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PREPARATION OF FUTURE PRESCHOOL TEACHERS FOR PRESCHOOL HEALTHKEEPING COMPETENCE FORMATION

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Abstract. *The article is devoted to the actual problem of future preschool teachers preparation to preschool children health keeping competence formation. The theoretical analysis of scientific researches on the preschool children health keeping competence formation and the issues on preschool education specialists training of this aspect is presented in the article. On the basis of the results of scientific researches the theoretical aspects of the training of future preschool teachers are revealed and the essence of the phenomenon "Future preschool teachers preparation to preschool children health keeping competence formation" is determined by the author.*

The purpose of the article is to analyze the problem of preparing future preschool teachers to preschool children health keeping competence formation. A key figure in preschool children health keeping competence formation is undoubtedly the educator, whose level of professional and personal training should ensure the effectiveness of educational transformations. There is the necessity to improve and enrich the content of the training of preschool education specialists, taking into account new realities of the present, taking into account the process of studying the child, its development, creation of special conditions for the formation of conscious desire of the child to a healthy lifestyle, the availability of a set of knowledge about health and factors in its preservation, the formation of health-saving life skills.

Key words: *training, future educator, competence, health keeping competence of preschool children.*

Introduction.

One of the most important tasks of modern society, and especially of the education system, is to preserve the health of the younger generation, as in recent years there has been a sharp deterioration in the health of children. The above brings to the fore the problem of including health among the life values of preschoolers, developing their health-saving competence as a prerequisite and guarantee of a healthy lifestyle. Health-saving competence includes a certain amount of knowledge about health and factors of its preservation, a formed value attitude to health, a set of health-saving life skills and the ability to use them in appropriate life situations. It is possible to provide opportunities for strengthening life skills that promote physical, social, mental and spiritual health by engaging children in various types of active activities in a purposefully created health-promoting environment.

The key figure in the formation of preschool children's health-saving competence is undoubtedly the educator, whose level of professional and personal training should ensure the effectiveness of educational transformations. There is a need to train specialists of a new level who would meet the modern requirements of society, be able to quickly adapt to rapid changes in professional activity, and have the skills to independently replenish professional knowledge and enrich their own professional experience throughout their lives.

**Main text.**

To define and characterise the concept of ‘training’, we will first of all turn to dictionary sources: in a large explanatory dictionary of the modern Ukrainian language, the concept of ‘training’ is considered as an action with the meaning of ‘to prepare’; a stock of knowledge, skills, experience, etc. acquired in the process of studying, practical activity. In the pedagogical dictionary, the term ‘professional training’ is interpreted as a set of special knowledge, skills, personality qualities, work experience and behavioural norms that ensure the possibility of successful work in the chosen profession [7]. According to O. Abdullina, the professional training of a future teacher is a process of forming and enriching the attitudes, knowledge and skills that a future specialist needs to adequately perform specific tasks of the educational process. One of the most complete definitions of the concept of professional training in her doctoral research is given by T. Tanko: professional training is a system of organisational and pedagogical measures that ensure the formation of a person's professional orientation, a system of knowledge, skills, abilities and professional readiness, which, in turn, is defined as a subjective state of a person who considers himself or herself capable and prepared to perform a certain professional activity and strives to do so [8].

Thus, the content of training is understood as a system of pedagogical knowledge, practical skills and abilities necessary for the performance of professional functions of an educator. Training is also understood as a stock of knowledge, experience gained in the process of studying and practical work. Today, the training of future specialists in preschool education is considered by scientists as a multifactorial structure, the main task of which is to acquire a personal meaning of activity by each student, to form professional skills, to constantly grow interest in working with children and their parents, as well as to develop success in activity [7]. The processes of reform and modernisation that are currently taking place in the system of higher pedagogical education are objectively aimed at its further progressive development, meeting the needs of societies and the state in qualified specialists, which implies appropriate changes in the professional and pedagogical training of teachers to work with preschool children [8].

For successful implementation of pedagogical activity, the educator acquires knowledge of preschool pedagogy, child psychology, individual psychological characteristics, age physiology, paediatrics and hygiene, rules of life protection and health promotion of children. At the same time, he/she needs to master the principles that at the general theoretical level reveal the purpose, tasks, principles, content of upbringing and education of children, as well as the optimal conditions, forms, methods and means of implementing the educational process, organising games, intellectual and physical work, artistic creativity, arrangement of the space of children's life [7].

Thus, the issues of preparing future educators for professional activity have been reflected in many studies. At the same time, in line with our topic, we consider it necessary to address the essence of the concept of ‘health-saving competence of preschool children’.

One of the ways to update the content of preschool education and align it with



the following levels of education is to focus existing programmes on the acquisition of educational competences by preschool children [2].

From the standpoint of cultural and historical background, the main new formation of preschool childhood is competences that cover a number of aspects: intellectual, social, linguistic, and physical. According to T. Chirkova, competence includes the results of the development of all basic personality characteristics formed in the child's activity - communicative, intellectual, productive and life activity in general [7].

According to our analysis of psychological and pedagogical research, the concept of 'competence' is becoming more and more used in modern technologies of development, training and education of preschool children (A. Bogush, N. Havrysh, V. Kuzmenko, O. Kononko, K. Krutii, etc.). Pedagogical theory and practice emphasise that the formation of children's competences in various life areas is necessary already at preschool age. This is enshrined in the programme and methodological documents of preschool education in Ukraine.

Thus, the concept of 'competence' is defined in the Basic Component of Preschool Education (revised). This standard of preschool education, taking into account the age of children and their limited experience, operates with educational competences, i.e. a socially recognised level of knowledge, skills, values, attitudes in a certain sphere of a child's life. In particular, the Basic Component of Preschool Education states: 'The basic component of preschool education of the new edition provides for the assimilation of its content as a complete stage, designed for the entire period of preschool childhood, the formation of a minimum sufficient and necessary level of educational competencies of a child of the first 6 (7) years of life' [2, p. 4].

