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Contents of Preschool Profile Specialist Training. Health Care Aspect

Treści szkolenia specjalistycznego o profilu przedszkolnym. Aspekt opieki zdrowotnej

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ABSTRACT

This article provides a detailed analysis of psychological and pedagogical sources to explore the nuances in the development of health care competence among kindergarten teachers. The study emphasizes the impact of the course "Methodology of Physical Education and Valeological Education for Preschool Children" on shaping the health-preserving skills of students specializing in Preschool Education. It also examines the primary patterns involved in how future preschool teachers acquire knowledge about the health of young children. Furthermore, the article delineates practical strategies for integrating learned knowledge, abilities, and skills from higher education into consciously cultivating a health-oriented culture among preschoolers. It underscores the successful cultivation of sustained interest in adhering to basic principles of a healthy lifestyle in everyday settings. Moreover, the article clarifies critical factors contributing to the formation of health-preserving competence and advocates for the inclusion of the course "Health Technologies and Diagnostic Methods for Physical Development of Preschool Children" in the curriculum of Preschool Education programs at higher pedagogical institutions. The research affirms that effective training of contemporary preschool specialists hinges on their grasp of current physical education and health technologies, tailored to the psychophysical development indicators of preschoolers, including innovative approaches in physical education, notably non-traditional healing methods.

Keywords: valeological education; health-preserving competence; health-preserving technologies; professional training; educator; preschool specialist

INTRODUCTION. THE RELEVANCE OF THE USE OF INNOVATIVE HEALTH-PRESERVING TECHNOLOGIES IN THE PROFESSIONAL TRAINING OF EDUCATORS

The use of modern technologies in education includes various physical culture, health, medical, and preventive measures. These require a comprehensive assessment of current educational conditions to enhance preschool children's health, increase health culture, instill healthy lifestyle habits, and systematically monitor individual development indicators. Additionally, these technologies help prevent health issues and implement psychological-pedagogical, correctional, rehabilitation, and recreational measures, ensuring educational success and improving life quality. The need for these advanced health-preserving technologies is driven by the goal of optimizing the working conditions of the body's functional systems, thus, enhancing students' mental and physical performance (Kalichak, 2021b).

It is crucial now to develop health-preserving competence among preschool specialists, promoting a healthy lifestyle, well-founded physical exercise classes, and active recreation. Unfortunately, numerous legal acts have not yielded the expected results. Therefore, urgent measures are needed to create a health-preserving environment in educational institutions at all levels and to promote independent physical fitness activities (Kalichak, 2019c).

Justifying the need for valeological values (health-related values) plays a critical role in forming preschool professionals' health care competence. Achieving this large-scale goal requires classifying health-preserving technologies, implementing a model for developing a health-preserving culture as a worldview orientation for preschool educators, and outlining the main implementation methods in higher pedagogical education institutions in Ukraine. Promoting a healthy lifestyle through various marketing activities is also essential (Voskoboinikova, 2015). The acceptance of a healthy lifestyle in society is increasing, positively impacting individual health care. Education systems should not only provide information and scientific facts but also cultivate healthy lifestyle skills during the educational process (*ibid*., p. 116).

The development of scientific ideas about health technologies has redefined the technological component of health preservation and the promotion of a healthy lifestyle in education. Students' health-preserving competence now includes knowledge about health-preserving technologies, healthy lifestyle elements, environmental health factors, body hardening, and basic hygienic norms, requirements, and recommendations for disease prevention (Kalichak, 2021b).

The declining health condition due to unfavorable socio-economic, socio-political conditions, complex ecological situations, low cultural levels, and the education process's significant intensification (which often focuses on intellectual

rather than physical development) are, in our opinion, the main reasons for the lack of knowledge about personal health preservation (Kalichak, 2019a). Enhancing the nation's intellectual and physical potential is achievable by optimizing student youth's physical activity. Health-preserving technologies aim to create motivational and value bases for realizing physical, mental, and spiritual potential, improving health, mastering health and healthy lifestyle knowledge, developing independent health monitoring skills, and fostering responsibility for personal health behavior (Kalichak, 2019b).

