
ORGANIZATIONAL AND PEDAGOGICAL CONDITIONS FOR CREATING A HEALTHY ENVIRONMENT IN PRESCHOOL EDUCATION

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INTRODUCTION

Contemporary societal challenges – such as the growing technogenic impact on nature, the alarming trend of environmental degradation, and humanity's disregard for natural laws – directly intensify the problem of preserving and strengthening the health of the youngest members of society.

Recent observations confirm a steady decline in the health of preschool children. In our view, the primary causes include unfavourable socio-economic living conditions; insufficient opportunities to stimulate motor activity both at home and in preschool institutions; imbalanced nutrition; inadequate attention to physical hardening; and neglect of sanitary, hygienic, temperature, and light requirements in organizing children's daily lives.

Numerous contradictions between the developmental needs of preschoolers and the educational methods employed in practice are, in our opinion, the central reasons for this situation. To address these contradictions, a health-preserving approach to education has emerged. This approach prioritizes the health of all participants in the pedagogical process and enables the optimal organization of life for both educators and pupils.

It is well established that a health-preserving environment positively influences the formation of a harmonious preschool personality. Such an environment facilitates the achievement of several urgent tasks: the preservation and improvement of health, the development of health-preserving behaviour, the cultivation of a broader health culture, and the successful integration of its spiritual, moral, aesthetic, and physical components.

We define a health-preserving environment as a favourable setting for life and diverse human activities, encompassing social, material, and spiritual conditions that positively affect the health of preschool children. Adults must

therefore recognize their responsibility to ensure conditions in which harmful influences are excluded and opportunities exist both for maintaining normal bodily functions and for restoring those that have been impaired.

We fully concur with the assertion that “the health-preserving environment of a preschool educational institution, in the general sense, entails compliance with sanitary and hygienic standards, air and light regimes, and other requirements across all aspects of organizing a child’s life in an educational institution”¹.

The establishment of such an environment is inherently interdisciplinary, drawing upon insights from pedagogy, pediatrics, physiology, hygiene, psychology, human ecology, sociology, and related fields. It is therefore unsurprising that scholars interpret the concept of a “health-preserving environment” in diverse ways².

The strategic objectives of modern preschool education extend beyond preserving and strengthening health to include instilling the foundations of a healthy lifestyle in children. The practical realization of this goal requires the introduction of scientifically grounded health-preserving technologies into preschool practice. These technologies form the core of a health-preserving environment, relying on the close interaction of multiple educational factors to enhance children’s well-being³.

The rapid transformation of contemporary society – accelerated by the full-scale invasion and the tragic realities of war – has reshaped the provision of educational services in preschool institutions. In this context, the role of maintaining a healthy lifestyle has grown significantly, contributing to the broader formation of a national health culture.

1. Components of the category “health-preserving environment”

The contemporary conditions of social life have intensified the problem of preserving and improving the health of preschool children. This has created an urgent need for comprehensive educational work within preschool institutions, among parents, and among teaching staff, aimed at raising the overall level of valeological culture. The preschool educational environment must necessarily

¹ Калічак Ю. Л. Формування здоров’язбережувальної компетентності вихователів внаслідок вивчення курсу «Оздоровчі технології та діагностичні методики фізичного розвитку дітей дошкільного віку». *Наукові інновації та передові технології*. 2022. № 1(3). С. 234–243.

² Калічак Ю. Л. Фізичне виховання дітей дошкільного віку засобами народних рухливих ігор. *Modern science : prospects, innovations and technologies : Scientific monograph. Part 2*. Riga, Latvia : Baltija Publishing, 2024. P. 250–274.

³ Базовий компонент дошкільної освіти (Державний стандарт дошкільної освіти) : нова редакція. Затверджено Наказом Міністерства освіти і науки України від 12.01.2021 р. № 33. Київ : [Б. в.], 2021. 30 с.

contribute to the psychophysical development of children and support the improvement of their health⁴.

At present, the spiritual, psychophysical, social, intellectual, and emotional state of society is deeply concerning. The causes of this situation include “a full-scale war as a result of Russia’s unprovoked aggression, the actual state of the environment, the lack of control over the use of Internet resources, a sedentary lifestyle, and failure to adhere to the principles of a healthy lifestyle, all of which collectively lead to a significant deterioration in the health of preschoolers. Parents, teachers, and society face the task of ensuring a full, happy, and healthy childhood. Preschool children require personal space appropriate to their age characteristics, as well as opportunities to develop abilities, inclinations, and interests for the comprehensive and harmonious development of their personality”⁵.

These requirements are reflected in regulatory documents governing preschool education. For example, the Law of Ukraine On Preschool Education stipulates that institutions must create appropriate “conditions for the development, upbringing, and education of children; a work regime; conditions for physical development and health promotion in accordance with sanitary and hygienic requirements, and ensure their compliance; form hygienic skills and the foundations of a healthy lifestyle in children, as well as norms of safe behavior; contribute to the preservation and strengthening of health, and the mental, psychological, and physical development of children”⁶.

The Basic Component of Preschool Education emphasizes that “the educational environment is a set of objective external conditions, factors, and social objects necessary for the successful functioning of education; it is a system of influences and conditions for personality formation, as well as opportunities for development contained within the social and spatial-objective environment”⁷.

