A crucial function of education system at pedagogical institutes is creation of conditions for students’ motivational interest in healthy life style, which is especially important for future teachers. For strategic implementation of existing problems in educational sphere there ought to be ways and means of their resolution that would lead not only to scientific, creative and physical development of students, but also develop their leadership competences, cultivate successful personality choosing a healthy style of behavior. The article touches upon a problem of shaping the quality of health culture and healthy life style of all subjects of the educational process at a pedagogical institute in the contemporary stage of the civil society development. The practice demonstrates that quest for consensus is possible on the basis of regular reconciliation of activity and directivity by means of creation of unified methodology of comprehending the health culture priority and safe style of behavior of an individual developing as a self-contained personality ready for professional activity. Quality of professional culture of health contains components of all system of safe behavior style development with their corresponding reflection and retraction in line with specifics of a pedagogical institute, and is characterized as a set of elements ensuring a successful health saving.

**STANDARD CONTEXT OF DEFINITION**
**«INFORMATIVE UNIVERSAL EDUCATIONAL ACTIONS»**

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In the article the basic theoretical principles of cognitive universal educational actions based on analysis of the GEF Ltd., a glossary and a «fundamental core curriculum». The Standard ECU grouped into four main sections: personal; regulatory; cognitive; communicative; requirements to personal, and a meta-subject results of studying the development of the basic educational program. The concept of «universal cognitive learning activities» is a part metasubject results, along with regulatory and communicative. Glossary identifies five types of ECU: personal; regulatory (including self-regulation and action); cognitive; signs and symbols; communicative; contains definitions of all types of ECU and their criteria of formation, in addition to cognitive. In the «fundamental core of general education» to include personal ECU; Indicative actions; specific ways to transform teaching material; communicative action; at the same time in species composition ECU isolated personality; regulatory (including self-regulation and action); cognitive; communicative. Determined the boundaries of semantic concepts offered his own definition of cognitive universal educational activities.