Health care competences form a complex, multifunctional system of medical and hygienic means, driving the use of various forms, methods, and techniques to achieve optimal health preservation results. Criteria for forming preschool specialists' "health-preserving competence" include:

– creating sustainable health-preserving behavior motives and skills to ensure a desirable health culture level;
– promoting appropriate student health levels and stimulating a health-preserving culture, reflecting a conscious attitude toward health and human life;
– forming health-preserving competence to independently address healthy lifestyle and behavior safety tasks and provide basic medical and psychological assistance (Kalichak, 2021a, p. 257).

Forming a health-preserving life stance for preschool specialists extends beyond informational functions, requiring them to be full-fledged organizers of students' health-preserving activities. This fosters health-preserving views, thinking, and consciousness, essential for creating a health-preserving environment in higher education institutions. The physical component involves appropriate health indicators, physical training levels, and considering individual psychological and pedagogical characteristics. Comprehensive student physical condition assessments through anthropometric data, physical training indicators, and working capacity achievements are necessary. Physicality improvement considers physical training levels and existing health deviations, creating individual health cards for each higher education seeker (Kalichak, 2022b). Effective health-preserving physical education technologies use methodical principles: gradual and continuous physical exertion, purposeful health training means, rhythmic use of diverse activity means, increased motor activity, and systematic special physical exercise complexes (Kalichak, 2016, p. 37).

Long-term monitoring of health and physical development indicators reveals deviations, necessitating a thorough study of modern youth health preservation and improvement methods. This includes integrating valeological and physical education, teaching special disciplines (e.g. "Methodology of Physical Education and Valeological Education of Preschool Children" and "Health Technologies and Diagnostic Methods of Preschool Children's Physical Development"), mastering rational nutrition rules, and providing psychological and social assistance.

The activity of institutions of higher education in preserving and strengthening the health of student youth is effective under the condition of the deliberate implementation of well-chosen health-preserving technologies, which act as a mutually determined set of programs, techniques, methods of organizing the educational process, which are aimed at increasing the health of student youth and have a positive effect on the health of students and teachers. In higher education institutions, the most demanded health-preserving technologies include:

– physical culture and health (newest fitness programs, folk movement games, body hardening, and massage);
– medical and hygienic (complete healthy nutrition, vitaminization);
– health-preserving educational technologies (innovative educational process organization, student activity organization, and educational work technologies) (Nesterenko, 2012, p. 237).

Health care competence components include:

Substantive: Knowledge, skills, and abilities about health care and a healthy lifestyle.

Motivational-value: Personal attitude toward health and professional orientation.

Operational: Student involvement in a healthy lifestyle and health care system.

Emotional-volitional: Psycho-physiological sphere of student life (Kalichak, 2019c, p. 145).

Popular health technologies recently include phytotherapy, hardening, gymnastics, massage, and music therapy. These can be classified as:

– health education;
– medical;
– physical culture and health;
– complex (arthrotherapy, etc.) (Kalichak, 2016, p. 37).

"Formation of health-preserving technologies" refers to natural changes in health technologies at conceptual, structural, and functional levels, ensuring continuity and leading to a multifunctional pedagogical system. This system enhances individuals' physical, mental, intellectual, moral, and emotional health and successful self-realization (*Etymolohichnyi slovnyk*…, 1982, p. 137).

Modern health care technologies are multifunctional, strengthening individuals' spiritual, mental, physical, intellectual health, and self-realization.

Definitions of "health-preserving technologies" include:

– creating a health-favorable educational environment;
– providing education considering individual age and psycho-physiological characteristics;
– combining traditional learning technologies with health-preserving principles, methods, and techniques;

– teaching health and healthy lifestyle principles;
– educational and methodological health, physical culture, and medical-preventive measures (Kalichak, 2023, p. 355).

