

EDUCATIONAL STRATEGIES FOR HELPING SENIOR PRESCHOOLERS DEVELOP AN UNDERSTANDING OF A HEALTHY LIFESTYLE

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INTRODUCTION

The child's attitude to his own health is the basis for creating the need for a healthy lifestyle. It is initiated and develops during the formation of the personality. The level of consciousness of this category is the driver of its formation. «The general foundations of a healthy lifestyle of senior preschoolers demonstrate the presence of knowledge and ideas about the elements of this concept (the level of motor activity, compliance with the sleep, rest, work, performance of hygiene procedures, etc.), as well as the degree of their implementation in practice in all ways available to the child (morning exercises, hygiene procedures, morning toilet, etc.)»¹.

Psychological and pedagogical research analyzes various ways of determining objective indicators of the effectiveness and quality of educational activities. There are also separate established requirements for substantiating the relevant criteria.

It is well known that specific ideas can be characterized fairly objectively by certain properties (completeness, stability, awareness, integrity).

The following criteria for preschoolers' knowledge are distinguished: «completeness – the variety of objects and sides of the object of knowledge; materiality – the selection of the most essential information; generalization – a characteristic of the essence of objects of individual groups, objectively existing relationships between them; systematicity – an analysis of common characteristic relationships that make it possible to understand the features of the content and structure of individual concepts»².

Representatives of psychological and pedagogical science have developed specific indicators and criteria for assessing the formation of

¹ Процайло О. Р., Калічак Ю. Л. Формування здорового способу дошкільників засобами фізичного виховання. *Дослідження різних напрямів розвитку психології та педагогіки* : Збірник наукових тез міжнародної науково-практ. конф. (19–20 листопада 2021 р.). Одеса: ГО «Південна фундація педагогіки», 2021. С. 75–79.

² Kalichak Yu. L., Protsailo O. R. The role of physical education in the formation of senior preschoolers' healthy lifestyle. *Особистість, сім'я і суспільство: питання педагогіки та психології*: Збірник тез міжнародної науково-практ. конф. (26–27 листопада 2021 р.). Львів: ГО «Львівська педагогічна спільнота», 2021. С. 63–70.

«ideas about a healthy lifestyle of a person: completeness: the presence in preschoolers of ideas about health, about available technologies and methods of improving health, about hygienic factors of health preservation (sun, water, air), about preventive measures to combat diseases, about probable ways of spreading various infections, about the importance of observing cultural and hygienic skills, about the benefits of a balanced diet, about the importance of hardening procedures, about the need to perform physical activity every day, about a group of factors that harm health; awareness: the ability to interpret the category of «health», understanding the influence of the socio-ecological environment, awareness of the significance of the influence of natural factors on health preservation in general; generalization: the ability to distinguish the essence of various types of activities, phenomena from the environment that have a health-preserving effect; Systematicity: integrity of consideration of objects of socio-ecological impact on general health and a healthy lifestyle in particular»³.

Healthy lifestyle is a category that «integrates multidisciplinary ideas about human health and its vital activity, emphasizing the dependence of physicality on heredity and the level of medicine, the concentration of parents' attention on the child's health, the influence of environmental conditions, the general level of socialization of a preschooler, etc.»⁴.

The main components of a healthy lifestyle are generally considered to be the following «components: balanced nutrition; physical activity and hardening; personal hygiene; absence of bad habits; positive emotions; intellectual development; work and rest regime; self-monitoring of health»⁵.

The formation of elementary ideas about a healthy lifestyle is a consequence of the level of socialization of each individual, since society is an extremely important criterion for regulating behavior or an environment for children to master a certain lifestyle⁶.

1. Main component categories of «healthy lifestyle»

We consider the instillation of healthy lifestyle skills in preschool children to be an objective necessity of modern life, given the statistics of

³ Лохвицька Л. В., Андрищенко Т. К. Дошкільникам про основи здоров'я : навчально-методичний посібник. Тернопіль : Мандрівець, 2007. 176 с.

⁴ Калічак Ю. Л., Чомко І. В. Передумови створення здоров'язбережувального середовища у закладі дошкільної освіти. Сучасні виклики та актуальні проблеми науки, освіти, технологій і суспільства: збірник тез доповідей міжнародної науково-практичної конференції (Ізмаїл, 6 жовтня 2023 року) : у 2 ч. Ізмаїл : ЦФЕНД, 2023. Ч. 1. С. 16–18.

⁵ Етимологічний словник української мови: у 7 томах. Том 1. Київ, 1982. 2005. 572 с.

⁶ Калічак Ю. Л. Проблеми фізичного виховання дітей дошкільного віку. *Науковий часопис. Національного педагогічного університету імені М. П. Драгоманова* : за ред. Г. М. Арзютова. Київ : Вид-во НПУ імені М. П. Драгоманова, 2013. Том 1. Випуск. 7 (33). С. 313–317.

diseases. In preschool childhood, the assimilation of large volumes of information, the formation of primary ideas, the formation of fundamental life stereotypes occurs quite quickly. Senior preschoolers are already quite consciously related to the acquisition of knowledge in classes, are able to direct their own actions to the fulfillment of formulated tasks. The thinking processes of preschool children are of a visual-figurative nature, they have, almost the same as in adults, a high level of perception according to the corresponding psychological characteristics. The knowledge system of preschoolers is often interpreted as a multi-valued term “system of ideas” (according to the explanatory dictionary, «idea – understanding of something, knowledge of something, which is based on experience, information obtained, some data, etc.»)⁷.

We absolutely agree with the statement that «sensation, perception and representation are the next stages of a person’s cognition of the surrounding world and are the initial form of knowledge. They perform an integrating function: information from several related areas of knowledge becomes the result of a specific representation. Mastering representations allows a preschooler to establish connections and dependencies between objects and phenomena of the surrounding world»⁸.

According to scientists, it is during preschool age that the foundation of a person’s moral, physical, and intellectual development is formed, the foundations of health are laid, and stereotypes about lifestyle are formed⁹.