The content of the Basic Component of Preschool Education is built in accordance with the age capabilities of children on the basis of a competence-based approach, i.e. the educational process is aimed at achieving a socially fixed result (a given norm, requirements for the child's development, education and upbringing). This necessitates a clear definition of the child's mastery of the content of educational lines (knows, is aware, understands, is able, is aware, is capable, adheres, applies, shows attitude, evaluates), focuses educators on the holistic and general development of the child, and emphasises the importance of laying the foundation for the acquisition of special knowledge and skills in the preschool age. The teacher's attention should be focused on the main lines of preschooler development and the promotion of the child's individuality. Each educational line of the Basic Component of Preschool Education ends with a generalised definition of the result of educational work - the formation of a certain type of competence [2, p. 5].

The competence of a preschool child is the formation of intellectual operations, a certain arbitrary focus of activity, awareness and significant motivational saturation [7]. Therefore, we can assert that a child has educational competence as an ideal, normative competence that models the characteristics of a graduate of a preschool educational institution. Thus, educational competence is the result of personality-oriented learning, as it relates to the child's personality and is formed only in the process of performing a certain set of actions [7].

Since the subject of our study is the formation of health-saving competence in



preschool children, we consider it appropriate to consider this definition in more detail.

The content of education of the educational line 'Child's Personality' of the Basic Component of Preschool Education states 'health-saving competence', which implies 'awareness of the structure of one's body, hygienic skills for its care; belonging to a certain gender; food; basic indicators of one's own health, the value of health for a person. Ability to perform basic movements and gymnastic exercises; apply the acquired knowledge, skills and abilities to maintain health without harming one's own or other people's health. Compliance with the rules of life safety' [2, p. 11].

A teacher who teaches children to be healthy should be a model of health culture, be competent in health issues, and set an example of a healthy lifestyle. We believe that the model of training preschool teachers for the formation of health-saving competence in preschool children should consist of the following interrelated structural components, namely: - motivational and value (formation of a conscious focus on professional activities to form health-saving competence in preschool children, teacher's awareness of health-saving ideas); - cognitive (a set of knowledge, the mastery of which ensures the theoretical readiness of the educator); - cognitive (a set of knowledge, theoretical readiness of the educator). In our opinion, the effectiveness of pedagogical activity on the formation of health-saving competence in preschool children is ensured by the purposeful organisation of the system of scientific and methodological work with educators. It is implemented through various forms of adult learning: conversations, consultations, workshops, trainings, master classes, conferences on experience exchange, Internet events, schools of pedagogical excellence, etc. According to N. Havrysh, the current goal of education is 'the desire to help a person in the process of developing his or her personality to accumulate and activate his or her inner energy for the appropriate use of it for the benefit of oneself and others, to form a new pedagogical thinking in teachers. Not to do everything for the child, but to activate his/her internal reserves, to create conditions for self-movement' [4, p. 7]. The primary task of teacher training is to stimulate positive motivation, to form a value-based attitude to their own health and the health of children, to understand the priority of a healthy lifestyle and to perceive health-saving competence as its basis. The motivation of teachers is manifested through the need to master the methodology of forming health-saving competence in preschool children, interest in obtaining new information, and the desire to implement the acquired knowledge. It is advisable for educators to realise that it is necessary to restructure their own activities. According to H. Belenka, 'teachers should offer the child a range of information and knowledge, and the child can choose from it what corresponds to his/her nature, his/her inclinations, his/her interests, his/her capabilities. How the knowledge will be assimilated depends on the teacher, his/her pedagogical thinking, skill, organisation, optimism and love for the child' [3, p. 12].

In interpreting the professional training of a future educator for the formation of health-saving competence in preschool children, we proceed from the fact that it is a system of organisational and pedagogical measures that ensure the formation of a person's professional orientation of knowledge, skills and professional readiness to carry out physical education and health activities in preschool institutions through the



prism of the norms of valeological culture and the ability to effectively and creatively implement effective mechanisms for preserving and increasing health in the preschool education system. The priority task of the preschool educational system is to take care of children's health, readiness to independently solve issues related to maintaining, strengthening and preserving health. In its turn, modern preschool pedagogy encourages teachers to form initial health-saving competence, orientates educators to search for and use such forms of organising children's life, means, methods, techniques of influence on preschoolers that will help not only to provide health-saving information to children, but also to teach them to consciously apply it in everyday life [6].

Therefore, the preparation of a future educator for the formation of health-saving competence in preschool children is understood as an integral characteristic of a future educator, which allows to ensure the formation of health-saving competence of preschool children, based on life skills that promote physical, social, mental and spiritual health.

Conclusions.

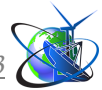
Summarising the results of the study, we consider it appropriate to note that the training of students is based on the formation of their worldview positions, beliefs, professional qualities and creative abilities on practical training to consolidate theoretical knowledge, skills and abilities. In this regard, there is a need to improve and enrich the content of training of preschool education specialists, taking into account the new realities of today, taking into account the process of studying the child, his/her development, creating special conditions for the formation of a child's conscious desire for a healthy lifestyle, the availability of a set of knowledge about health and factors of its preservation, the formation of health-saving life skills.

The article does not exhaust the solution of all aspects of the problem of professional training of future educators to form health-saving competence in preschool children. The issue of disclosure and substantiation of the content, forms and methods of forming health-saving competence of preschool children in preschool education institutions requires further development, which is the prospect of further scientific research.

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