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Shukatka O., Borysevych L., Matula S., Mudra V., Krasnoshchoka O. Health-saving activities in preschool and primary education as a pedagogical problem. *Osvita. Innovatyka. Praktyka – Education. Innovation. Practice*, 2024. Vol. 12, No 10. S. 92-97. <https://doi.org/10.31110/2616-650X-vol12i10-014>.

УДК 378

DOI: 10.31110/2616-650X-vol12i10-014

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ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНА ДІЯЛЬНІСТЬ У ДОШКІЛЬНІЙ ТА ПОЧАТКОВІЙ ОСВІТІ ЯК ПЕДАГОГІЧНА ПРОБЛЕМА

Анотація. Стаття присвячена особливостям організації здоров'язбережувальної діяльності у дошкільній та початковій освіті. Охарактеризовано важливі фактори, які впливають на створення здоров'язбережувального освітнього середовища у дошкільних та початкових закладах освіти. Визначено, що здоров'язбережувальна компетентність виступає важливим чинником, який впливає на культуру здоров'язбереження дітей дошкільних та початкових закладів освіти, яка формується за певних педагогічних умов: свідоме засвоєння знань про здоров'я; внесення до змісту освіти валеологічних знань; розробка та впровадження інтегрованих курсів, факультативів, тренінгів валеологічного спрямування; залучення дітей до позашкільних заходів про здоровий спосіб життя; використання інтерактивних методів навчання в процесі формування здоров'язбережувальної поведінки. Обґрунтовано основні напрями здоров'язбережувальної діяльності (профілактика захворювань та підтримання фізичного, психічного, соціального здоров'я). Констатовано, що задля успішного забезпечення показників нормального розвитку дитини важливим є застосування здоров'язбережувальних технологій, які розглянуто як значущі складники навчального процесу в дошкільних та початкових закладах освіти. Вказано на основні методи здоров'язбережувальних технологій, що передбачають фізичну активність, правильне харчування, навчання правильним методам гігієни та дотримання особистої чистоти, санітарно-профілактичні заходи, психологічну підтримку. Визначено основні умови ефективного впровадження здоров'язбережувальних технологій у практику сучасних дитячих садочків та початкових шкіл. Підсумовано, що основна ідея здоров'язбережувальних технологій полягає в тому, щоб допомогти дітям дошкільного та молодшого шкільного віку вести здоровий спосіб життя та зменшити ризик розвитку різних хвороб, що покращуватиме якість їхнього життя.

Ключові слова: здоров'язбереження; здоров'язбережувальна поведінка; здоров'язбережувальні технології; дошкільна освіта; початкова освіта.

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HEALTH-SAVING ACTIVITIES IN PRESCHOOL AND PRIMARY EDUCATION AS A PEDAGOGICAL PROBLEM

Abstract. *The article deals with the peculiarities of the organization of health-saving activities in preschool and primary education. Important factors influencing the creation of a health-saving educational environment in preschool and primary education institutions have been described. It has been identified that health-saving competence is an important indicator that affects the health-saving culture of children in preschool and primary institutions of education, which is formed under certain pedagogical conditions: conscious assimilation of health knowledge; introduction of valeological expertise into the content of education; development and implementation of integrated courses, electives courses, trainings of valeological direction; involvement of children in extracurricular activities about a healthy lifestyle; use of interactive learning methods in the process of forming health-saving behavior. The main directions of health-saving activities (prevention of diseases and maintenance of physical, mental, and social health) have been substantiated. It has been certified that to ensure the indicators of normal development of the child are successfully met, it is essential to use health-saving technologies, which have been considered as significant components of the educational process in preschool and primary institutions of education. The main methods of health-preserving technologies are indicated, which include physical activity, proper nutrition, training in correct hygiene methods, compliance with personal cleanliness, sanitary and preventive measures, and psychological support. The main conditions for the practical introduction of health-saving technologies into the practice of modern kindergartens and primary schools. It has been summarized that the main idea of health-saving technologies is to help preschool and elementary school children lead a healthy lifestyle and reduce the risk of developing various diseases, improving their quality of life.*

Keywords: health-saving; health-saving behavior; technologies; preschool education; primary education.