The effectiveness of the process of forming ideas in preschoolers is due to the high level of plasticity of the nervous system. And «the presence of sensitive periods in older preschool age accelerates the processes of education, the accumulation of feelings, assessments, experiences, the rapid development of abilities and interests. All of the above allows us to state the need to form ideas about a healthy lifestyle precisely during preschool childhood»¹⁰.

The success of knowledge acquisition is directly dependent on the nature of «the mental processes that determine mental operations and cement a

⁷ Великий глумачний словник сучасної української мови : 250000 / укладач та головний редактор В. Т. Бусел. Київ ; Ірпінь : Перун, 2005. VIII, 1728 с.

⁸ Енциклопедія педагогічних технологій та інновацій / автор-укладач Н. П. Наволокова. Харків : Видавнича група «Основа», 2009. 176 с.

⁹ Андрищенко Т. К. Аксіологічний аспект проблеми формування здоров’язбережувальної компетентності в дітей дошкільного віку. *Нова педагогічна думка*. Рівне. 2013. № 1. С. 78–81.

¹⁰ Калічак Ю.Л., Семкович Х.І. Передумови формування ціннісного ставлення до власного здоров’я дошкільників. *Наука, освіта та суспільство в XXI столітті: наукові ідеї та механізми реалізації*: зб. тез міжн. наук.-практ. конф. (19 листопада 2022 р.): у 2 ч. Кропивницький: ЦФЕНД, 2022. Ч. 1. С. 22–25.

solid foundation for the practical implementation of the entire variety of acquired knowledge»¹¹.

It is well known that there are a number of age periods in human development, each of which reflects a qualitatively different stage of mental development and involves many changes that generally constitute the uniqueness of the structure of the child's personality at each specific stage of its development.

Senior preschoolers, «are no longer limited to knowing individual specific facts, but strive to penetrate the essence of things, to understand the connection of phenomena. At the age of 5–7 years, there is a transition to thinking in general concepts, the ability to compare objects by representation, to unite them according to similar features, to formulate their thoughts verbally, to make certain judgments, the ability to logical thinking appears»¹².

Physiologists claim that «the rapid development of associative zones of the corresponding parts of the brain, in which brain processes are formed, determines the manifestations of the most complex intellectual actions. In children 5–7 years old, nervous processes have great strength and mobility compared to the previous age period. In this regard, cognitive interests acquire a new character. Most children consciously relate to the acquisition of knowledge in classes, are able to subordinate their actions to certain tasks»¹³. Therefore, in our opinion, it is time to update and implement the «valeological component of preschool education» in older preschool age¹⁴.

In general, the analysis of the patterns of functioning of higher nervous activity indicates that «the basis of the sensory rational form of a person's reflection of objective reality is temporary nerve connections that arise in the cerebral cortex under the direct influence of the object of reality or verbal stimuli on the sense organs. Conditioned reflexes (or temporary nerve phenomena) are a phenomenon that is both physiological and mental. The formation of the most elementary associations is the moment of birth of

¹¹ Калічак Ю. Л., Долішняк Н. В. Валеологічні цінності як засіб формування здоров'язбережувальної компетентності вихователя. *Нотатки сучасної науки* : електронний мультидисциплінарний науковий часопис. № 15. Харків : СГ НТМ «Новий курс», 2024. С. 74–75.

¹² Калічак Ю. Л., Долішняк Н. В. Формування ціннісних орієнтацій здоров'язбереження дошкільників. *Впровадження сучасних технологій в процесі забезпечення якісної підготовки майбутніх фахівців дошкільної освіти: збірник наукових праць* : за заг. ред. проф. Зданевич Л. В. Хмельницький : ХГПА, 2024. С. 256–260.

¹³ Калічак Ю. Л. Оздоровчі технології та діагностичні методики фізичного розвитку дітей : тексти лекцій. Дрогобич : РВВ ДДПУ ім. І. Франка, 2016. 128 с.

¹⁴ Чомко І. В., Калічак Ю. Л. Значення здоров'язбережувальних технологій в роботі з дошкільниками. Дослідження різних напрямів розвитку психології та педагогіки: зб. наук. робіт між нар. науково-практ. конф. (19–20 листопада 2021 р.). Одеса : ГО «Південна фундація педагогіки», 2021. С. 79–83.

thought, the beginning of knowledge, and, consequently, of ideas. Therefore, the formation of temporary connections («associations») is the process of acquiring new ideas, and the system of knowledge is a system of associations or temporary connections»¹⁵.

The acquisition of knowledge is conditioned by the presence of a strong dynamic relationship between different educational fields. Fresh knowledge is always integrated with already acquired. At the same time, knowledge creates certain hierarchical structures and closely interacts with each other. The acquisition of knowledge can be described as follows: «there is a process of assimilation of newly perceived factors with already existing ones, as a result of which either new or already existing ones change. In which direction the assimilation of perceived knowledge will take place depends, first of all, not on the objective content of the material being acquired, but, mainly, on the conditions in which the acquisition takes place, on the types of activities in which it is acquired or applied, on the meaning that it has for a given person»¹⁶.

Today, there are a number of contradictions between the current social order of society and the education system regarding certain educational functions, the unpreparedness of educational institutions to implement them, namely: «awareness of a careful attitude to one's health; understanding the importance of a healthy lifestyle; the impact of the environment on human health; the presence of a theoretical justification for the educational process for the formation of ideas about a healthy lifestyle in the theory of preschool education; the objective need of kindergartens for effective and efficient pedagogical technologies or methods for forming ideas about a healthy lifestyle, etc.»¹⁷.

Therefore, the creation of ideas about a person's lifestyle by preschoolers can be carried out within an already established system, such as the family, or in specially created educational conditions in kindergarten. «The effectiveness of this process is directly dependent on the level of interaction of all subjects of the educational process»¹⁸.

¹⁵ Калічак Ю.Л. Методика фізичного виховання дітей. Модуль 1 : навчально-методичний посібник. Дрогобич : РВВ ДДПУ ім. І. Франка, 2013. 198 с.

¹⁶ Калічак Ю.Л. Методика фізичного виховання дітей. Модуль 2, 3 : навчально-методичний посібник. Дрогобич : РВВ ДДПУ ім. І. Франка, 2014. 192 с.