Modern scholars interpret the category of “health-preserving environment” in diverse ways. One of the most common definitions is: “a health-preserving

⁴ Kalichak Yu. L. Formation of social competence of senior preschool children by means of story-based role-playing games. *Modernisation of Higher Education in Ukraine in the Context of Globalisation*. Monograph / edited by A. M. Ivanovska. Kamianets-Podilskyi Higher Educational Institution “Podillia State University”. Riga, Latvia : «Baltija Publishing», 2025. P. 185–195.

⁵ 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.

⁶ Калічак Ю. Л. Педагогічні умови створення здоров’язбережувального середовища закладу дошкільної освіти. *Advanced top technology* : електронний науковий журнал № 3. Харків : СГ НТМ «Новий курс», 2024. С. 58–59.

⁷ Базовий компонент дошкільної освіти (Державний стандарт дошкільної освіти) : нова редакція. Затверджено Наказом Міністерства освіти і науки України від 12.01.2021 р. № 33. Київ : [Б. в.], 2021. 30 с.

environment is an environment in which conditions are created that allow a child to recognize the value of health, learn methods of preserving it, and acquire self-regulation skills that enable the maintenance of health”⁸.

In general terms, the health-preserving environment of an educational institution is defined as “compliance with sanitary and hygienic standards, air and light regimes, and other requirements across all aspects of organizing a child’s life in an educational institution”⁹.

When creating such an environment, it is essential to consider the age-related capabilities of preschoolers, adhere to established sanitary and hygienic requirements, and prioritize the health of both pupils and teachers. Continuous monitoring of changes in the psychophysiological state and health of all participants in the educational process is required. In preschool institutions, systematic monitoring of all aspects of health – spiritual, moral, and psychophysical – should be conducted twice a year under the supervision of a medical professional. Health-preserving activities must be carried out daily, with mandatory documentation of organizational measures, and health-related issues must be integrated into educational programs. The priority of the educational process is to ensure its health-preserving orientation, which must be guaranteed by the pedagogical staff through careful adherence to established conditions. Pupils themselves should act as assistants in this process, thereby fostering conscious and active learning in accordance with their age characteristics. The educational workload and the complexity of valeological material must be proportionate to the individual capacities of children¹⁰.

The success of health-preserving activities in preschool institutions depends greatly on educational work involving children, parents, and teachers, aimed at raising the general level of valeological culture. Active cooperation among all participants in the educational process is crucial. Thoughtful, coordinated collaboration among stakeholders ensures informed choices regarding the use of appropriate health-preserving technologies in institutional practice.

The main criteria influencing the formation of a health-preserving educational environment in preschool institutions include: “an educational program oriented toward achieving children’s health-preserving competencies;

⁸ 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* : збірник тез доповідей міжнародної науково-практичної конференції (Кропивницький, 19 листопада 2022 р.) : у 2 ч. Кропивницький : ЦФЕНД, 2022. Ч. 1. С. 22–25.

⁹ Сварковська Л. Оздоровлюємо дітей разом з батьками. Вихователь-методист дошкільного закладу. 2011. № 6. С. 49–56.

¹⁰ Калічак Ю. Л., Бац Р. М., Кичма В. П. Сучасні підходи до створення здоров’язбережувального середовища закладу дошкільної освіти. *Advanced top technology* : електронний науковий журнал № 1. Харків : СГ НТМ «Новий курс», 2024. С. 5–7.

a development program for the institution that outlines the content of activities and the algorithm of actions aimed at ensuring the health-preserving process; priority educational tasks, including the introduction of innovative health-preserving technologies to foster a conscious attitude toward health; the current health status of preschoolers; the orientation and effectiveness of health-improving measures; the dynamics of children's physical development; the human resource potential of the institution; the involvement and responsibility of staff for their own health and that of pupils; the level of material and technical support; territorial environmental factors; readiness to cooperate with families and recognition of the importance of health-preserving activities; and the ability to assess and monitor the outcomes of applied technologies”¹¹.

Analysis of the specialized literature allows us to assert with confidence that the educational environment of preschool institutions plays a central role in preserving and strengthening health, which is regarded as the highest human value. For this reason, the problem of forming a health-preserving educational environment will remain relevant in the foreseeable future. Effective cooperation between preschool institutions and families will significantly contribute to the successful development of preschoolers' health-preserving competencies during their time in preschool.

The functions of a health-preserving environment include coordination, integration, adaptive, socio-cultural, orientation, propaedeutic, stimulating, and others.

Coordination ensures the interaction of various structures in matters of preserving and strengthening the health of younger generations, while maintaining continuity in the implementation of state policy across different educational levels.

Integration is closely linked to coordination and aims to develop common approaches to organizing a health-preserving environment.

Adaptive functions support the enhancement of children's adaptive and functional capacities, preparing them for school.

Socio-cultural functions introduce children to the system of values established by society regarding individual health, fostering health-preserving behavior as a personal value.

Orientation enables children, in accordance with their age capabilities, to achieve self-determination in various spheres of life and to find appropriate solutions to diverse life situations.

¹¹ 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* : збірник тез доповідей міжнародної науково-практичної конференції (Кропивницький, 19 листопада 2022 р.) : у 2 ч. Кропивницький : ЦФЕНД, 2022. Ч. 1. С. 18–21.

Propaedeutic functions provide valeological support within the educational process, both in content – by forming valeological concepts and practical skills – and in the forms of pedagogical work.

Stimulating functions involve the use of positive feedback, allowing educators to monitor changes in children's personalities, including health indicators, with attention not only to final outcomes but also to the processes leading to them.

