Kalichak Yuriy Lvovych, Candidate of Pedagogical Sciences, Associate Professor of the Department of General Pedagogy and Preschool Education, Ivan Franko State Pedagogical University in Drohobych, 24 I. Franka Str., Drohobych, 82100, phone.: 0677983988, https://orcid.org/0000-0003-4348-1740

HEALTH PRESERVATION COMPONENT OF PRESCHOOL TEACHERS’ TRAINING IN THE PROCESS OF STUDYING THE SUBJECT «HEALTH IMPROVING TECHNOLOGIES AND DIAGNOSTIC METHODS OF PRESCHOOL CHILDREN PHYSICAL DEVELOPMENT»

Abstract. As a result of a thorough analysis of the psychological and pedagogical literature the article discusses the main components of health preservation training of kindergarten teachers. The urgency of this problem in the modern system of preschool education of Ukraine is substantiated.

The relevance of the formation of health preservation competence and the importance of teaching the discipline "Health technologies and diagnostic methods of preschool children physical development" in the training of students majoring in "Preschool education" in higher pedagogical education is stressed.

The necessity of studying the health preservation component as an important element of professional training of preschool teachers has been proved.

The health preservation competence is seen as an integral, dynamic personality trait, which means the ability to organize and regulate health activities. The health preservation competence of a preschool teacher is provided by a set of professionally oriented knowledge, skills, attitudes and values aimed at preserving and strengthening the health of preschool children.

The most important components in the system of professional training of preschool teachers and the conditions that will ensure the implementation of important professionally-oriented tasks of health care competence are described.

It is noted that the training of a modern preschool professional is impossible without mastering the latest health preserving technologies used in preschool
education, about innovative activities in the field of physical education. This is especially true of non-traditional methods of healing.

**Key words:** preschool teachers’ training, health preservation competence, health preserving technologies, preschool teacher, preschool professional, preschool education.

Калічак Юрій Львович, кандидат педагогічних наук, доцент кафедри загальної педагогіки та дошкільної освіти, Дрогобицький державний педагогічний університет імені Івана Франка, вул. І. Франка, 24, м. Дрогобич, 82100, тел.: 0677983988, https://orcid.org/0000-0003-4348-1740

**ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНА СКЛАДОВА ПІДГОТОВКИ ВИХОВАТЕЛІВ У ПРОЦЕСІ ВИВЧЕННЯ ДИСЦИПЛІНИ «ОЗДОРОВЧІ ТЕХНОЛОГІЇ ТА ДІАГНОСТИЧНІ МЕТОДИКИ ФІЗИЧНОГО РОЗВИТКУ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ»**

**Анотація.** У статті внаслідок грунтовного аналізу психолого-педагогічної літератури розглянуто основні компоненти здоров'язбережувальної підготовки вихователів дитячих садків. Обґрунтовано актуальність даної проблеми в сучасній системі дошкільної освіти України.

Підкреслено актуальність формування здоров'язбережувальної компетентності та значимість викладання дисципліни «Оздоровчі технології та діагностичні методики фізичного розвитку дітей дошкільного віку» в процесі підготовки студентів спеціальності «Дошкільна освіта» у закладах вищої педагогічної освіти.

Доведено необхідність вивчення здоров'язбережувальної складової як вважливого елементу професійної готовності вихователя закладу дошкільної освіти.

Здоров'язбережувальна компетентність розглядається як інтегральна, динамічна риса особистості, котра полягає в здатності організувати й регулювати оздоровчу діяльність. Здоров'язбережувальна компетентність вихователя забезпечується комплексом професійно орієнтованих знань, умінь, ставлень та цінностей, спрямованих на збереження та зміцнення здоров'я дітей дошкільного віку.

Охарактеризовані найважливіші складові в системі професійної підготовки студентів – вихователів закладів дошкільної освіти та умови, що забезпечуватимуть реалізацію важливих професійно-орієнтованих завдань формування здоров'язбережувальної компетентності.

Зазначено, що підготовка сучасного фахівця дошкільного профілю неможлива без опанування новітніх здоров'язбережувальних технологій, котрі використовуються в сучасній дошкільній освіті, без впровадження інноваційної...
діяльності у сфері фізичного виховання. Особливо це стосується нетрадиційних методів оздоровлення.

Ключові слова: підготовка вихователя, здоров'язбережувальна компетентність, здоров'язбережувальні технології, вихователь закладу дошкільної освіти, фахівець дошкільного профілю.

**Formulation of the problem.** The modern innovative methods of education of preschool children dictate new requirements for the functioning of the preschool education system in general, regulate the direction of the educational process in kindergarten based on the use of health technologies. Improving the physical development and physical fitness of preschoolers today requires diversification and continuous improvement of forms and methods of the activity. In order to solve the outlined tasks, the teacher must master various methods of determining the level of objective physical condition of the child, as well as traditional and non-traditional health technologies that will improve the health of preschoolers.

Recently, in the physical development of the youngest Ukrainians there is a steady trend towards a significant decrease in daily physical activity and, as a consequence, significant deviations in the health of a weakened child (weakness of the neuromuscular system, impaired functional systems, impaired intellectual and physical performance etc).