¹⁷ Калічак Ю.Л. Підготовка майбутніх вихователів до процесу фізичного виховання і розвитку дітей в умовах ДНЗ. *Науковий часопис НПУ ім. М.П. Драгоманова*: за ред. О.В. Тимошенка Київ : Вид-во НПУ імені М.П. Драгоманова, 2017. Випуск. 5 К (86)17. С. 137–140.

¹⁸ Kalichak Y.L., Ivanyuk Y.M. Family upbringing in preschool system. *Людина та соціум: сучасні проблеми взаємодії (психологічні та педагогічні аспекти)* : зб. тез міжнар. наук.-практ конф. (27–28 вересня 2019 р.). Львів : ГО «Львівська педагогічна спільнота», 2019. Ч. 1. С. 35–38.

The presence of driving forces in the form of contradictions encourages the search for new technologies or methods for the formation of health-preserving competence in general, the creation of a health-preserving environment in kindergarten, the formation of elementary ideas about a healthy lifestyle for preschoolers, as the fundamentals of modern preschool education¹⁹.

2. Criteria for forming perceptions about a healthy lifestyle

It is generally accepted that the main prerequisites for the formation of personality are optimal health and full physical development of the child. In this regard, recently we can observe a huge interest in the problem of children's health, which is confirmed by a large number of studies by leading scientists. «The health of preschool children is steadily deteriorating every year, which cannot but cause concern and the search for effective ways to radically transform the preschool education system towards preserving the health of the youngest»²⁰.

In this regard, the problem of forming children's need for a healthy lifestyle is becoming particularly relevant.

The problem of educating a healthy lifestyle in preschool children is currently being studied by scientists from various fields of knowledge: medicine and physiology, psychology, sociology, ecology and pedagogy. Health, according to a number of authors, is a biosocial category, because physical well-being is possible only when the functions of organs and systems of the human body are in harmony with the external environment, that is, the body is adapted to external challenges, after all, the human environment is not limited only to the natural environment, but a significant influence on the formation of physicality is felt from society²¹.

Scientific research convincingly proves that a person's health depends more than half on their lifestyle, a quarter on the environment, as well as on heredity and the progress of the health care system. Therefore, the health of children is determined by the existing social factors that significantly affect their condition. From here, they try to derive an interpretation of the

¹⁹ Тішакова Л. Система оздоровчої роботи в дошкільному навчальному закладі. *Практика управління закладом освіти*. 2009. № 12. С. 29–33.

²⁰ Калічак Ю. Л. Пріоритети фізичного виховання дошкільників у дитячому садку. Реалізація здорового способу життя – сучасні підходи : монографія / за заг. ред. М. Лук'янченка, В. Куриш, Ю. Мігасевича, А. Подольскі. Дрогобич : Швидкодрук, 2009. С. 57–66.

²¹ Шашенюк Н. Здоров'язбережувальні технології в умовах організованого дитинства. *Вихователь-методист дошкільного закладу*. 2009. № 5. С. 21–27.

category of «health» as «a state of complete physical, mental and social well-being, and not only the absence of diseases and physical defects»²².

Focusing on the importance of adaptation to environmental influences in the process of health formation, they distinguish «its three levels: somatic (perfection of the body's self-regulation, harmonious course of physiological processes, etc.); social (level of social activity, transformative attitude of the individual to the outside world); psychological (strategic plans for life, immunity to various types of diseases)»²³.

The category of «health» is interpreted by some authors «as a dynamic balance of the organism with the environment, which characterizes biosocial adaptation and a harmonious psychosomatic state of the organism, in which all biological and social capabilities of a person are manifested most closely, and all vital subsystems of the organism function with the maximum possible intensity and efficiency»²⁴.

Among the variety of factors, we will separately highlight those that affect, in particular, «on: physical health (system of nutrition, breathing, physical activity, hardening, hygiene procedures); mental health (systems of a person's relationships with himself, other people, life in general; his life goals, personal characteristics); social health, which depends on the correspondence of personal and professional self-determination, satisfaction with social status, flexibility of life strategies in accordance with the socio-cultural situation (changes in economic, social and psychological conditions)»²⁵.

It is well known that there is a direct connection between the state of health and a person's lifestyle, which is defined as a stable way of life of people in certain socio-economic conditions, manifested in the norms of communication, behavior, and thinking²⁶ or a person's way of life, which he adheres to in everyday life due to social, cultural, material and professional

²² Калічак Ю. Л. Формування культури здоров'я дітей дошкільного віку: превентивний аспект. *Public health system in Ukraine and EU countries: realities, transformation, development vectors, perspectives* : scientific monograph. Riga, Latvia : Baltija Publishing, 2024. P. 561–585.

²³ Калічак Ю.Л. Здоров'язбережувальне розвивальне середовище сучасного ЗДО: психологічний контекст. *Пріоритетні напрями модернізації освіти: досвід, реальі, перспективи* : зб. Всеукр. наук.-пр. конф. (7–8.04.2022 р.)/за ред. М. Чепіль, А. Федорович, Дрогобич: РВВ ДДПУ ім. І. Франка, 2022. С. 119–123.

²⁴ Бігунець К. Здоров'я (валеологія). Стандарт навчального українознавчого інтегративного курсу для дітей дошкільного віку. *Освіта*. 2015. № 30 (9 серпня). С. 1–3.

²⁵ Посацький О.В., Калічак Ю.Л. Психологічні аспекти професійної діяльності вихователя. *Перспективи та інновації науки. Серія «Педагогіка»*. 2022. № 10. (15). 2022. С. 14–24.

²⁶ Андрющенко Т. Формування у дошкільників здоров'язбережувальної компетентності. *Старший дошкільний вік* : методичний посібник. Тернопіль : Мандрівець, 2016. 120 с.

circumstances²⁷ or «an individual manifestation of the life activity of each person in certain social conditions. The duality of human nature: biological and social, also leaves its mark on a person's way of life. In a person's way of life, the struggle between the biological (desire for pleasure) and the social (reason, morality) is manifested. Depending on the predominance of certain tendencies, a person organizes his individual way of life»²⁸.