Creating a health-preserving environment requires adherence to fundamental principles of organizing health-preserving activities: “the principle of transition to a value paradigm of education, the principle of prioritization, the principle of pedagogical support (pedagogical accompaniment), the principle of continuity, the principle of integration of efforts among subjects of the educational process aimed at ensuring the development of children's physical and mental health, the principle of harmonious personality development, and the principle of health-oriented educational processes”¹².

The health-preserving environment of a modern preschool institution must also comply with specific pedagogical conditions: “the development and approval of a health-preserving concept; formulation of strategic goals and objectives; implementation of diagnostics and monitoring of children's health; introduction of children to the basics of a healthy lifestyle; formation of valeological competence; improvement of the professional competence of the pedagogical team in the context of health-preserving activities; cultivation of a culture of health; meaningful interaction among all subjects of the pedagogical process; and clear definition of duties and responsibilities in implementing program goals”¹³.

2. Prerequisites for creating a health-preserving environment in preschool institutions

Children's daily habits and the healthy lifestyle instilled from early childhood form the foundation for establishing a health-preserving environment in preschool institutions.

Researchers have identified “certain contradictions between: the objective needs of society in improving the health of preschool children and the lack of systematic provision for creating a health-preserving environment within the modern preschool educational process; the recognition by families and

¹² Калічак Ю. Л., Долішняк Н. В. Вплив родини на формування здорової особистості дитини дошкільного віку. *Сучасні виклики та актуальні проблеми науки, освіти, технологій і суспільства* : зб. тез доповідей міжнар. наук.-практ. конференції (Ізмаїл, 6 жовтня 2023 р.) : у 2 ч. Ізмаїл : ЦФЕНД, 2023. Ч. 1. С. 15–16.

¹³ Kalichak Yu. L., Demyanchuk M. M. The essence of preparation of preschool staff for health protection activities. Суть підготовки фахівців дошкільного профілю до здоров'язбережувальної діяльності. *Сучасний вимір психології та педагогіки* : збірник тез наукових робіт учасників міжнародної науково-практичної конференції (м. Львів, 21–22 травня 2021 року). Львів : ГО «Львівська педагогічна спільнота», 2021. С. 65–72.

the state of health as a priority for participants in preschool education, which is essential for forming a healthy younger generation, and the insufficient methodological support available to pedagogical staff in creating such an environment; progressive trends in parents' understanding of the importance of preschool education for preserving and strengthening children's health, and the lack of targeted activity among preschool specialists in seeking effective technologies"¹⁴. Another significant contradiction, in our view, lies between the real needs of preschoolers and the commonly used tools of the educational process. To overcome this, a distinct direction – *health-preserving education* – was developed, based on the principle of prioritizing health as a core component of personality. This approach ensures optimal vital activity for both teachers and pupils. Health, as the basis of human life, is a complex, multi-level phenomenon encompassing physiological, psychological, social, and pedagogical dimensions. The pedagogical dimension is understood as the formation of a healthy lifestyle beginning in early childhood¹⁵.

The category “health-preserving environment” is currently interpreted in various ways, for example: “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 pedagogical conditions, and physiological factors that contribute to the realization of adaptive capabilities, the preservation and strengthening of pupils' physical and mental health, and the harmonious development of personality; as a correctional, developmental, and rehabilitation space employing personality-oriented technologies”¹⁶.

According to scholars, “a health-preserving environment is one in which it is pleasant and safe for a child to be, which stimulates development, provides comfortable conditions for health formation, and is optimal for growth. It involves the use of diverse means and methods of educational influence, taking into account children's needs, interests, individual characteristics, and potential, while applying a personality-oriented approach”¹⁷.

¹⁴ Калічак Ю. Л., Посацький О. В. Психолого-педагогічні критерії готовності педагогів дошкільного профілю до застосування здоров'язбережувальних технологій. *Суспільство та національні інтереси*. : журнал. 2024. № 6 (6) 2024. С. 80–91.

¹⁵ Kalichak Yu. L., Bondaruk R. I. Pedagogical conditions for creating a health-preserving environment in kindergarten. *Соціально-гуманітарний вісник* : збірник наукових праць. Вип. 62. Харків : СГ НТМ «Новий курс», 2025. С. 38–39.

¹⁶ Калічак Ю. Л. Формування здоров'язбережувальної компетентності вихователя закладів дошкільної освіти в контексті професійної підготовки. Системні трансформації України та світу: історія та сучасність : колективна монографія. Харків : СГ НТМ «Новий курс», 2024. С. 58–70.

¹⁷ Чомко І. В., Калічак Ю. Л. Значення здоров'язбережувальних технологій в роботі з дошкільниками. Дослідження різних напрямів розвитку психології та педагогіки : зб. наук. робіт учасників між нар. наук.-практ. конф. (19–20 листопада 2021 р., м. Одеса). Одеса : ГО «Південна фундація педагогіки», 2021. С. 79–83.

The main factors of health-preserving activity for modern educators are considered to be: “constant monitoring of changes in preschoolers’ health; the ability to design individual health-preserving programs for each child; the capacity to maximize the use of all necessary elements of a health-preserving environment; the ability to quickly master effective health-preserving technologies and methods; and the ability to foster strong internal motives for health-preserving behavior in children”¹⁸.