Statement of the problem. The issue of children's health in today's environment is more important than ever. Preparation for a healthy lifestyle begins in childhood, during preschool and primary education. One of the factors that influences a positive attitude towards one's health is the formation of health-saving behaviour and competence under the influence of health-saving activities.

Health-saving activities in preschool and primary education are among the most critical components of the modern pedagogical process. In the context of current challenges, including the ongoing war in Ukraine, the issue of preserving and promoting children's health is of particular relevance. Preschool and primary school age is when the foundations of physical, mental, and social well-being are formed, and the effectiveness of health-saving measures determines the child's future development. Today, pedagogical science and practice face several challenges regarding ensuring a healthy learning and education environment. Traditional approaches need to be rethought in light of new realities, including the impact of hostilities on children's psycho-emotional state, limited access to medical care, and disruptions in diet and physical activity. The war in Ukraine has exacerbated the issues of psychological safety, children's adaptation to stressful conditions, and the need to integrate health-saving technologies into the educational process. In this context, it is essential to find the best ways to implement health-saving activities, which involve physical strengthening of the body and developing emotional stability, safe behavior skills, and a value-based attitude towards one's health. Thus, studying health-saving activities in preschool and primary education as a pedagogical problem is relevant and requires timely generalization.

Analysis of recent research and publications. Health-saving activities can be aimed at different age groups – from children to the elderly, including the employed, the unemployed, people with disabilities, and representatives of other social groups. In recent years, the issue of health-saving organizations in the educational environment has been increasingly investigated. Scientists have been paying attention to the health of the younger generation, including preschool and primary school children. However, the problem of health-saving activities in preschool and primary education is still insufficiently studied and therefore requires in-depth analysis and research.

In scientific literature [1-7], health preservation is considered one of the priorities of modern education. V. Sukhomlynskyi, H. Ball, and N. Voloshchuk emphasize that a child's health is the foundation of their comprehensive development, and that health-preserving activities must be organically integrated into the educational process. In particular, S. Yefimova, N. Volosovets, and I. Bekh note that both school and preschool education should serve not only an instructional function but also educational and protective roles, as the development of a health culture from an early age contributes to the harmonious development of the individual. The works of O. Bezrukikh, T. Bielenka, and N. Havrysh highlight the importance of physical activity as a natural need of preschool children. T. Markotan and O. Mostova point out that health preservation is realized through psycho-emotional comfort in preschool education. According to studies by H. Bielenko and N. Lytvynenko, the key aspects of health preservation in primary education include the prevention of overload. Scholars L. Shevchenko, S. Myronova, and M. Lisova state that in primary school, the organization of the educational environment plays a crucial role, and the teacher acts as a moderator of health preservation: teaching and shaping a culture of health by personal example.

The purpose of the research is to characterize the peculiarities of health-saving activities in preschool and primary education from the point of view of pedagogy.

Research methods: analysis, comparison, and generalization of theoretical data.

Summary of the main material of the research. Many world organizations, such as the WHO, UNICEF, UNESCO, and the International Union for the Promotion of Health and Education (IUHPE), are implementing international health programs, involving more and more educators. Over the past few decades,

these organizations have introduced many strategic initiatives and programs. In particular, in Europe — Health Promoting Schools, and in other regions — Comprehensive School Health, Child Friendly Schools, FRESH (Focusing Resources on Effective School Health) initiative, etc. These programs are designed to provide children with the development of life skills and acceptance of a healthy lifestyle model. For example, the peculiarity of the FRESH initiative is that its goal is to support effective health care programs for educational institutions to become a center that promotes health, on the one hand, and a place where children are taught to lead a healthy lifestyle, on the other hand. The concept of the initiative is based on four main components (program principles) that should be implemented in all educational institutions:

1) policy of equal access to healthcare in educational institutions: the system of organization of the educational process, rules of conduct create conditions for preserving the physical, psychosocial, and emotional state of participants in the educational process - teachers and students;

2) providing educational institutions with quality drinking water and sanitary and hygienic facilities: compliance with sanitary and hygienic standards is a necessary step in creating a healthy academic environment;

3) education in the field of health care based on life skills: education in the field of health care, hygiene and nutrition is based on the principles of formation of knowledge, social attitudes, values, and life skills necessary for making the most acceptable and positive decisions regarding health;

4) school health and nutrition services: health and nutrition services are provided by competent/knowledgeable persons [3, p. 140-141].