Preschool childhood is an important stage of human development, because at this time children undergo a process of socialization outside the family, and therefore the influence of social institutions on the formation of a lifestyle is significantly increased (the level of development of the state, existing public opinion, pedagogical technologies used, the characteristic personality traits of teachers who work with children, as well as the organization of family education, because without the help of parents and family members it is impossible to ensure a successful outcome of the education of preschool children)²⁹.

The educational potential of the family includes not only its capabilities in the «spiritual sphere, but also the formation of certain qualities of the child as a result of the established way of life of the family as a whole (agreement between parents, mutual respect between them, unity in approaches to raising children, positive personal example, striving for moral improvement, close communication with preschoolers, acquired health-preserving knowledge)»³⁰.

Among the negative impacts of modern society on children's health, we will single out the most relevant ones, namely: «full-scale war, economic crisis, social stratification of society, quality and accessibility of medical care, general decline in living standards, etc. These changes have had a negative impact on the family, on the way of life, on the state of family upbringing, and as a result – on the health of children»³¹ and family is considered one of the prerequisites for the formation of preschoolers' ideas

²⁷ Апанасенко Г. Л., Попова Л. А. Валеологія як наука. *Валеологія*. 2016. № 1. С. 4–9.

²⁸ Лохвицька Л. В., Андрющенко Т. К. Дошкільникам про основи здоров'я : навчально-методичний посібник. Тернопіль : Мандрівець, 2007. 176 с.

²⁹ Калічак Ю.Л., Дрогомирецька Н.Т. Особливості використання здоров'язбережувальних технологій в роботі з дошкільниками. *Наука, освіта та суспільство в XXI столітті: наукові ідеї та механізми реалізації* : зб. тез міжн. наук.-практ. конф. (19 листопада 2022 року): у 2 ч. Кропивницький: ЦФЕНД, 2022. Ч. 1. С. 18–21.

³⁰ Калічак Ю.Л., Долішняк Н.В. Взаємодія закладу дошкільної освіти та сім'ї щодо валеологічного виховання дітей. *Стратегічні пріоритети розвитку науки, освіти, технологій і суспільства* : зб. тез міжн. наук.-практ. конф. (9 листопада 2023 р.): у 2 ч. Полтава: ЦФЕНД, 2023. Ч. 1. С. 18–20.

³¹ Калічак Ю.Л., Чомко І.В. Нові реалії підготовки вихователя. *Наука, освіта, технологій і суспільство: акт. проблеми теорії та практики* : зб. тез міжн. наук.-практ. конф. (19.10.22). Полтава: ЦФЕНД, 2022. С. 6–8.

about a healthy lifestyle, and also generally makes it possible to overcome problems in solving tasks in kindergarten and at home.

The success of the process of forming ideas about a healthy lifestyle is directly dependent on the «value orientations of the education system in the family circle and kindergarten, the presence of a close relationship between them. The primary task of the teaching staff and parents is to form in children a conscious need – to adhere to the elementary foundations of a healthy lifestyle»³².

When choosing the health-preserving content of preschool education, creating a health-preserving educational environment, it is necessary to take into account a special attitude to the child's health, which allows protecting and strengthening the child's psyche. It involves not only the formation of hygiene skills (the need to wash, brush teeth, wash hands before each meal, perform water procedures, systematically observe physical activity), but also an appropriate lifestyle, which is «formed under the influence of religious, social, legal, political, ideological, cultural factors, specific historical circumstances in the country, the mentality of the people, the influence of external circumstances and other factors, etc.»³³.

Separately, we note the dependence of human health on the characteristics of the environment, as a physical place of human residence, therefore, a correctly chosen direction of environmental education contributes to the formation of physical and moral health of children. It is not without reason that «active communication with nature in everyday life is a guarantee of preserving and strengthening health, a guarantee of the effectiveness of the educational process, especially in preschool childhood»³⁴.

Satisfying the need for good health is not simple, but rather contradictory, since today there is no positive motivation for health at the state level due to «the low level of culture of society, the low quality of life in general, the long and senseless war, and economic hardships. That is why we emphasize the importance of pedagogical influence in the process of educating preschoolers in a motivated need for a healthy lifestyle»³⁵.

³² Калічак Ю.Л. Родинна педагогіка: тексти лекцій. Дрогобич : РВВ ДДПУ ім. І. Франка, 2022. 132 с.

³³ Хомин О.І., Калічак Ю.Л. Законодавче забезпечення дошкільної освіти. *Сучасні тенденції створення здоров'язберезжувального середовища у закладах освіти: збірник наукових праць / ред. кол. Ю. Калічак (головний редактор) та ін.* Дрогобич : РВВ ДДПУ ім. І. Франка, 2024. Випуск 2. С. 119 – 126.

³⁴ Kalichak Yu. L. Training preschool teachers in fundamentals of ecology and valeology. *Moderní aspekty vědy : XIV. Díl mezinárodní kolektivní monografie / Mezinárodní Ekonomický Institut s.r.o.. Česká republika : Mezinárodní Ekonomický Institut s.r.o., 2021. str. 614–647.*

³⁵ Калічак Ю. Л. Передумови реалізації перспектив України у міжнародному співтоваристві: цивілізаційний поступ у системі дошкільної освіти. *The International Community and Ukraine in the Processes of Economic and Civilizational Progress : Current*

Every society is concerned about the health of its youngest members, because this circumstance determines the level of its civilization and development. The ideological influence of adults should encourage the emergence of an internal desire to lead a healthy lifestyle. The child must be taught to care about his own health.

A healthy lifestyle is instilled in kindergarten and the family circle. In classes that include a health-preserving component, children master ideas about spiritual, physical, mental and social health, about the general structure of the human body and the peculiarities of the functioning of the main systems and organs of the body, about the close relationship between the external environment and the state of human health, realizing the cognitive needs of the baby in knowing himself and his surroundings. «Mastering the necessary skills in body care and regulation of various psychosomatic states, mastering communication skills, self-control and planning one's own behavior, studying methods of protection and rules of behavior in various emergency situations, forming values of physical culture – the main components of a healthy lifestyle. They are organically combined with conversations, excursions, games, trainings, physical culture and health-improving activities, various cultural and hygienic, preventive and hardening procedures»³⁶.