Each preschool institution possesses unique potential, given the wide range of available “health-preserving technologies (fairy-tale therapy, stretching, fitball gymnastics, finger gymnastics, psychogymnastics, breathing exercises, kinesoreflexotherapy, aromatherapy and phytotherapy, oxygen drinks, color therapy, massage techniques, game-based training, etc.)”¹⁹.

In our view, a conscious attitude toward health can be cultivated through “folk mobile games, didactic and role-playing games, independent work, exploratory activities, and constant health monitoring. Optimization of this process is facilitated by modern innovative pedagogical technologies (humanistic approaches, pedagogical cooperation, and free choice), as well as active teaching and upbringing methods”²⁰.

To maximize the positive impact of health promotion alongside the existence of a health-preserving environment, the following “measures can be recommended: planned and carefully designed physical activity; frequent exposure to fresh air; adherence to hardening procedures and personal hygiene; rational nutrition; active rest and sufficient sleep; active exploration of the world; expression of positive emotions and friendly attitudes; the ability to conduct observations and generalize results; respect for nature, people, and all living and non-living things; friendly relations; and awareness of the need for motivation to preserve one’s own health”²¹.

In our opinion, respect for one’s own health is instilled through the acquisition of “skills such as positive thinking, friendly relationships, cultural

¹⁸ 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.

¹⁹ Калічак Ю. Л. Здоров’язбережувальне розвивальне середовище сучасного ЗДО: психологічний контекст. *Пріоритетні напрями модернізації освіти: досвід, реалії, перспективи* : збірник наукових праць Всеукраїнської наук.-практ. конф. (Дрогобич, 7–8 квітня 2022 р.) / за ред. М. Чепіль, А. Федорович. Дрогобич : РВВ Дрогобицького державного педагогічного університету ім. І. Франка, 2022. С. 119–123.

²⁰ Калічак Ю.Л., Долішняк Н.В. Вплив родини на формування здорової особистості дитини дошкільного віку. *Сучасні виклики та актуальні проблеми науки, освіти, технологій і суспільства* : зб. тез доповідей міжнародної наук.-практ. конф. (Ізмаїл, 6 жовтня 2023 р.) : у 2 ч. Ізмаїл : ЦФЕНД, 2023. Ч. 1. С. 15–16.

²¹ Калічак Ю. Л. Оздоровчі технології та діагностичні методики фізичного розвитку дітей : тексти лекцій. Дрогобич : РВВ Дрогобицького державного педагогічного університету ім. І. Франка, 2016. 128 с.

and hygienic habits developed through games, work, and independent activities, as well as carefully selected educational tools. A conscious and responsible attitude toward health enables the formation of appropriate knowledge, health-preserving inclinations, and interests, taking into account all components of health (spiritual, mental, physical, and social). Ensuring this requires constant pedagogical influence. Errors in forming children's responsible attitudes toward their own health may lead to its loss"²².

According to N. F. Denisenko, "a modern educator first of all needs knowledge that will help form in preschoolers a conscious attitude toward their health, encourage them to participate in personal improvement, and contribute to the formation of life competence in the areas: '*I-physical*,' '*I-mental*,' '*I-social*,' '*I-spiritual*'"²³.

To achieve this, educators must master the following "skills: detailed planning of health-preserving activities for toddlers; selection of diverse forms of health-improving activities such as special exercises, hardening procedures, massage, psychocorrectional work, vitamin therapy, aromatherapy, etc.; organization of independent motor activity for children; appropriate selection of pedagogical tools; implementation of educational and advisory work with parents; adequate regulation of physical activity; application of various hardening procedures; and the ability to create a favorable regime for sick children, taking into account their physical development, health status, and medical recommendations"²⁴.

Based on the analysis of these requirements, the priority task of the educator is, in our view, "the formation of a proper attitude toward health and a sense of responsibility in preschoolers. The creation of an effective, rather than formal, health-preserving environment aimed at preserving and strengthening the health of preschool children will contribute to the acquisition of elementary knowledge about a healthy lifestyle and the effective assimilation of its main elements. This path will guarantee the good health of younger generations, stimulate their creativity, and support the process of self-realization"²⁵.

²² Мотика А., Калічак Ю. Нетрадиційні види гімнастики як елемент здоров'язбережувального середовища у закладах освіти. *Сучасні тенденції створення здоров'язбережувального середовища у закладах освіти* : збірник наукових праць / ред кол. Ю. Калічак (головний редактор) та ін. Дрогобич : Дрогобицький державний педагогічний університет імені Івана Франка, 2025. Випуск 4. С. 85–93.

²³ Закон України «Про дошкільну освіту». URL: <https://zakon.rada.gov.ua/laws/show/2628-14#Text>.

²⁴ 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 Economic-Technological, Resource, Institutional, Security and Socio-Humanitarian Problems* : Scientific monograph. Riga, Latvia : Baltija Publishing, 2024. С. 511–530.

²⁵ Михайліченко Т. Модель фізкультурно-оздоровчої роботи у дошкільному закладі. *Виховальсько-методист дошкільного закладу*. 2010. № 4. С. 44–54.

3. Practical recommendations for teachers

Preschool teachers should motivate children daily by providing theoretical knowledge about “health” as the most important life value. Energy and cheerfulness are essential for children to remain active, play diverse games without fatigue, and avoid illness. It is well known that diseases, low mood, and reduced intellectual or physical performance can lead to developmental delays and academic failure. Therefore, every preschooler must learn to care for their own health, understand basic morpho-functional indicators of the body, acquire elementary methods of self-care, and avoid harmful habits.

It is also beneficial to familiarize children with the anatomical features of the human body, its organs, and systems. Using accessible visual aids and illustrations, teachers can explain the general anatomical structure and physiological processes, as well as the functioning of major systems (cardiovascular, musculoskeletal, respiratory, digestive, circulatory, etc.). For example, when discussing the circulatory system, preschoolers may listen to their own heartbeat and learn how it functions as a powerful pump circulating blood throughout the body. They can observe how the heartbeat accelerates during physical exertion and slows at rest, demonstrating the economization of the heart’s work. Demonstrations on the child’s own body before and after exercise provide vivid illustrations of these processes.

The purpose of assimilating such information is not only to understand bodily functions but also to develop the ability to listen to one’s own body, maintain proper rhythms, and respond appropriately to natural signals such as hunger, thirst, fatigue, or the need for sleep and fresh air.

During the daily routines of preschool institutions, constant monitoring of children’s well-being and awareness of internal processes – such as hunger, thirst, or fatigue – is essential. Teachers should teach children appropriate responses to discomfort (eating, drinking, resting, or changing activities). To this end, various forms of motor activity should be employed, including “morning hygienic gymnastics; physical development classes; short physical activity breaks; exercises after daytime sleep; outdoor games; sports-related entertainment; and thematic events such as physical education holidays and health days”²⁶.

Among modern trends in preschool activities – and sometimes questionable fashions among parents – are “visiting sports sections; swimming lessons; private preschool classes; tutoring in individual subjects; and attendance at

²⁶ Богініч О. Л. Сутність здоров’язберігаючого середовища у життєдіяльності дітей дошкільного віку. Вісник Прикарпатського університету. Педагогіка. Випуск XVII–XVIII. Івано-Франківськ, 2008. С. 191–199.

child development centers”²⁷. A positive aspect of these activities is their shared goal of instilling basic rules of safe behavior and the foundations of a healthy lifestyle.

Physical education classes in preschool must avoid coercion and monotony, instead employing emotionally engaging methods such as musical accompaniment, role-based movement, and brightly colored equipment. “Emphasis should be placed on the beauty and harmony of the human body, with the natural outcome of classes being positive emotions and enjoyment of physical activity”²⁸.

The most ambitious goals of a well-organized health-preserving environment are instilling the values of a healthy lifestyle, fostering awareness of the practical benefits of physical activity, and ensuring adherence to personal hygiene. Children often remember the specific purpose of exercises for developing particular muscles or supporting bodily systems, especially when teachers consistently maintain a positive emotional atmosphere.

To strengthen internal values of a healthy lifestyle, teachers should hold discussions with children about preventive measures against disease, including “hardening techniques; respiratory gymnastics; air and sun baths; vitamin therapy; phytotherapy; physiotherapy procedures; massage; and corrective gymnastics”²⁹.

The systematic application of these recommendations helps children recognize themselves as active participants in health-preserving procedures, understand their purpose, and appreciate their benefits. Since preschoolers often cannot clearly articulate the causes of illness or describe symptoms, they must be taught to communicate effectively with adults and medical professionals – explaining what hurts, how long symptoms have persisted, and where pain is localized.

For this purpose, role-playing games can be organized in preschool settings, using dolls, soft toys, and simple equipment. “In such activities, children take on the roles of both patient and doctor, practicing relevant vocabulary and imitating medical actions”³⁰.

²⁷ Гаращенко Л. В. Педагогічні умови застосування здоров’язбережувальних методик виховання в дошкільному закладі. *Збірник наук. пр. Київського університету ім. Б. Грінченка*. 2010. Частина 4. С. 27–34.

²⁸ 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.

²⁹ Калічак Ю. Л. Здоров’язбережувальна складова підготовки фахівців дошкільного профілю. Україна та світ: виміри сьогодення : колективна монографія. Харків : СГ НТМ «Новий курс», 2024. С. 37–49.

³⁰ 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.

From an early age, children must be guided by basic knowledge about medicines – their benefits, their role in combating harmful microbes, and the importance of strengthening the body's defenses. They should also be taught precautionary measures and the real dangers of improper medication use. Children must learn certain rules: medicines are taken only as prescribed by a doctor, only in the presence of adults, and it is strictly forbidden to use or experiment with medicines belonging to others.

Organizing a balanced diet in preschool involves teaching children the benefits of vitamins, their importance for bodily functions, and the close relationship between health and nutrition quality. Children should understand the advantages of eating fresh fruits and raw vegetables, the role of mineral salts and trace elements for bones, teeth, and blood, and the harms of excessive consumption of sweets.

The duties of preschool teachers include familiarizing children with basic first aid rules for injuries and painful conditions (burns, bites, wounds, etc.). Self-help techniques can be effectively taught through special conversations, dramatization games, and role-playing in puppet theater settings.

Valeological education during preschool childhood is particularly significant, as this sensitive period shapes children's first experiences of feelings, habits, and behavioral skills. These experiences initiate attitudes toward the environment, peers, and themselves as part of the wider universe. It is precisely during this stage that ideas about a healthy lifestyle are most effectively formed. Timely instilling of healthy lifestyle norms provides a solid foundation for lifelong health. In this way, structured work on forming healthy habits in preschoolers becomes a social mandate, fostering individuals with a conscious attitude toward health and the ability to establish harmonious relationships with the environment.

The primary responsibility in preschool education lies with teachers and families. They play the central role in shaping children's ideas about a healthy lifestyle and directly participate in the educational process. The deep knowledge of preschool specialists and parents, their established health-preserving values, personal example, and awareness of the importance of timely guidance form the basis for developing healthy lifestyles in preschoolers. Accordingly, the ascertaining experiment clarified the level of knowledge about healthy lifestyle basics among teachers and parents. Interviews were conducted, questionnaires were distributed, and pedagogical documentation and regulatory acts governing preschool institutions were examined in detail.

The research highlighted several generalizations: consensus on the need to instill healthy lifestyle habits in preschoolers; immediacy and interest in the issue; the importance of creating appropriate conditions for lifestyle formation;

the significance of health-preserving orientation in the educational process; priority of observing daily routines; timeliness and quality of nutrition; support for motor activity; “careful monitoring of physical development; and the importance of mastering cultural and hygienic skills”³¹.

Observations and discussions with teachers revealed strong awareness of the need to prioritize healthy lifestyle formation and cultural-hygienic skills in preschoolers. This awareness supports the organization of scientific-methodological and practical seminars, round tables, and other effective forms of collaboration with parents.

Analysis of current psychological and pedagogical research on the advantages and disadvantages of preschoolers’ acquisition of healthy lifestyle concepts in preschool and family contexts has led to the identification of priority measures. These include: organizing special classes for older preschoolers to develop established ideas about healthy living through bio-social and ecological-valeological information (e.g., environmental pollution from industry, transport, and waste, and its negative impact on health and lifestyle); organizing conversations, observations, excursions, and outdoor games to consolidate theoretical knowledge; and conducting methodological activities with teachers and parents.

The main principles of such activities “are: reliability (information must be based on scientific facts); accessibility (adaptation of information to the age of older preschoolers, clarity in presentation); maximum visualization (bright, engaging examples that stimulate emotional intelligence and genuine interest, including poetic texts, Ukrainian folklore, and aphorisms of notable figures); systematic organization of the learning process with developmental and educational orientation; mandatory use of the subject-subject model of interaction between adults and preschoolers; and ensuring children’s awareness of the necessary ideas about a healthy lifestyle”³².

The system of measures described above must take into account the specific features of older preschoolers’ cognitive activity. Their learning should focus on clarifying the relationships and interdependence between health and lifestyle, as well as the influence of the socio-ecological environment on maintaining

³¹ Kalichak Yu. Health-Protecting Psychologically Safe Developmental Environment of a Preschool Educational Institution. 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 4. Health and Biosensors. / Edited by N. Skotna, S. Voloshanska, T. Kavetsky, O. Smutok, M. Gonchar. Drohobycz : Posvit, 2019. P. 230–237.

³² Калічак Ю. Л. Здоров’язбережувальне розвивальне середовище сучасного ЗДО: психологічний контекст. *Пріоритетні напрями модернізації освіти: досвід, реалії, перспективи* : зб. наук. праць Всеукраїнської наук.-практ. конференції (Дрогобич, 7–8 квітня 2022 року) / за ред. М. Чепіль, А. Федорович. Дрогобич : РВВ Дрогобицького державного педагогічного університету імені Івана Франка, 2022. С. 119–123.

a healthy lifestyle. This should be presented at a level accessible to children, primarily activating their thinking processes.

Equally important, in our view, is a comprehensive approach to selecting and adapting the theoretical material used with children. This material should address the elements of maintaining a healthy lifestyle. Compliance with this condition will foster integrity and systematic understanding in preschoolers, helping them grasp the dependence of health on the state of their immediate social and ecological environment.

The necessary conditions for effectively forming ideas about a healthy lifestyle include “systematic consideration of the age characteristics of older preschoolers (the figurative nature of children’s worldview and thinking operations); the ability to generalize and systematize acquired information; perseverance in the process of creating these ideas during classes; and a comprehensive approach to using diverse educational methods”³³.

Parent meetings, consultations, thematic seminars, and workshops are among the most effective forms of communication between preschool teachers and parents. Joint participation in listening and active discussion of issues related to forming healthy lifestyle concepts in preschoolers enables parents to compare their child’s development with peers and to learn from progressive family education practices³⁴.

To promote children’s spiritual, physical, emotional, and social development, psychologists recommend creating a healthy environment in preschool institutions and family settings. Such an environment should include “a combination of fresh air, healthy nutrition, and systematic physical activity; constant communication with the child to show genuine interest in their life, thoughts, and feelings, as well as providing support and understanding; strict adherence to the daily routine; encouragement of healthy habits (brushing teeth, washing hands, observing hygiene rules); joint physical exercises and walks; benevolence and openness in communication; and consistent demonstration of a healthy lifestyle by adults”³⁵.

³³ Калічак Ю. Л., Долишняк Н. В. Формування ціннісних орієнтацій здоров’язбереження дошкільників. *Впровадження сучасних технологій в процесі забезпечення якісної підготовки майбутніх фахівців дошкільної освіти* : збірник наукових праць / укладачі : Мисик О. С., Миськова Н. М., Онофрійчук Л. О., Пісоцька Л. С., Розгон В. В. ; за заг. ред. проф. Зданевич Л. В. Хмельницький : ХГПА, 2024. С. 256–260.

³⁴ Kalichak U. Yu., Kalichak Yu. L. Creation of health preserving environment in modern preschools. *Створення здоров’язбережувального середовища в сучасних дошкільних навчальних закладах. Психологія та педагогіка: необхідність впливу науки на розвиток практики в Україні* : збірник тез наукових робіт учасників міжнародної науково-практичної конференції (м. Львів, 26–27 лютого 2021 року). Львів : ГО «Львівська педагогічна спільнота», 2021. С. 109–117.

³⁵ Семкович Х. І., Калічак Ю. Л. Передумови формування здоров’язбережувального освітнього середовища закладу дошкільної освіти. *Наука, освіта та суспільство в XXI столітті: наукові ідеї та механізми реалізації* : збірник тез доповідей міжнародної науково-практичної конференції (Кропивницький, 19 листопада 2022 р.) : у 2 ч. Кропивницький : ЦФЕНД, 2022. Ч. 1. С. 34–36.

For a long time, scientific research on preschool children's health emphasized physical education, hardening procedures, hygiene and sanitation, cultural and hygienic skills, and rational nutrition³⁶. However, the child, as a subject of valeological education in preschool institutions, requires objective assessment as an active participant in the pedagogical process. The main indicators determining the effectiveness of valeological education include age, initial level of valeological knowledge and skills, time spent in preschool, and current health status.

Practical valeology is typically associated with hygiene, physical education, rational nutrition, and psychotherapy. Yet there is a need to expand the forms and methods of work to include valeological educational activities and simple experiments accessible to preschoolers, clarifying the general principles of bodily systems.

Equally important is the search for effective ways to form children's internal motivation to lead a healthy lifestyle and to instill value-based attitudes toward preserving and strengthening health³⁷.

According to some authors, preschool education today requires filling the main areas of work with valeological content, creating functional daily routines for children of different ages, and ensuring conditions for full motor activity. The work of medical staff requires significant support, speech therapy centers need optimization, and special forms of work should be developed to support preschoolers' emotional and mental health³⁸.

In senior preschool age, healthy lifestyle education is implemented through clear awareness of health-preserving norms and rules, and through the formation of "convictions regarding the need to preserve and strengthen health, and recognition of the dependence of health status on lifestyle. Under the influence of pedagogical actions, children begin to pay more attention to 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"³⁹.

Among the main tasks of preschool teachers, we emphasize "the following: the formation of health-preserving competence in preschool children; monitoring of the latest scientific research in health-preserving technologies; analysis of innovative experience in creating health-preserving environments in preschool

³⁶ Апанасенко Г. Л., Попова Л. А. Валеологія як наука. *Валеологія*. 2016. № 1. С. 4–9.

³⁷ Герашенко Л. Заняття з фізичної культури в дошкільному закладі: здоров'язбережувальний аспект. *Імідж сучасного педагога*. 2010. № 6–7 (105–106). С. 101–103.

³⁸ Беленька Г. В. Здоров'я дитини – від родини : монографія. Київ, 2006. 220 с.

³⁹ Великий тлумачний словник сучасної української мови : 250000 / укладач та головний редактор В. Т. Бусел. Київ ; Ірпінь : Перун, 2005. VIII, 1728 с.

institutions; teaching children about the structure of the body and the functions of internal organs; familiarizing them with the need to protect eyesight, hearing, posture, skin, and other organs; instilling public and personal hygiene skills (cleanliness of hands, face, hair, clothing, etc.); developing awareness of disease symptoms and prevention methods; systematic promotion of healthy lifestyles and safe behavior; familiarization with natural and social factors that positively affect health (sound sleep, fresh air, rational nutrition, hygiene, exercise) and negatively affect health (poor nutrition, prolonged screen time, bad habits, irregular routines); fostering positive attitudes toward anthropometry, medical examinations, and vaccinations; and creating conditions for children to actively apply their knowledge in play, visual, speech, theatrical, research, labor, and other activities”⁴⁰.

CONCLUSIONS

A thorough analysis of psychological and pedagogical literature on health preservation allows us to make the following generalizations: the traditions of raising a healthy child originate in preschool childhood and depend on the environment, as well as on children’s awareness of the importance of relationships in modern society for nurturing a healthy generation.

The natural and social environment directly shapes the foundations of health culture, ensuring that preschool children develop a conscious attitude toward their own health, adhere to the basics of a healthy lifestyle, and acquire value-based ideas about health from an early age.

In general, the formation of valeological values in preschoolers is an important prerequisite for establishing a culture of health in preschool education. It fosters children’s respectful attitude toward their own well-being, the development of essential health-preserving skills, and broad participation in cultural and health-improving activities involving their families.

Educational and promotional work in preschool institutions (lectures, conversations, consultations, etc.) is a vital component of creating a health-preserving environment.

In the current realities of life, preschool education is compelled to perform new functions that meet the cultural and health-related needs of modern children and parents. Today’s challenges demand innovative approaches to creating health-preserving environments and effective transformation of preschool staff to implement health-preserving practices successfully.

⁴⁰ Калічак Ю. Л., Долішняк Н. В. Вплив родини на формування здорової особистості дитини дошкільного віку. *Сучасні виклики та актуальні проблеми науки, освіти, технологій і суспільства* : збірник тез доповідей міжнародної науково-практичної конференції (Ізмаїл, 6 жовтня 2023 р.) : у 2 ч. Ізмаїл : ЦФЕНД, 2023. Ч. 1. С. 15–16.

It is crucial that the health of preschoolers becomes a natural outcome of the educational process, with the establishment of a health-preserving environment as its initial link. Health is regarded as a powerful resource for achieving life goals, performing duties systematically and effectively, recovering quickly, and maintaining high levels of mental and physical performance over time.

Mastering elementary valueological values will, in our view, contribute to the humanization of interpersonal relationships among participants in preschool education.

The recommendations formulated for teachers not only enrich their professional experience in the field of health culture but also create the necessary conditions for ensuring health-preserving competence.

The survey of parents provides grounds for the following generalizations: the vast majority support the creation of a health-preserving environment in preschool institutions; only a minority show interest in the latest scientific publications on health preservation; most respondents approve of organizing special events in preschools to foster basic ideas about health-preserving technologies; many parents respond positively to health-preserving initiatives in preschools; one-third of respondents do not associate children's health with increased activity; and the majority strive to adhere to a healthy lifestyle, influencing their children's awareness through personal example.

The formation of a value-based attitude toward health and the assimilation of various preservation technologies significantly broadens preschoolers' perception of health-preserving values. It enhances the level of health culture, supports the development of personal traits, and invigorates the health-related efforts of families, thereby improving the overall health of children.

SUMMARY

The harmful impact of man on nature, ignoring the laws of nature negatively affect the health of preschool children. The main reasons are difficult socio-economic living conditions; unbalanced nutrition; neglect of sanitary and hygienic requirements for raising children, low level of physical activity.

As a way out of this situation, the creation of a health-preserving environment is proposed, which would eliminate such negative impacts. Its organization requires knowledge of pedagogy, pediatrics, physiology, hygiene, psychology, human ecology, sociology, etc.

Kindergarten teachers motivate children every day, providing theoretical knowledge about "health" as the most important life value. Energy and cheerfulness are necessary for children to remain active, play various games without getting tired and avoid diseases. It is well known that diseases, bad mood, decreased intellectual or physical performance can lead to developmental

delay and academic failure. Therefore, every child should learn to take care of their own health, be able to assess the state of the body, master elementary self-care methods and avoid bad habits.

Physical education classes in kindergarten are held without coercion and monotony, instead they involve the use of emotional methods, such as musical accompaniment, role-playing movements and bright colors of equipment. Special emphasis is placed on the beauty and harmony of the human body, positive emotions after classes and pleasure from physical activity, instilling the values of a healthy lifestyle, awareness of the practical benefits of physical activity and ensuring compliance with personal hygiene.

Organizing a balanced diet in kindergarten involves explaining to children the role of vitamins, their importance for the body and the close connection between health and quality of nutrition. Children should understand the benefits of fresh fruits and raw vegetables, the role of mineral salts and trace elements for bones, teeth and blood, as well as the harm of excessive consumption of sweets.

Teachers and the family are responsible for the child's health. They form children's ideas about a healthy lifestyle and participate in the educational process. Deep knowledge of adults, their formed values of health preservation, personal example create the basis for the development of a healthy lifestyle in preschool children.

The study provides grounds to assert: the need to instill healthy lifestyle habits in children; the relevance and interest of the state and society in this issue; the importance of creating appropriate conditions for the formation of a healthy lifestyle; the importance of a health-preserving orientation in the educational process; the priority of observing the daily regimen; the quality of food products; stimulation of motor activity; careful control of the level of physical development; the importance of mastering cultural and hygienic skills.

Means of achieving the result: organization of special classes for senior preschoolers in order to develop established ideas about a healthy lifestyle through biosocial and ecological-valeological information (for example, environmental pollution by industry, transport and waste, and its negative impact on health and lifestyle); organization of conversations, observations, excursions and games in the fresh air to consolidate theoretical knowledge; conducting methodological activities with teachers and parents.

A comprehensive approach to the selection and adaptation of theoretical material used in working with children in order to form a healthy lifestyle is necessary. Compliance with this condition will contribute to the development of integrity and systematicity in preschoolers, helping them to realize the dependence of health on the state of their immediate social and ecological environment.

Parent meetings, consultations, thematic seminars and master classes are among the most effective forms of communication between kindergarten teachers and parents. Joint participation in listening and active discussion of issues related to the formation of ideas about a healthy lifestyle in preschoolers allows parents to compare their child's development with peers and learn from progressive family upbringing practices.

The spiritual, physical, emotional and social development of preschool children involves the creation of a healthy environment in kindergartens and family settings. Such an environment should include being outdoors, healthy eating, physical activity; constant communication with the child, adherence to a daily routine; encouraging healthy habits (brushing teeth, washing hands, observing hygiene rules); joint physical exercises and walks; friendliness and openness in communication; and a personal example of adults.

It is important to find effective ways to form children's internal motivation for a healthy lifestyle and instill values for preserving and strengthening health. Modern preschool education requires filling the main areas of work with valeological content, creating a favorable daily routine for the child, and a variety of physical activity. The work of medical staff needs significant support, speech therapy centers need optimization, and special forms of work should be developed to support the emotional and mental health of preschool children.

Tasks of kindergarten teachers: formation of health-preserving competence in preschool children; monitoring of the latest scientific research in the field of health-preserving technologies; analysis of innovative experience in creating a health-preserving environment in educational institutions; mastering hygiene skills; awareness of prevention methods; systematic promotion of a healthy lifestyle and safe behavior; sound sleep, fresh air, rational nutrition, hygiene, physical exercise, elimination of bad habits, irregular daily routine.

Formation of a value attitude towards health and mastering various preservation technologies significantly expands preschoolers' ideas about health-preserving values, ensures a high level of health culture, and promotes personal development.

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