Training preschool specialists' health care competence involves criteria such as:

Individual approach: Formed values, individual abilities, and self-realization desires.

Competence approach: Focus on development, not just knowledge, with established skills for solving various problems in personal relationships (Kalichak, 2018, p. 67).

Integrating educational disciplines forms a holistic worldview based on integrated natural sciences, valeology, physical education, health basics, biochemistry, biomechanics, etc.

Given the negative trends in youth health deterioration, innovative technologies promoting psychophysical development are highly relevant. Implementing health-preserving technologies involves forming health-preserving competence among students, recognizing the close relationship between intellectual, physical, spiritual, and moral education, conducting systematic scientific research on health-preserving technologies' effectiveness, and learning from European and global higher education institutions' innovative practices.

THE ROLE OF THE "METHODOLOGY OF PHYSICAL EDUCATION AND VALEOLOGICAL EDUCATION OF PRESCHOOL CHILDREN" DISCIPLINE IN PREPARING STUDENTS FOR HEALTH CARE ACTIVITIES

The personally-oriented concept of professional pedagogical activity involves training educators to prepare the younger generation for life activities in specific historical conditions. This approach requires a personal development vector from modern teachers, seeking ways, means, forms, and methods of education in a humanistic society (Harashchenko, 2019, p. 88). Higher pedagogical education aims to train highly qualified specialists and develop their personality culture (Kalichak, 2024). Currently, theoretical justification of innovations and Health-Preserving approaches in education is relevant. Professional training for health-preserving activities is crucial since health forms the foundation of a preschool-aged child's integral development and modernizes the education system.

Modern researchers on preschool children's physical development (e.g. H.P. Barsukovska, E.S. Vilchkovsky, L.P. Zahorodnya, O.I. Kurok, S.A. Titarenko) highlight the need for preschool education specialists to develop health care knowledge, adhere to a healthy lifestyle, and systematically understand health care activities in raising and improving preschool children's health. Teachers must use health-preserving technologies extensively to strengthen preschoolers' health.

Bukreeva (2007), Denisenko (2007), or Levinets (2011), and others convincingly prove that in order to preserve and strengthen the health of preschoolers, teachers need to use health-preserving technologies as widely as possible. According to Boichenko (2005), and Shamrai (2007), the educator in working with preschool children needs to actively apply the knowledge and skills acquired in the course of education regarding the formation of the health culture of the child's personality, adherence to the habit of a healthy lifestyle. Educators working with preschool children must apply knowledge and skills from their education to form children's health culture and healthy lifestyle habits. Readiness for health-preserving activities depends on scientific and pedagogical consciousness, value orientations, healthy lifestyle culture, and responsibility for personal and preschoolers' health (Boichenko, 2005).

Health care activities aim for personal development. Preparing students involves comprehensive educational process support and methodological tools development. Integrating educational disciplines requires analyzing the problem of training educators for health care activities through special disciplines (Kalichak, 2022b).

The "Methodology of Physical Education and Valeological Education of Preschool Children" discipline focuses on theoretical, practical, and methodological training for preschool specialists, teaching physical exercises, and conducting physical culture and wellness work with preschoolers. While traditional physical education systems are emphasized, there is a need to prioritize health-preserving environments in modern kindergartens (Kalichak, 2022a). A health-preserving environment involves organizational, psychological-pedagogical, social, hygienic, environmental, physical culture, and educational conditions aimed at preserving health and ensuring mental comfort in preschool institutions (Kalichak, 2016, p. 88). Professional training for preschool specialists includes organizing and implementing health-preserving activities in kindergartens. Educators must be active communicators with children, parents, colleagues, and informed consultants (Zahorodnia et al., 2018). Analyzing preschool education students' preparation for health-preserving activities reveals contradictions between theory and practice. The "Methodology of Physical Education and Valeological Education of Preschool Children" course enhances health care awareness but lacks practical implementation impact (Kalichak, 2021c).

