at the end of a lecture or working day, week is required not only for a teacher but for students as well. It needs significant activation of “self” and facilitates better mastering of material. In evaluation, based on review, a step forward is made and relative importance of phenomena and processes is determined. Here internal and external is combined. Disciple can see by himself his barriers. Evaluation must be transformed in emotional judging and requires skillfulness of a pedagogue to provide arguments, to use objective criteria. Review is a mean of preparation for future; it is a view in the past and planning of the future. It concerns questions: what will be the next step? What can be improved? It can be conducted together with disciples.

Conclusions:

Thus the conducted research permits to make the following conclusions.

Salus genetic approach to training of future pedagogues, based on anthroposophy methodological principles and practically realized in the world as NALM system, facilitates sound, holistic development of students.

Main directions of students’ learning, offered by NALM (academic learning, analysis of life experience, internal spiritual development) are oriented on activation of human inner intentions, on awakening of human will to studying during all life, on stimulation of independent work, devoted to self-perfection in professional and personal spheres.

Forms and methods of NALM have health related character, permitting:

- to organize the space of learning at the account of dialogue relations, cooperation, creative interaction in gradual, step-by-step passing of learning process through attentive observation of phenomena, their comprehensive description, through development of independent thinking and ability to fruitful creativity;
- to strengthen and deepen professional fitness through activation of creative potentials as well as to free additional time at the account of rhythmic organization and structuralizing of educational process, composing of integrated programs (integration of different learning elements – lectures, talks, group work, project activity, social exercises and etc.).

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