Therefore, there is a need to create special educational technologies, a special health-preserving environment, where the formation of elementary ideas about a healthy lifestyle would take place, necessarily taking into account the interests of pupils, the requests of parents and the community, local ecological features. «To this end, it is possible to influence not only children, but also the families of pupils in order to form health-preserving competence of parents and educators»³⁷.

3. A healthy lifestyle is the foundation for starting a complete healthy kindergarten environment

The daily habits and the need for a healthy lifestyle, instilled in each child from an early age, are the fundamental basis for creating a health-preserving environment in kindergarten.

Economic-Technological, Resource, Institutional, Security and Socio-Humanitarian Problems : Scientific monograph. Riga, Latvia : Baltija Publishing, 2024. С. 511–530.

³⁶ Калічак Ю. Л., Долишняк Н. В. Вплив родини на формування здорової особистості дитини дошкільного віку. *Сучасні виклики та актуальні проблеми науки, освіти, технологій і суспільства* : зб. тез міжн. наук.-практ. конф. (6 жовтня 2023 р.) : у 2 ч. Ізмаїл : ЦФЕНД, 2023. Ч. 1. С. 15–16.

³⁷ Калічак Ю. Л., Чомко І. В. Реалізація здоров'язбережувальних технологій в умовах закладу дошкільної освіти. The 3th International scientific and practical conference «*Theoretical aspects of education development*» (January 24–27, 2023) Warsaw, Poland. International Science Group. 2023. 347–351.

At the same time, it can be confidently stated that «there are certain contradictions between: the objective needs of society in improving the health of preschool children and the lack of the necessary systematic provision for creating a health-preserving environment in kindergarten; the growing awareness of the family and the state in the priority of health for subjects of the educational process of kindergarten, which allows for the formation of a healthy younger generation, creating a health-preserving environment in kindergarten; progressive trends in increasing parents' understanding of the importance of preschool education in the process of preserving and strengthening children's health and the lack of the necessary directed activity of preschool education specialists in the search for effective technologies»³⁸.

There are also certain contradictions between the real needs of preschoolers and the educational tools used in the educational process. To overcome them, a separate direction has been launched – «health-preserving education, which is based on the idea of prioritizing the health of subjects of the pedagogical process as a core component of the personality, which allows ensuring optimal life activities of the teacher and students. Health as the basis of human life is a complex and multi-level phenomenon that includes physiological, psychological, social and pedagogical components. The latter is understood as the formation of a healthy lifestyle of the individual from early childhood»³⁹.

The category of «health-preserving environment» is interpreted in different ways, for example «as follows: as a set of managerial, organizational, educational and upbringing conditions aimed at preserving, forming and strengthening all types of child health (physical, mental, spiritual and social); as a set of social and hygienic, psychological and educational strategies and physiological factors that contribute to the realization of the adaptive capabilities of the individual, the preservation and strengthening of the physical and mental health of pupils and the harmonious development of their personality; as a correctional, developmental and rehabilitation space using personality-oriented technologies»⁴⁰.

³⁸ Семкович Х.І., Калічак Ю.Л. Передумови формування здоров'язбережувального освітнього середовища ЗДО. *Наука, освіта та суспільство в XXI столітті: наукові ідеї та механізми реалізації* : зб. тез міжн. наук.-практ. конф. (19 листопада 2022 р.): у 2 ч. Кропивницький: ЦФЕНД, 2022. Ч. 1. С. 34–36.

³⁹ Kalichak U., Kalichak Yu. The problems of formation of the healthy modus vivendi of students of higher education establishments in the sphere of health protection. Human health: realities and prospects. Monographic series. Volume 3. Health and Nutrition, edited by Nadia Skotna. Drohobycz: Posvit, 2018. P. 204–214.

⁴⁰ Kalichak Yu. Health-Protecting Psychologically Safe Developmental Environment of a Preschool Educational Institution. Human health: realities and prospects. Monographic series. Volume 4. Health and Biosensors. Edited By N. Skotna, S. Voloshanska, T. Kavetsky, O. Smutok, M. Gonchar. Drohobycz: Posvit, 2019. P. 230–237.

According to scientists, «a health-preserving environment is an environment in which a child feels comfortable and safe, which stimulates their development, provides comfortable conditions for the formation of health and is optimal for their growth. It involves the use of various means and methods of educational influence on children, taking into account their needs, interests, individual characteristics and potential of each child, using a personality-oriented approach.»⁴¹.

A healthy lifestyle, in our opinion, should include the following components: «the priority of health over other values; health is the most important life value; valeological approach; the principle of a healthy lifestyle, adherence to a regimen; pedagogy of the environment; the principle of children's health prevention; the principle of conformity to nature; the diversity of forms and methods of valeological education; the principle of self-regulation; rejection of negative influences on health; the principle of conservation and training technologies»⁴².

We consider the main factors of the health-preserving activity of the educator to be: «constant monitoring of changes in the health of the preschooler; the presence of an individual health-preserving program for each child; maximum use of all elements of the health-preserving environment; mastering technologies and methods of effective health-preserving; the ability to form strong internal motives for health-preserving behavior in the child»⁴³.

Kindergarten has unique potential, because now there are a large number of various «health-preserving technologies (fairy tale therapy, stretching, fitball gymnastics, finger gymnastics, psychogymnastics, breathing exercises, kinesiotherapy, aroma and phytotherapy, oxygen drinks, color therapy, types of massage, game training, etc.)»⁴⁴.

The main «educational strategies for the formation of ideas about a healthy lifestyle in senior preschoolers are: the creation of a health-preserving concept; the formulation of strategic goals and objectives of activity; diagnostics and

⁴¹ Kalichak Yu. L. Contents of Preschool Profile Specialist Training. Health Care Aspect. Annales Universitat is Mariae Curie Skłodowska Lublin – Polonia. Sectio J. Vol. XXXVII, 2 2024. P. 73–88.

⁴² Kalichak Yu. L. 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». *Наукові інновації та передові технології*. 2022. № 5(7). С. 10–18.

⁴³ Kalichak Yu. L. Health-preserving competence in the system of professional training of preschool teachers. European potential for the development of pedagogical and psychological science: Collective monograph. Riga, Latvia: «Baltija Publishing», 2021. p. 188 – 214.

⁴⁴ Kalichak Yu. L. Theoretical and methodological aspects of formation of preschool teachers' professional competence. *Moderní aspekty vědy: X. Díl mezinárodní kolektivní monografie / Mezinárodní Ekonomický Institut s.r.o.. Česká republika: Mezinárodní Ekonomický Institut s.r.o., 2021. str. 251–280.*

monitoring of children's health; introducing children to the basics of a healthy lifestyle; increasing the professional competence of the teaching staff in the context of health-preserving activity; meaningful interaction of all subjects of the pedagogical process (administration, educators, physical education instructor, psychologist, nurse, children, parents); definition of job duties and responsibilities of all officials»⁴⁵.

A conscious attitude towards one's own health can be developed, in our opinion, using «such means as: folk outdoor, didactic, story-based role-playing games, independent work, exploratory independent activities of children, constant monitoring of health, etc»⁴⁶.

To improve health in general, the following «measures can be proposed: meaningful physical activity; frequent exposure to fresh air; compliance with hardening procedures and rules of personal hygiene, rational nutrition, active rest, full sleep; active knowledge of the world; expression of positive emotions; ability to conduct observations and generalize their results; respectful attitude towards nature, people, all living and non-living things; friendly relations with people; formation of motivation to preserve one's own health»⁴⁷.

In our opinion, the necessary attitude towards one's health is formed as a result of mastering the following «skills: positive thinking, friendly relationships, education of cultural and hygienic skills in various games, types of work and independent activities of preschoolers, as well as optimally selected tools for educating children. The importance of a conscious responsible attitude towards one's own health allows one to form appropriate knowledge about it, health-preserving inclinations, interests, etc., taking into account all components of health (spiritual, mental, physical and social). Ensuring their consideration is possible only under the condition of constant pedagogical influence. Mistakes during the formation of children's responsible attitude towards their own health can lead to its loss»⁴⁸.

⁴⁵ Kalichak Yu. The theoretical aspects of formation of the healthy way of life of preschool age children. Ecology and human health. Edited by Andrzej Krynski, Georges Kamtoh Tebug, Svitlana Voloshanska. Czestochowa: Educator, 2018. P. 201–213.

⁴⁶ Kalichak Yu. The formation of health preserving competence of teachers of preschool educational institutions in modern conditions. State of environment and human health. Edited by Andrzej Krynski, Georges Kamtoh Tebug, Svitlana Voloshanska. Czestochowa : Educator, 2019. P. 181–190.

⁴⁷ KALICHAK YU.L., CHOMKO I.V. Prerequisites for introduction of health protecting technologies into the practice of a modern preschool. Особистість, сім'я і суспільство: питання педагогії та психології: зб. тез міжн. наук.-практ. конф. (26–27 листопада 2021 р.). Львів: ГО «Львівська педагогічна спільнота», 2021. С. 71–78.

⁴⁸ Калічак Ю. Л. Формування здоров'язбережувальної компетентності вихователя в умовах сучасного закладу вищої освіти. *Сучасні тенденції створення здоров'язбережувального середовища у закладах освіти* : збірник наукових праць / ред. кол. Ю. Калічак (головний редактор) та ін. Дрогобич: РВВ ДДПУ ім. І. Франка, 2024. Випуск 2. С. 35–44.

A modern educator needs to master the following «skills: to plan health-preserving activities for children in detail; to select various forms of health-improving activities: special exercises, hardening procedures, massage, psychocorrectional work, vitamin therapy, aromatherapy, etc.; to organize independent motor activity of children; to carry out educational and consultative work with parents; to adequately regulate physical activity; to apply various forms of hardening procedures; to be able to create a favorable regime for sick children based on taking into account the characteristics of physical development, health status and recommendations of medical professionals»⁴⁹.

Therefore, we consider the priority task of the educator to be the formation of a proper attitude towards health and a sense of responsibility for it in preschoolers. The creation of an effective, rather than a formal, health-preserving environment aimed at preserving and strengthening the health of preschool children will contribute to the formation of elementary knowledge about a healthy lifestyle and the effective assimilation of its main elements. This path will guarantee the good health of the younger generations, the activation of their creativity, and will contribute to the process of their self-realization.

4. Practical recommendations for teachers

The primary importance in the practice of preschool education belongs to educators and the families of preschoolers. After all, it is they who play the main role in forming ideas about a healthy lifestyle for children and take a direct part in the educational process. Deep knowledge of preschool specialists and their closest relatives, their already established health-preserving values, personal example, as well as awareness of the importance and timeliness of proper guidance of the actions of toddlers are the foundation for the formation of a healthy lifestyle for preschoolers.

As a result of numerous observations and conversations with pedagogical workers, we have drawn conclusions about the awareness of the need to prioritize the issue of forming a healthy lifestyle, cultural and hygienic skills in preschoolers, the organization of scientific-methodical and scientific-practical seminars, round tables, and other effective means of methodological work with parents.

Analysis of the results of psychological and pedagogical research on the acquisition of ideas about a healthy lifestyle by preschoolers has led to the need to implement the following priority measures: organization of special

⁴⁹ Калічак Ю.Л. Формування здоров'язберезувальної компетентності вихователя ЗДО в контексті професійної підготовки. *Системні трансформації України та світу: історія та сучасність* : колективна монографія. Харків: СГ НТМ «Новий курс», 2024. С. 58–70.

classes accessible to older preschool children to form established ideas about a healthy lifestyle by providing bio-social and ecological-valeological information. In our opinion, the formation of the above ideas occurs not only by means of educational influence in the education system, but also a number of previously unplanned influences of the external social and ecological environment; organization of conversations, observations, excursions, outdoor games for the practical consolidation of theoretical ideas about a healthy lifestyle; conducting methodological activities with the teaching staff and relatives of kindergarten students.

The main principles of such measures are: «reliability; accessibility; maximum visualization (bright and attractive nature of examples, knowledge that encourage the manifestation of emotional intelligence and genuine interest, wide use of poetic texts and various forms of Ukrainian folklore and aphorisms of famous personalities); systematic nature of the learning process, its developmental and educational focus; mandatory use of the subject-subject model of interaction between an adult and senior preschoolers; awareness of children's mastery of the necessary ideas about a healthy lifestyle»⁵⁰.

The system of the above measures should take into account the specific features of the nature of the cognitive activity of senior preschoolers, which are aimed at clarifying the existing relationships and interdependence between human health and their lifestyle, as well as the magnitude of the external environment's influence on maintaining a healthy lifestyle at a level accessible for assimilation, activating, first of all, the thinking processes of senior preschoolers.

No less important, in our opinion, is a comprehensive approach to the selection and necessary transformation of the content of the array of theoretical material used to work with children, which concerns the elements of maintaining the basics of a healthy lifestyle. Compliance with such a condition will contribute to the formation of integrity and systematicity in preschoolers' system of ideas about a healthy lifestyle, its dependence on the state of the social and ecological environment of the immediate environment⁵¹.

We consider the following necessary conditions that enable the effectiveness of the process of forming ideas about a healthy lifestyle: «systematic accounting of the age characteristics of senior preschoolers; the ability to generalize and systematize the acquired information; understanding

⁵⁰ Калічак Ю.Л., Калічак Л.М. Аквайога – нетрадиційна система оздоровлення дітей дошкільного віку. *Науковий часопис НПУ ім. М.П. Драгоманов / за ред. Г.М. Арзютова*. Київ : Вид-во НПУ імені М.П. Драгоманова, 2013. Том 1. Випуск. 7 (33). С. 317–322.

⁵¹ Гаращенко Л. В. Цінність здоров'я дітей дошкільного віку як чинник гуманістичного виховання. *Педагогічний процес: теорія і практика*. 2013. Випуск. 2. С. 29–37.

and perseverance in the process of creating the above ideas in classes; a comprehensive approach to the application of various educational methods»⁵².

The most effective forms of communication between preschool educational institutions and parents are such fairly common events as parent meetings, various consultations, thematic seminars-workshops, because it is well known that joint participation in listening and active discussion of the problems of forming elementary ideas about a healthy lifestyle in senior preschoolers extremely specifically helps parents compare the dynamics of their child's development with the corresponding characteristics of their peers, and get acquainted with the progressive experience of family-family upbringing. In order to promote the spiritual, physical, emotional and social development of a child, and effectively stimulate a healthy lifestyle among senior preschoolers, psychologists advise creating an atmosphere of a healthy environment in kindergarten, in family or family circles, which would include the following «components: a combination of fresh air, healthy nutrition and a regime of systematic physical activity; ensuring constant communication with the child in order to show sincere interest in his life, attention to his thoughts and feelings, as well as providing all possible support and understanding; strict adherence to the daily routine; encouraging healthy habits; joint physical exercises, walks, etc.; benevolence and openness in statements; constant demonstration of an example of a healthy lifestyle»⁵³.

For a long time, scientific research in the field of healthy lifestyles of preschool children has promoted the use of «only physical education, improving children's health by implementing hardening procedures, carrying out educational and promotional work on hygiene and sanitation, forming cultural and hygienic skills in children, the basics of rational nutrition, etc.»⁵⁴.

The child, «as a subject of valeological education in kindergarten, needs an objective assessment as an active participant in the pedagogical process. The main indicators of a preschooler that determine the effectiveness of the valeological process: age, initial level of valeological knowledge and skills, time spent in kindergarten, current state of health».

⁵² Калічак Ю.Л. Педагогічні умови використання інноваційних здоров'язбережувальних технологій у закладі дошкільної освіти: сучасні виклики. *Стан природних ресурсів, перспективи їх збереження та відновлення* : зб. матеріалів V Міжн. наук.-практ. конференції / упор. Н. Гойванович, Г. Клепач, І. Бриндзя, Г. Ковальчук. Дрогобич : ДДПУ ім. І. Франка, 2024. С. 163–168.

⁵³ Калічак Ю.Л. Педагогічні умови створення здоров'язбережувального середовища закладу дошкільної освіти. *Advanced top technology* : електронний наук. журнал № 3. Харків : СГ НТМ «Новий курс», 2024. С. 58–59.

⁵⁴ Калічак Ю.Л. Науково-теоретичні основи фізичного розвитку та виховання дітей старшого дошкільного віку. *Вісник соціально-гуманітарного факультету* : зб. наук.-метод. статей. Дрогобич : РВВ ДДПУ ім. І. Франка, 2009. Випуск. 3. С. 259–268.

According to some authors, today there is a need to fill the main areas of work with preschoolers with valeological content, the need to create a functional daily routine for preschoolers of different ages, and the creation of appropriate conditions to ensure full-fledged motor activity of toddlers. The work of a medical worker requires significant support, optimization of the work of a speech therapy center is also timely, and there is also a request for special forms of work aimed at supporting the emotional and mental health of preschoolers⁵⁵.

In the senior preschool age, the upbringing of a healthy lifestyle is implemented through a clear awareness of the norms and rules of health-preserving behavior, the formation of convictions in the need to preserve and strengthen health, the dependence of health on lifestyle. Under the influence of pedagogical actions, children begin to pay more attention to the proposed information about a healthy lifestyle. At this age, «the volume and depth of knowledge increase, and concepts about the influence of negative factors on the human body are formed more effectively»⁵⁶.