Students gain theoretical knowledge to promote healthy lifestyles while working with foster children's families. However, practical implementation mechanisms for health-improving methods are often absent in preschool practice. Many health techniques remain theoretical or demonstrate a formal approach to preschool teacher personality formation. Instilling health culture and a healthy lifestyle during the educational process develops and preserves health at all ages. Preschool education students should master theoretical knowledge and practical application of health-improving technologies.

The "Methodology of Physical Education and Valeological Education of Preschool Children" course aims to form students' professional competence for health-preserving activities, shaping physical education teachers' scientific and methodological knowledge. Innovative methods help realize ideas on health culture and physical education in future professional activities. To achieve the course objectives, the content emphasizes professional training systems for health-preserving activities, development of health culture and healthy lifestyle skills, legal and ethical aspects of health culture education, and practical Health-Preserving technologies for work with children (Vilchkovskyi, Kurok, 2017).

Lectures and seminars of the specified course should provide the necessary scientific justification for the use of health-improving methods in the conditions of modern educational institutions, familiarization with the pedagogical experience of health-preserving activities, and practical solutions to the problems of improving the health of preschoolers. The skills of modeling pedagogical activities with justification of the necessary conditions, means, and specific methods require special attention. Such work is carried out in practical classes held exclusively on the basis of a preschool education institution. Studying the course involves independent research activities of students (analysis of what was seen in preschool education institutions, search for the best and available examples of health-preserving activities of kindergartens abroad, analysis of the latest methods, etc.) (Levinets, 2011).

Students learn to analyze the work of a teacher, comprehensive diagnostics of the physical development of preschoolers, analyze state and author programs for the formation of physicality, innovative health-preserving methods, prepare material for physical culture and health work with children in kindergarten. The study of individual topics of the course allows viewing video materials of various forms of work on the physical development and health of children in modern foreign and domestic preschool education institutions.

The main emphasis in the teaching of the discipline involves ensuring that students have a real and effective interest in health care activities during professional training, which includes such components as:

- formulation of the vector of implementation of health-preserving activities;
- mastering the essence of health care for preschoolers;
- teaching preschoolers by personal example;
- mastering the toolkit of health-preserving activities;
- the ability to plan health care activities depending on the specifics and material and technical base of the health care system (Kalichak, 2014).

Among the huge number of different health technologies, a preschool specialist must be able to choose the appropriate ones, analyze the effect of their use, be fluent in the methodology of teaching children various methods of health improvement, and contribute to the creation of an appropriate environment for the preservation of children's health. At the same time, it is necessary to take care of

the formation of the preschooler's personality, his physical and mental health, to radiate respect for the pupil, genuine interest in his problems, cheerful mood and optimism after each lesson (Zahorodnia et al., 2018).

Thus, the expertise and skill of the educator is dictated by the ability to find an adequate toolkit for physical education and rehabilitation of preschoolers, to use a large arsenal of various standard and non-standard forms of work, to correspond to the health-preserving environment of a particular preschool (interaction with pupils and their families, colleagues for propaedeutics, diagnostics and correction the health and physical development of children, the presence of their own value orientations, etc.).

The training of educators to carry out health-preserving activities in a modern kindergarten involves:

– the presence of thorough scientific ideas about health and a healthy lifestyle;
– mastering the skills of preserving children's health;
– the ability to select available, specific means of improving health;
– the presence of analytical abilities regarding the practical implementation of health-improving methods in kindergarten (Kalichak, 2014).

The content of the "Methodology of Physical Education and Valeological Education of Preschool Children" discipline provides theoretical, practical and methodical training of preschool specialists (general management of the system of physical development in preschools, teaching preschoolers physical exercises, conducting various forms of physical culture and health work with preschool children, etc.). The specified course is focused on the use of the traditional system of physical development of preschoolers, and therefore does not fully allow the implementation of a full-fledged process of creating a health-preserving environment in a modern preschool education institution, but only in the area of motor activity (Kalichak, 2013). The study of the specified discipline, based on knowledge of other subjects, especially valeology, allows to expand the awareness of students in the field of health care, but does not form a practical fulfillment of the need to observe a healthy lifestyle (Bukreieva, 2007). The problem of raising a culture of health is one of the constituent parts of training a specialist who is able to fulfill the social order of society – the education of a healthy personality, a bearer of a healthy lifestyle and the implementation of health preserving activities in general.