The modernization of educational activities aims to create favourable conditions for improving the health of children through the widespread use of various health technologies in preschool education.

Health improving measures will be useful only if the preschooler is happy to follow all the recommendations and organizational and methodological guidelines.

The skills of a modern teacher involve not only the perfect mastery of theoretical knowledge, but also the ability to implement progressive ideas and health technologies in practice, to engage in innovative activities in the field of health of preschool children. Such activities will be facilitated, first of all, by the creation of a proper subject-game development environment, as well as comfortable conditions for children to stay in kindergarten, etc. [10].

That is why there is an urgent need to individualize physical exercises, including the use of general development and health complexes that would promote the formation of basic locomotion and the development of motor skills from an early age in preschool children.

The correct selection of individual correctional and health technologies, the implementation of systematic testing to obtain information about the dynamics of the psychophysical state of the preschooler will successfully carry out the necessary correction of training programs.

**An analysis of recent research.** An analysis of the psychological and pedagogical literature on the professional training of specialists in physical culture shows the presence of various aspects of this problem, in particular: improving the
training of specialists in physical culture (M. Danylko, M. Zubaliy, T. Ovcharenko, B. Shiyan and others); formation of individual abilities of students in the process of teaching and education (V. Marishchuk, V. Farfel); introduction of personality-oriented technologies of teaching and education in institutions of higher pedagogical education (I. Bekh, O. Verbytsky, L. Sushchenko); psychological and pedagogical bases of training of future teachers (O. Fedyk, A. Tsios, etc.); training of students in physical education of preschoolers (O. Bohynych, L. Volkov, N. Denysenko, Z. Nesterova, T. Ponomanska, L. Ryzhova) [1-8; 13-17].

However, we do not find specific recommendations for diagnosing children's health and physical development, taking into account the existing deviations. It is the lack of clear and concretely substantiated content of professional training of preschool teachers, or appropriate forms and methods of its implementation that dictates the need to study the discipline "Health improving technologies and diagnostic methods of physical development of preschool children."

The purpose of the course, in our opinion, is to acquaint students with relevant innovative, non-standard, non-traditional approaches to the physical development of preschool children and the basic methods of its diagnosis, which allow assessing their physical condition. This course is a continuation of the discipline "Methods of physical education and valeological education of preschool children" and summarizes the acquired knowledge in various fields of science (anatomy, physiology, pedagogy, psychology, etc.) to create a unified health environment in modern preschool institutions [12].

The purpose of the article is to find out the possibilities of improving the process of training preschool teachers in health preservation activities in the conditions of modern preschool.

The program of the course "Health Improving Technologies and Diagnostic Techniques of Physical Development of Preschool Children" is designed for 90 academic hours (ECTS credits – 3). Theoretical unit – 16, practical – 32, independent work – 42 hours [12, p. 1].

The main competencies that teachers must acquire:

- creatively "use the acquired knowledge on the methods of physical education of children in solving educational tasks while working with preschoolers;
- master the basics of methods of conducting various physical and health improving activities in the daily routine of preschools;
- develop and implement new organizational and pedagogical non-traditional forms, methods of rehabilitation of preschoolers (taking into account the wishes of parents);
- organize a rational subject environment for different forms, types of motor activity;
- create favourable conditions for positive emotional and volitional manifestations of children;
- involve parents in active participation in educational and health improving activity;
• take into account the age and individual characteristics of preschool children in the process of conducting physical education classes;
• navigate in the special scientific and pedagogical literature in accordance with the profile of training.
• study, analyze and assess the level of physical development of preschool children;
• plan and carry out health-improving activities in the daily routine of the preschool institution;
• take into account the psychological and pedagogical foundations of the organization of physical culture and health improvement classes;
• to make an individual program of recovery of the preschooler's body "[12, p. 2].

The content of the subject curriculum includes the following topics: "Subject of study and basic concepts of the course “Health improving technologies and diagnostic methods of physical development of preschool children." Non-standard methods and technologies of physical development of preschool children in modern conditions. Health improvement of preschool children. Rehabilitation of children with special needs. Health-improving types of gymnastics. Massage. Formation of correct posture and prevention of flat feet in preschool children "[12, p. 3].

This content will allow preschool teachers to master specific methods of assessing the physical condition of the child and will create specific conditions for the implementation of the principle of "individualization and health orientation of pedagogical influences in physical education of preschool children" [12, p. 2].

Among others, we draw attention to the original methods (P. Lesgaft's system of physical education, Rudolf Steiner’s Waldorf pedagogy, Maria Montessori's method, the system of physical education of children of the Nikitin family, P. Ivanov's system "Dietka", Glen Doman's system of motor formation skills of children, physical development of the child according to the method of Cecil Lupan, etc.) " as well as to some of the most typical topics today:" Ethnopedagogical health technologies. The traditions of Ukrainian ethnopedagogy on raising a healthy child. Innovative activities in the field of physical education of preschoolers. General characteristics of innovative health technologies. Technologies of psychophysical development of preschoolers "[12, p. 5].