Among the main tasks of the educator, we highlight the following: the formation of health-preserving competence in preschool children; monitoring the latest scientific research in the field of health-preserving technologies; analysis of innovative experience in creating a health-preserving environment in kindergarten; the formation of knowledge in children about the structure of the body, the purpose and function of internal organs; familiarizing children with the need to protect their eyesight, hearing, posture, skin and other organs; instilling public and personal hygiene skills (monitoring the cleanliness of hands, face, hairstyle, clothing, etc.); developing ideas about the characteristic signs of individual diseases and ways to prevent them; systematic promotion of a healthy lifestyle and safe behavior in the environment; familiarization with natural and social factors that positively affect health (sound sleep, fresh air, rational nutrition, personal hygiene, physical exercise, etc.), as well as negatively (improper nutrition, prolonged sitting in front of the TV, computer, bad habits, failure to follow the daily routine, etc.); «fostering in children a positive attitude towards anthropometry, medical examinations, preventive vaccinations, etc.; creating conditions for children to actively use the

⁵⁵ Калічак Ю.Л., Семкович Х. І. Передумови формування валеологічного світогляду дітей дошкільного віку. The XX International Scientific and Practical Conference «*Problems of science and practice, tasks and ways to solve them*», May 24 – 27, 2022, Warsaw, Poland. P. 503–509.

⁵⁶ Калічак Ю. Л., Бац Р. М., Кичма В. П. Сучасні підходи до створення здоров'язбежувального середовища ЗДО. *Advanced top technology* : ел. наук. журнал № 1. Харків : СГ НТМ «Новий курс», 2024. С. 5–7.

knowledge they have gained in play, visual, speech, theatrical, research, work and other activities»⁵⁷.

CONCLUSIONS

A detailed analysis of the psychological, pedagogical and special literature on the problem of forming ideas about a healthy lifestyle allows us to state the following generalizations: the traditions of raising a healthy child, established long ago, provide for adherence to the historically formed principle of nature-conformity of upbringing, because they take into account the child's nature in the process of educating him, demonstrate the significance of the environment in this process, and lead to an understanding of the importance of relationships in society in raising a healthy generation.

The content of ideas about a healthy lifestyle reflects the combination of the biological, social and ecological components, as it reflects the dialectical unity of man and nature with the doctrine of the dependence of human health on the state of the external environment.

The natural and social environment, as the environment in which a person lives, takes a direct part in forming the foundations of health, enables children of senior preschool age to have a conscious attitude towards health, a healthy lifestyle and ideas about it, taking into account all its components.

In general, preschoolers' perception of the values of a healthy lifestyle is an important prerequisite for the formation of a general level of health culture in preschool education, the formation of a positive attitude of children to their own health, the development of important personal qualities, knowledge, skills, health-preserving skills, and the involvement of relatives of pupils in cultural and health-improving activities.

In order to enrich the knowledge of parents and teachers about the process of forming children's ideas about a healthy lifestyle, educational activities in preschool education are extremely necessary: conducting conversations, consultations about the impact on the state of health of the surrounding social and ecological environment, as well as the importance of the nature surrounding us for our health.

In the current difficult conditions of life, preschool education must perform completely new functions that would allow to ensure the cultural and health-improving needs of children and parents. Modern challenges require the development and application of new approaches to creating elementary ideas about a healthy lifestyle in children of senior preschool age, effective transformation of all efforts of the pedagogical team of

⁵⁷ Калічак Ю.Л. Підготовка студентів до здоров'язбережувальної діяльності в процесі вивчення курсу «Методика фізичного виховання та валеологічної освіти дітей дошкільного віку». *Педагогічні науки: теорія та практика*, 2022. № 2 (42) С. 38–43.

preschool educational institutions to implement a health-preserving direction of activity.

Today, more than ever, the health of pupils should become an absolutely natural result of the educational process, and the necessary information about elementary compliance with the requirements of a healthy lifestyle should be its initial link.

In modern conditions of life, health has become an inexhaustible resource for achieving a person's life goals, full and unhindered performance of tedious daily duties, ensuring accessible measures for rapid recovery, as well as ensuring the maximum level of intellectual and physical performance, and maintaining them for a long time.

A wide range of perception by senior preschoolers of the elementary values of a healthy lifestyle will subsequently contribute to achieving a high level of health culture, the formation of a positive attitude of children to their health, the effective development of various personal traits of a rather specific health-preserving behavior, active encouragement of cultural and health-improving work by relatives of pupils, which in the end should lead to the general improvement of the child's body, as well as cardinal changes in the value attitude towards health and mastering the methods of its preservation. The formulated methodological recommendations for educators will allow, in our opinion, to significantly increase the professionalism of educators in the field of health culture, the establishment of extremely close interaction with families of pupils, the comprehensive satisfaction of the motor needs of almost every preschooler, the emergence of various cultural and health-improving projects.

SUMMARY

The features of the formation of ideas about a healthy lifestyle of senior preschoolers are analyzed in order to create a full-fledged health-preserving environment in preschool, as well as in the family circle.

An analysis of scientific, methodological and special literature on the specified problem is carried out, practical recommendations are formulated for educators and parents on optimizing the appropriate tools in the field of health preservation in kindergarten, as well as in the family.

It is found that the use of health-preserving technologies is the primary basis of valeological education of senior preschoolers, their significant impact on increasing the health-preserving awareness of older preschool children in general is traced.

The main educational strategies for the formation of elementary ideas about a healthy lifestyle in senior preschoolers are considered.

The requests and interests of parents regarding the awareness of the importance of physicality in the process of forming ideas about a healthy lifestyle in preschool children are summarized.

It is noted that an important criterion of this process is the development of self-awareness of pupils, which implies a valuable attitude towards their own health on the part of each preschooler.

It has been studied that a healthy lifestyle is rarely perceived by preschoolers as a value of consciousness, because at preschool age the habit of adhering to the principles of a healthy lifestyle, a respectful attitude towards one's own health, internal motivation and the necessary skills for independent care of one's own health have not yet been sufficiently formed.

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2. Kalichak U., Kalichak Yu. The problems of formation of the healthy modus vivendi of students of higher education establishments in the sphere of health protection. *Human health: realities and prospects*. Monographic series. Volume 3. Health and Nutrition, edited by Nadia Skotna. Drohobycz : Posvit, 2018. P. 204–214.

3. Kalichak Y., Kondratska H, Martynets A., Pysarevska O., Kubitskyi S., Tombulatova I. (2022). *Innovative learning strategies in modern pedagogy. Ad alta. Journal of interdisciplinary research*. Vol. 12 No. 2, August 2022, p. 17–21.

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