In Ukraine, there is a variation in the implementation of the conceptual provisions of health-saving activities. Currently, there is no single model of a health-saving school; each school is guided by an author's model, which is focused on creating a health-saving environment and a value-based attitude to one's health and the health of others. For many educational institutions, health-oriented activities begin with the teacher's creativity, so schools and kindergartens choose different directions:

- introduction of modern teaching and upbringing technologies;
- valeologisation of the educational process;
- physical education and strengthening of children's physical indicators;
- health-saving pedagogy;
- psychological and pedagogical support for preschoolers and primary school students;
- preventive upbringing;
- safety of children's life activities;
- health culture;
- spiritual and aesthetic improvement [6, p. 49].

Health-saving activity is a system of measures and activities aimed at increasing people's physical, psychological, and social health. These activities aim to maintain and improve people's health, particularly preschool and primary school children, prevent diseases, improve living standards, and reduce the risk of adverse disease consequences. Health-saving encompasses wellness and preventive measures and the management of physical, mental, and social health, which involves developing and implementing programs, policies, and strategies to ensure adequate health for the population.

We define the following main areas of health-saving activities:

1. Preventing diseases and maintaining physical health by organizing a healthy lifestyle, proper nutrition, regular physical activity, and healthy sleep.
2. Maintaining mental health - prevention and treatment of stress, anxiety, depression, and other mental illnesses.
3. Emphasis on social health – the formation of social skills and competencies that promote positive relationships with others, reduce social isolation, and increase trust and cooperation between people.

Health-saving behavior and competence are important factors affecting children's health-saving culture in preschool educational institutions and primary school students. Domestic scholars identify the following pedagogical conditions for its formation:

- conscious assimilation of knowledge about health and a healthy lifestyle;
- introducing valeological knowledge into the content of preschool and primary education;
- development and implementation of integrated courses, electives, and valeological training in the educational process;
- involvement of children in extracurricular activities that promote the deepening of their knowledge of a healthy lifestyle and develop their desire to follow it;
- the use of interactive teaching methods in the process of forming health-saving behavior and competence of preschoolers and primary schoolchildren [4, p. 43].

A significant factor influencing the creation of a health-saving educational environment is the communication of the subjects of the educational process, which involves the creation of a socio-psychological climate, the presence of self-government, the provision of psychological services, and parental involvement [2,

p. 189]. Various activities are usually carried out in preschool educational institutions and primary schools to preserve children's health. It can be sports competitions, multiple types of physical education, dancing, yoga, and other forms of physical activity. Children also learn proper nutrition and basic hygiene.

Teachers of preschool and elementary educational institutions are called upon to regularly conduct physical education minutes, eye exercises, mobile breaks, outdoor recesses, sports hours, etc. Along with physical education minutes, it is also suggested to use relaxation exercises, color therapy, dynamic and musical pauses, etc [2, p. 187-188]. In addition, preventive medical examinations and consultations are carried out in pre-schools and primary schools, allowing for the timely detection and treatment of diseases and protecting children from infectious diseases.

Undoubtedly, the foundations of a healthy lifestyle and physical activity are laid within the family.

It is often said that a person's way of life reflects who they are, since a lifestyle incorporates the traditions and habits of the family. In other words, if a family is active, the lifestyle of a child growing up in such a family will also be active and vice versa [7]. Therefore, pedagogical workers need to engage in cooperation with the parents of children, specifically through the following:

- to promote the dissemination of valeological knowledge and health-improving methods among parents;
- to identify everyday tasks and ways of interaction between parents and teachers on health-oriented activities;
- to organize various forms of joint work to ensure continuity and systematicity in children's health-oriented activities;
- to summarize the results of joint work [2, p. 189].

In pre-school and primary education, health-saving activities usually focus on aspects such as physical, mental, and social health. Physical health is based on ensuring the development of motor skills, healthy eating, an active lifestyle, and the prevention of diseases and injuries. This aspect can be ensured through the organization of sports competitions, physical education classes, dancing, yoga, and other types of physical activity. It is essential to organize physical and health-enhancing activities not on a sporadic basis, but as a system that influences both the moral and physical aspects of children's lives [8]. Children can also learn the basics of healthy eating and hygiene.

Mental health depends on emotional resilience, social competence, self-control, and stress and anxiety reduction. This aspect is developed by supporting the resolution of problems and conflicts, teaching relaxation and stress reduction techniques.

Social health is based on developing communication and cooperation skills with other children, learning empathy, and respect for others. It is influenced by developing skills for cooperation and communication with peers, learning to interact with other people, and respect for different cultures and nations.

Thus, modern teachers define the main indicators of normal development of a child's personality in preschool and primary school age:

- a child's worldview, an elementary idea of a holistic picture of the world;
- needs and motives for behavior, basic interests, values, ideals, preferences, plans, goals;
- formed self-awareness;
- social feelings (empathy, respect, self-respect, experience of success/failure, etc.);
- arbitrariness of behavior, the ability to make efforts to achieve a goal and overcome difficulties on the way to it;
- basic personality qualities (independence, efficiency, humanity, self-love, observation, responsibility, justice, creativity, prudence, self-control);
- different forms of activity (physical, social, moral, emotional, value, cognitive, speech, artistic, creative) [5, p. 17].

To successfully ensure the above-mentioned indicators of child development, we consider it appropriate to use health-saving technologies, which are an essential component of the educational process in preschool and primary schools. These technologies help preserve and maintain children's physical, mental, and social health. We define the main methods of health-saving technologies:

- physical activity, in which it is essential that preschoolers and primary school students spend enough time outdoors and engage in physical activity to help maintain physical health and develop coordination;
- proper nutrition to ensure that children receive enough nutrients to ensure healthy development and physical activity;
- training in proper hygiene and personal cleanliness, which will help prevent diseases and maintain health;
- sanitary and preventive measures (vaccinations, disinfection, and isolation of sick children) to help prevent diseases;

- psychological support involves teaching pre-school and primary school children to think positively and develop social and emotional skills.

That is why health-saving technologies in pre-school and primary education institutions aim to provide physical, mental, social, and spiritual comfort conditions that promote productive educational, cognitive, and practical activities of all participants in the educational process, both children and teachers. This will be facilitated by the effective implementation of health-saving technologies in the practice of modern kindergartens and primary schools, which is possible under the following conditions:

1. educators'; readiness to implement health-saving technologies;
2. readiness of children's parents to introduce health-saving technologies into the educational process;
3. creating a health-saving educational environment in pre-school and primary education institutions and active use of non-traditional physical education and recreation equipment;
4. taking into account the individual and psychological characteristics of the children;
5. constant medical and pedagogical monitoring of children's health [1, p. 8].

Thus, we define health-saving technologies as one of the most important approaches to healthcare, which is aimed at preserving health and preventing diseases instead of treating the symptoms of illness. This process can combine various methods that promote a healthy lifestyle for people, including preschool and primary school children, such as healthy eating, physical activity, stress management, and healthy sleep. Thus, the main idea of health-saving technologies is to help lead a healthy lifestyle and reduce the risk of developing various diseases, improving the quality of life.

Conclusions and prospects of further research. Thus, health-saving activities in preschool and primary education are essential for shaping children's attitudes to their health. The main goal of this activity is to ensure the physical, mental, and social health of preschoolers and primary school children. The use of health-saving technologies in a teacher's work will help improve the effectiveness of children's health care and prevent the occurrence of certain diseases. The main objective of such technologies in pre-school and primary education is to form healthy lifestyles, prevent diseases and negative habits, develop the physical and mental abilities of preschoolers and primary schoolchildren, and build social interaction and communication skills.

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