The level of physical development is an important indicator of a comprehensive assessment of the health of preschoolers, which must be taken into account when determining the health group of preschoolers. Students need to know these criteria, namely: "Features of the health and physical development of each child, which is conducted in the preschool during medical examinations of children. Based on these data, taking into account the conclusions of doctors at the place of residence, treatment, medical counselling of children, the doctor and nurse of the preschool distribute students by medical groups (health groups), record conclusions and recommendations for children's participation in physical culture and health activities, forms educational work on physical development and education in individual medical
cards and bring them to the attention of parents and teachers. Depending on the established medical group and individual appointments, educators, instructors of physical culture and swimming provide the appropriate degree of participation of each child in the system of physical culture and health work, the optimal level of physical, mental and emotional stress for her "[11, p. 9].

Among the most common forms of organization of health activities of modern preschool education we note the following: "physical development classes, independent physical activity of children, moving games, morning gymnastics, fitness minutes, exercise after a nap, exercise in combination with hardening procedures, physical culture walks, physical culture leisure, sports holidays, various relay races and competitions, health-improving procedures in water, etc."[17, p. 5].

Currently, the latest health activities are being actively implemented, including health-improving minutes, stimulating gymnastics, immune gymnastics, psychogymnastics (exercises, games, etc.), art gymnastics, color therapy, fairy tale therapy, laughter therapy, salt floor, fitball gymnastics, rhythmic gymnastics, hydro, children's fitness "[5, p. 3].

The use of the latest innovative developmental technologies in order to improve the physical condition of preschoolers should make it possible to achieve a health and developmental effect in the absence of negative consequences for the child's body. The expediency of using such technologies requires knowledge of various methods of diagnosing the level of physical development, as the main indicator in a comprehensive assessment of the health of the baby. To this end, students must master the following morphometric methods to determine the main criteria for physical development:

• anthropometry (measuring the circumference of the chest; length and weight of the body, as well as coefficients that allow to judge the proportionality of development: completeness index, Erisman, Pinier indices, etc.);
• functional (heart rate, blood pressure, body response to exercise), as well as methods of somatotyping (method of estimating dynamic somatotype according to W. Sheldon and method of determining somatotypes based on signal deviations of length, body weight and chest circumference from arithmetic mean by I. Bahrak) [7, p. 3].

Strong knowledge of the patterns of transient changes in the body of preschoolers, which are dictated by rapid growth, development and purposeful and pre-planned physical exercises, will allow professionals not only to adequately respond to regular adaptive and age-related changes, but also to eliminate unfavourable conditions. - health classes (inconsistency of the load of physical fitness of the preschooler, individual characteristics of children, etc.).

The Ministry of Education and Science of Ukraine in the Instructional and Methodological Recommendations "Organization of physical culture and health work in preschool educational institutions" identified priority areas for using traditional and non-traditional methods of improving children's health and practical opportunities for their implementation in modern preschool education. Therefore, a modern specialist
must master the whole arsenal of health technologies. "Along with traditional means of physical education, rehabilitation of preschoolers in the practice of preschool institutions find a place for others. For example: fitball-gymnastics – exercises using a ball that has certain properties (size, color, smell, elasticity), which are used for health purposes; stretching – a system of exercises based on static stretching of the muscles of the body and spine, which helps to prevent postural disorders, has a healing effect on the whole body, helps to activate its defenses; horizontal plastic ballet is a system of parterre movements performed in horizontal starting positions from the supine position to the kneeling position, slowly and smoothly, accompanied by classical and modern music in the form of integral compositions "[11, p. 3].

The activities of the modern preschool are focused on strengthening the mental and physical health of the child, which is impossible without innovative activities in the field of physical education. This is especially true of non-traditional methods of healing. Hence, there is an urgent need for students to master the physical and psychological orientation of non-traditional health techniques (eg, various types of breathing exercises, etc.).

In our opinion, the work program of the discipline "Health Technologies and Diagnostic Methods of Physical Development of Preschool Children" should include innovative technologies that simultaneously solve the problem of physical and neuropsychological development of preschool children (e.g., technology of physical education by M. Efimenko, etc.)

Conclusion. A creative approach to the organization of all forms of physical culture and health work, constant exchange of best practices will ensure the success of educators of preschool education in the physical education of children. However, a high level of health-preserving competence will always be crucial.

A significant reduction in the incidence of preschool children will be facilitated by a thorough mastering of health systems by students of institutions of higher pedagogical education and preschool staff.

The modern system of training a preschool specialist is impossible without the formation of ideas about physical culture and health technologies, which must be applied in accordance with the indicators of physical and morphofunctional development of preschoolers. The necessary amount of knowledge in the field of health students have the opportunity to master during the study of the discipline "Health technologies and diagnostic methods of physical development of preschool children."

The prospects for further research will significantly enrich the content of curricula of pedagogical universities in the following areas: technologies for forming a culture of health of preschool children, learning about healthy lifestyles of preschoolers, organizing an effective health environment in preschool education.

References:


Література: