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ЗАКЛАД ДОШКІЛЬНОЇ ОСВІТИ ЯК СИСТЕМНА ІНСТИТУЦІЯ ДЛЯ ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ КОМПЕТЕНЦІЇ ДИТИНИ

Анотація. У статті проаналізовано та обґрунтовано сутність і роль закладу дошкільної освіти як першої системної освітньої інституції, де відбувається процес формування здоров'язбережувальної компетенції дитини-дошкільника. Складні обставини життя української держави за умов сьогодення (тривалий карантин і війна) довели важливість і необхідність функціонування дитячих садків як першої системної, методично обґрунтованої та високо спроможної інституції, де відбувається становлення дитини-дошкільника. У таких обставинах необхідно акцентувати увагу на розвитку дитини як одному з тих чинників, що дають можливість абстрагуватися і розвантажитися в надскладних умовах військового часу, активних бойових дій, життєвої невизначеності, страху і зневіри. Важливим вбачаємо розвиток дитини-дошкільника в таких аспектах, як: розвиток уміння пристосовуватися до певних несприятливих обставин; адаптуватися до нових умов життя і побуту; комунікувати з новими людьми різного віку; розвивати в собі творчі здібності та формувати нові креативні вміння; використовувати всі наявні можливості, засоби і чинники задля створення атмосфери спокою, релаксації, відпочинку чи творчого напруження тощо.

У статті доводимо, що для цілісного формування здоров'язбережувальної компетенції дитини в закладі дошкільної освіти має важливе значення педагогічна фасилітація. Навчання педагогів основ «педагогіки щастя» та методики формування здоров'язбережувальної компетенції дитини в закладі дошкільної освіти є складником їхньої професійної компетентності та придатності. Сучасні освітні програми підготовки педагогів до роботи з дітьми дошкільного віку повинні містити засоби та способи для розвитку цих компетенцій педагогів.

Ключові слова: здоров'язбережувальна компетенція, дитина, дошкільня, розвиток, педагог, педагогічна фасилітація, заклад дошкільної освіти.

PRE-SCHOOL EDUCATION ESTABLISHMENT AS A SYSTEM INSTITUTION FOR THE FORMATION OF HEALTH CARE COMPETENCES OF A CHILD

Abstract. The article analyzes and substantiates the essence and role of the preschool education institution as the first systematic educational institution where the process of forming the health-preserving competence of a preschool child takes place. The difficult circumstances in life of the Ukrainian state nowadays (i.e. a long lockdown and a war) proved the importance and necessity of the functioning of kindergartens as the first systematic, methodically grounded and highly capable institution where the formation of a preschool child takes place. In such circumstances, it is necessary to focus attention on the child's development, as one of those factors that make it possible to abstract and relieve oneself in the extremely difficult conditions of wartime, active hostilities, life's uncertainty, fear and hopelessness. We see the development of a preschool child as important in such aspects as: development of the ability to adapt to certain adverse circumstances; to adapt to new living conditions; communicate with new people of different ages; develop creative abilities and form new creative skills; use all available opportunities, means and factors to create an atmosphere of peace, relaxation, rest or creative tension, etc. In the article, we prove that pedagogical facilitation is important for the integral formation of a child's health-preserving competence in a preschool education establishment. Teaching the future teachers the basics of "happiness pedagogy" and the methods of forming the child's health-preserving competence in a preschool education establishment is a component of their professional competence and suitability. Modern educational programs for training teachers to work with preschool children should contain means and methods for developing these competencies of teachers.

Keywords: health care competence, child, preschool, development, teacher, pedagogical facilitation, preschool education establishment.

INTRODUCTION

The problem formulation. In the modern Ukrainian education system, there is a steady trend of increasing the number of preschool education institutions and their coverage of preschool age children. The difficult circumstances in life of the Ukrainian state nowadays (i.e. a long lockdown and a war) proved the importance and necessity of the functioning of kindergartens as the first systematic, methodically grounded and highly capable institution where the



formation of a preschool child takes place. In fact, preschool education establishments are designed to prepare children for life in a globalized world with its various challenges and risks, which have intensified since the end of the 20th century and are now only increasing and becoming more complicated: "...we must teach the young generation to survive in extreme socio-economic conditions, but also educate he has a peculiar culture of existence in the world, in society, which is included not only in global "earthly" but also cosmic, worldwide processes" (Frankl, 1990, p. 160). Only an educational institution, which educational concept not only reflects the state of society as a whole, but also includes a strategy for implementing new educational goals, can ensure the formation of the newest form of personal life in such conditions. Unfortunately, we state that not every Ukrainian family is ready to implement the educational function in the conditions of a pandemic and war, therefore the need for qualified help of specialists is growing and becoming an important part of the life of almost every Ukrainian family.

Analysis of recent research and publications. The problem of preserving the health of the growing generation and the formation of the child's health-preserving competence takes a priority position in the modern preschool system. This is reflected in the Laws of Ukraine "On Preschool Education", "On Childhood Protection", Basic Component of Preschool Education, programs regulating activities of preschool education establishments. Scientists have researched various aspects of the problem of health care competence formation for preschool children. T. Andryushchenko, T. Babiuk, G. Belenka, E. Vilchkovskyy, L. Zdanevych, L. Lokhvytska, M. Mashovets, T. Pantyuk and others actively participated in their justification. The social conditions of life in Ukraine at the beginning of the 21st century require a rethinking of traditional approaches with their mandatory adaptation to the realities of war, pandemics, and other social upheavals.

AIM AND TASKS RESEARCH

The aim of the article is to analyze the process of formation of a child's health-preserving competence in the conditions of a modern preschool education institution.

RESULTS OF THE RESEARCH

The axiological dimension of Ukrainian preschool continues to change with the vector for personality development, child-centeredness, humanization, health care, creativity. His dispositions are reflected in the educational documents that regulate the functioning of preschool education in Ukraine. In the Basic component of preschool education, the axiological component is holistically defined, in particular, the values of modern preschool education are formulated: "recognition of the self-worth of preschool childhood, its potential and special role in personality development; happy residence of a preschool child as a prerequisite for its full development and further self-realization in life; respect for the child, the peculiarities of his development and individual experience; strengthening the child's physical, mental and social health; value life and well-being as the ability to nurture, support and create favorable conditions for oneself and others in a safe environment in the natural, material and social environment; development of children's creative abilities, skills, talents; preserving the traditions of the national experience of family and social education to enrich the cultural potential of intergenerational interaction" (Bazovyi komponent doshkilnoi osvity).

The undeniable value of preschool childhood is often not taken into account by adults who do not realize the importance of this period in the life of each person. Practically all sensitive periods of development fall during preschool childhood, outside of this time it is impossible to form certain skills and competencies. For these reasons the special role of preschool childhood should be realized by adults, and the preschool education institution, as the first system educational institution, should be able to successfully fulfill the task of holistic and harmonious development of the child. Creating the best conditions for personality development and education during this period is the priority goal of the preschool education establishment.

The issues of a happy preschool child's life are directly related to the formation of the child's health care competence, because human health is a necessary component of human happiness in any period of his life. The pedagogy of happiness in today's conditions is becoming an important component of educational programs of various directions, and the ability to feel and experience happiness is a key human skill, a prerequisite for its full development and further successful self-realization in life.

An important value of preschool pedagogy is also respect for the child, understanding the peculiarities of his development, taking into account the specifics of individual experience, understanding children's needs and joint search with adults for their realization. A preschool education establishment with such priorities will always be in demand in a society. Ukrainian scientists emphasize precisely such priorities of modern Ukrainian preschool education. In particular, T. Pantyuk proves: "We believe that in today's conditions, the dominant should be a child with individual and age-specific characteristics inherent only to him. The most advanced paradigms, concepts, and innovative methods will have no meaning and will not achieve their goal if they are focused on social, state, global or other factors without taking into account the needs, opportunities, interests, life circumstances and health status of an individual child" (Pantiuk, 2018).

Therefore, the health of each child in its broadest sense (physical, mental, social) does not cease to be a value and a priority. Modern social circumstances: prolonged isolation due to the pandemic, a difficult and exhausting war against Russia, deterioration of living conditions, forced migration of families within Ukraine and abroad, and niche unfavorable factors only weaken the health of our children. Nowadays, the happiness and health of a Ukrainian child are not words and concepts that require implementation, it is the hard daily work of every adult who deals with a child; it is an instant reaction of all employees of preschool education establishments to challenges that are unprecedented and unforeseen in modern conditions. Ukrainian preschool does everything to deal with them in a hurry.



The preschool education establishment aims to create such an educational environment that would best contribute to the formation of the child's health-preserving competence. Researchers of the educational environment of a preschool education institution support the opinion about its three-component structure, which includes:

- "...the subject environment – economic infrastructure, organization of meals, material support of educational and recreational activities. It is determined by the quality assessment of the premises, sanitary-technical, medical, sports equipment and facilities, organization of the meal plan taking into account the requirements, sanitary rules and norms;
- communicative environment – interpersonal relations between subjects of the pedagogical process;
- health-improving environment – forms and principles of health-improving activity" (Krutii, 2009, p. 87).

K. Krutiy defines the main characteristics of the educational environment of the preschool education establishment. Among the priorities, according to the scientist, there should be "cultural compatibility; humanism; developmental nature; creativity, safety, comfort, adaptive preferentiality" (Krutii, 2009, p. 93).

The safety of the child's environment is one of the main factors of his well-being. The child's natural, material and social environment has ceased to be safe, which in turn does not guarantee the child's satisfactory state of health. This characteristic (safety) has an objective and subjective nature and its provision depends only to a certain extent on adults, but everyone should contribute to it in every possible way.

The war unleashed by Russia in Ukraine sharpened the perception of a normal person about the value of life, crimes against children have acquired huge proportions, it is critically difficult to adapt to the conditions of such a life, children's lives and health are sacrificed to the ambitions of sick adults. In such conditions, the formation of a child's health care competence takes on a different meaning than in peacetime.

In such circumstances, it is necessary to focus attention on the child's development, as one of those factors that make it possible to abstract and relieve oneself in the extremely difficult conditions of wartime, active hostilities, life's uncertainty, fear and hopelessness. We consider the development of a preschool child to be important in the following aspects: development of the ability to adapt to certain adverse circumstances; adapt to new conditions of life and everyday life; development of the ability to communicate with new people of different ages; develop creative abilities and form new creative skills; use all available opportunities, means and factors to create an atmosphere of peace, relaxation, rest or creative tension, etc.

Let's casually note that the state and feeling of fear, insecurity, panic, despair, grief, and anxiety are common to everyone i.e. both children and adults. Because of this, the family is not always ready to fully and constructively perform educational and facilitating functions. We see the essence of the latter in the creation and maintenance of a person's state and feeling of happiness in various life circumstances, by various means and factors: prayer, communication, art, nature, sports, games, etc.

Pedagogical facilitation is interpreted today as "a specific type of pedagogical activity of the teacher, which aims to help the child in realizing himself as a self-worth, to support his desire for self-development, self-realization, self-improvement, to promote his personal growth, the disclosure of abilities, cognitive capabilities, to actualize the value attitude towards people, nature, national culture based on the organization of auxiliary, humanistic, dialogic, subject-subject communication, an atmosphere of unconditional acceptance, understanding and trust" (Fasylytatsiia).

We believe that pedagogical facilitation is important for the integral formation of a child's health-preserving competence in a preschool education establishment. The training of these preschool teachers is a component of their professional competence and suitability. Modern educational programs for training teachers to work with preschool children should contain means and methods for developing these competencies of teachers. We believe that a calm, balanced, optimistic teacher with a sense of humor can teach these abilities to his students, which, in turn, will create the prerequisites for children to experience difficult life circumstances that have a significant negative impact on the child's health in an easier, less traumatic way. Today's conditions require new approaches to the issue of the formation of health-preserving competence of a preschool child in the conditions of a preschool education establishment. The analysis of our own experience and the practice of organizing educational work in a preschool education institution allows us to state that the traditional and new conditions for the formation of a healthy lifestyle in its broadest sense should be:

- the child's age-appropriate knowledge and skills regarding the preservation and maintenance of one's own health in its broadest sense in a satisfactory condition;
- the child's knowledge about the conditions of good health: communication, nature, art, physical culture, hygiene, nutrition, mass media, wide interaction with the world, rest, etc.;
- the presence of conditions and means for strengthening and preserving health: the educational environment of a preschool education institution, means for the education and development of a child, a positive psychological climate, expanding opportunities for communication with nature and art;
- the teacher's ability to build subject-subject interaction with children, taking into account the individual needs and capabilities of the child, adults' understanding of the uniqueness of each child, the ability to see and develop children's talents;
- a systematic, scientific and modern approach to the selection of methods and ways of forming the child's health-preserving competence;
- personal traits of the educator: stress resistance, competence and ability to solve non-standard problems in difficult social circumstances, his optimism and prudence;



- the interaction of all educational institutions in solving complex issues regarding the formation of the child's health-preserving competence.

Ukrainian scientists point to the need for high-quality training of pedagogical personnel who could respond to social challenges and realize the task of personality formation: "The effectiveness of the functioning of the preschool and primary education system largely depends on professional pedagogical staff. One of the most important tasks at the current stage of education reform in Ukraine is ensuring the quality of teacher training at the level of international standards. To solve this task we need to introduce the conditions of changing classical pedagogical methods and innovative technologies" (Sokolovska, Sichko, 2021).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Ukrainian preschool continues to develop in the direction of harmonious personality development, child-centeredness, humanization, creativity, health care. The health of each child in its broadest sense (physical, mental, social) does not cease to be a personal and social value and priority. The priority task of a preschool education establishment is to create such an educational environment that would best contribute to the formation of a child's health-preserving competence. In this aspect, all pedagogical tools are important: forms, methods, means, modern and traditional technologies, methodical support, quality training of a preschool education specialist.

We see **the prospects for further research** in the development of pedagogical conditions and methodological tools for the implementation of the process of forming the child's health-preserving competence, taking into account the complex social conditions of modern life.

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