The modern information society dictates requirements for the ability to search for the necessary information, as well as the use of new technologies to improve motor skills. Currently, a significant number of computer technologies are used in the physical education of student youth (diagnosis of health, physical development, pedagogical control). Nowadays, unfortunately, students visit sports halls and libraries less and less, and spend the lion's share of their free time on computers, tablets, and smartphones. Therefore, there is a real opportunity to use

such a trend to the benefit of the educational process, that is, it is time to apply information and communication technologies for the physical training of students, to review the outdated educational and methodological support in the direction of using multimedia didactic teaching aids and electronic textbooks of the new generation.

Wide prospects are opening up in the use of computer tests and electronic programs to determine the success of student youth. This is facilitated by the variety of modern sports bracelets, fitness bracelets, and start-watches, which enable a non-committed assessment of the parameters of students' physical development. The new didactic organization of the information and educational environment of institutions of higher education requires the modernization of information sources, and not the creation of ideas about performing various physical exercises during independent activities with the help of a text description or a static picture. Such teaching aids are detached from reality, devoid of clarity, and slow down the perception of the material. During the demonstration, the teacher should be able to change the sequence of actions, simulate his own learning trajectory, etc., and the student should be able to perceive and interpret an array of information for further programming of his actions, making quick decisions, taking into account the available psychophysiological features of the development of his own organism.

Currently, the availability of a wide variety of sports bracelets, fitness bracelets, smart watches and all kinds of multifunctional applications in smartphones makes it possible to use them in physical education classes for students to constantly monitor various functional indicators of the body (heart rate, blood pressure, blood oxygen saturation, intensity of exercise (number of steps, distance, energy consumption, etc.).

THE VALUE OF THE "HEALTH TECHNOLOGIES AND DIAGNOSTIC METHODS OF PHYSICAL DEVELOPMENT OF PRESCHOOL CHILDREN" COURSE IN THE FORMATION OF HEALTH-PRESERVING COMPETENCE OF PRESCHOOL SPECIALISTS

The processes of optimization of the system of higher pedagogical education, which are caused by the modern social order, are aimed at providing preschool education institutions with highly qualified pedagogical personnel of the preschool profile. Modern innovative methods of educating preschool children dictate requirements for the functioning of the preschool education system in general, regulate the direction of the educational process in kindergarten based on the use of health-preserving technologies in particular. Improving the physical development and physical fitness of preschoolers today requires diversification and constant improvement of forms and methods of activity. In order to solve the outlined tasks, the educator must master various methods of determining the

level of the child's objective physical condition, as well as traditional and non-traditional health technologies.

Recently, in the physical development of the smallest citizens of Ukraine, there has been a steady trend towards a noticeable decrease in daily motor activity and, as a result, significant deviations in the health of a weakened child (weakness of the neuromuscular apparatus, deterioration of the functional systems of the body, deterioration of intellectual and physical capacity, rapid fatigue, etc.).

We consider one of the main causes of childhood diseases to be the insufficiency or complete absence of a health-improving orientation of the educational process in general and physical education in particular. A significant part of preschool education institutions do not use appropriate forms of physical education of children with the aim of achieving physical perfection (formation of good health, harmonious physical development, motor readiness, development of basic locomotion and physical qualities), but only take care of a standard set of motor actions or the presence of a certain number of movements or motor actions.

The modernization of educational activities aims to create favorable conditions for strengthening the health of children through the wide application of various health-preserving technologies in preschool education. Health measures will be beneficial only when the preschooler is happy to follow all the recommendations and organizational and methodical instructions. The skill of a modern educator consists not only in perfect mastery of theoretical knowledge, but also in the ability to introduce progressive ideas and health technologies into practice, engage in innovative activities in the field of health care for preschool children. This activity will be facilitated, first of all, by the creation of an appropriate subject-game development environment, as well as comfortable conditions for children to stay in kindergarten, etc. (Zahorodnia, 2010).

That is why there is an urgent need for individualization of physical exercises, in particular, the use of general development and health complexes, which would contribute to the formation of basic locomotion and the development of movement qualities in preschool children from an early age.

The correct selection of individual correction and rehabilitation technologies, the implementation of systematic testing to obtain information about the dynamics of the preschooler's psychophysical state will allow the necessary correction of training programs to be successfully implemented. The analysis of psychological and pedagogical literature on the professional training of physical culture specialists shows the presence of various aspects of this problem, in particular: improvement of the professional training of physical culture specialists (M.T. Danylko, M.D. Zubalii, T.G. Ovcharenko, B.M. Shiyan, and others); formation of individual abilities of students in the process of education and upbringing (V.M. Maryshchuk, V.S. Farfel); introduction of personally oriented learning and

education technologies in institutions of higher pedagogical education (I.D. Bekh, O.O. Verbytskyi, L.P. Sushchenko); psychological and pedagogical foundations of training future educators (O.V. Fedyk, A.V. Tsyos); preparation of students for physical education of preschoolers (O.L. Bohinich, L.V. Volkov, N.F. Denysenko, Z.I. Nesterova, T.I. Ponimanska, L.A. Ryzhova).

However, we do not find specific recommendations regarding the diagnosis of children's health and the implementation of physical development taking into account the existing deviations. It is the absence of a clear and concretely substantiated content of the teacher's professional training, as well as the appropriate forms and methods of its implementation, that dictates the need to study the educational discipline "Health Technologies and Diagnostic Methods of Physical Development of Preschool Children".

The goal of the course, in our opinion, involves familiarizing students with relevant innovative, non-standard, non-traditional approaches to the physical development of preschool children and with the main methods of its diagnosis, which enable the assessment of their physical condition. This course is a kind of continuation of the "Methodology of Physical Education and Valeological Education of Preschool Children" discipline and allows to generalize the acquired knowledge from various branches of science (anatomy, physiology, pedagogy, psychology, etc.) in order to create a single health-preserving environment in modern preschool education institutions (Kalichak, 2017).

The program of the "Health Technologies and Diagnostic Methods of Physical Development of Preschool Children" course is designed for 90 hours (the number of ECTS credits is 3). Theoretical block – 16, practical – 32, independent work – 42 hours (Kalichak, 2017, p. 1).

Basic competences that educators must master include:

1) to creatively "use the knowledge gained from the methods of physical education of children when solving educational and educational tasks in working with preschoolers;
2) to master the basics of the methodology of conducting various physical culture and health activities in the daily regime of the preschool education institution;
3) to develop and implement new organizational and pedagogical non-traditional forms, methods of improving the health of preschoolers (taking into account the wishes of parents);
4) to organize a rational subject environment for various forms and types of motor activity;
5) to create favorable conditions for positive emotional and moral-willed manifestations of children;
6) to involve parents in active participation in educational and recreational work;

7) to take into account the age and individual characteristics of preschool children in the process of conducting physical education classes;
8) to navigate in special scientific and pedagogical literature according to the training profile.
9) to study, analyze and evaluate the level of physical development of preschool children;
10) to plan and carry out recreational activities during the day of the preschool education institution;
11) to take into account the psychological and pedagogical foundations of the organization of physical culture and health classes in their activities;
12) to draw up an individual program for improving the preschooler's body" (*ibid*., p. 2).

The program content of the educational discipline includes the following topics: "Subject of study and basic concepts of the course »Health Technologies and Diagnostic Methods of Physical Development of Preschool Children«. Non-standard methods and technologies of physical development of preschool children in modern conditions. Rehabilitation of preschool children. Rehabilitation of children with special needs. Recreational gymnastics. Massage. Formation of correct posture and prevention of flat feet in preschool children" (*ibid*., p. 3).

The specified content will make it possible for teachers of preschool education institutions to master specific methods of assessing the child's physical condition and will contribute to the creation of specific conditions for the implementation of the principle of "individualization and health-improving orientation of pedagogical influences in the physical education of preschool children" (Voskoboinikova, 2015, p. 116).

Among others, we will pay attention to the author's methods (Peter Lesgaft's physical education system, Rudolf Steiner's Waldorf pedagogy, Maria Montessori's method, the Nikitin family's physical education system, Porfiry Ivanov's *Detka* hardening system, Glen Doman's system of developing children's motor skills, physical child development according to the method of Cecil Lupan), as well as on some of the most characteristic topics today: "Ethno-pedagogical health technologies. Traditions of Ukrainian ethnopedagogy regarding raising a healthy child". The level of physical development is an important indicator of a comprehensive assessment of the health of preschoolers, which must be taken into account when determining the health group of a preschooler. Students need to know these criteria, namely:

The peculiarities of the state of health and physical development of each child, which is carried out in a preschool educational institution during medical examinations of children. On the basis of these data, taking into account the conclusions of doctors based on the children's place of residence, treatment, and medical counseling, the doctor and nurse of the preschool institution divide the pupils into medical groups (health groups), record conclusions and recommendations regarding children's

participation in physical education activities, forms educational work on physical development and upbringing in individual medical cards and bring them to the attention of parents of pupils and teachers. Depending on the established medical group and individual assignments, educators, physical culture and swimming instructors ensure the appropriate degree of participation of each child in the system of physical culture and health work, the optimal level of physical, mental, and emotional stress for him/her. (Ivakh et al., 2023, p. 40).

Among the most widespread forms of organizing health-preserving activities in modern preschool education institutions, we note the following:

Classes on physical development, independent motor activities of children, mobile games, morning gymnastics, healthy physical culture moments, physical exercises after daytime sleep, physical exercises in combination with hardening procedures, physical walks, physical leisure, sports holidays, various relays and competitions, health procedures in water, etc. (Shamrai, 2007, p. 9)

Currently, the newest types of health-improving activities are being actively implemented, in particular, "health-development moments, stimulating gymnastics, immune gymnastics, psycho-gymnastics (exercises, games, etc.), art gymnastics, color therapy, fairy-tale therapy, laughter therapy, salt floor, fitball gymnastics, rhythmic gymnastics, hydroaerobics, children's fitness" (Hryhorenko et al., 2006, p. 33).

The use of the latest innovative developmental technologies in order to improve the physical condition of preschoolers should make it possible to achieve a health-improving and developmental effect, provided there are no negative consequences for the child's body. The feasibility of using such technologies requires knowledge of various methods of diagnosing the level of physical development, as the main indicator in a comprehensive assessment of the child's health. For this purpose, students should master the following morphometric methods for determining the main criteria of physical development: anthropometry (measurement of the circumference of the chest; length and weight of the body, as well as coefficients that allow judging the proportionality of development: fullness index, Erisman and Pignet indices, etc.); functional (frequency heart rate, blood pressure, the body's response to physical exertion), as well as with somatotyping methods (the dynamic somatotype assessment method according to Sheldon, and the method of determining somatotypes based on the values of signal deviations of length, body weight, and chest circumference from the arithmetic mean according to Bakhrak) (Denysenko, 2004, p. 5).

Solid knowledge of the patterns of rapid changes in the body of preschoolers, which are dictated by rapid growth, development and purposeful and pre-planned physical exercises, will allow specialists not only to respond adequately to natural adaptive and age-related changes, but also to eliminate existing unfavorable conditions that are provoked by the use of inappropriate forms of physical education – remedial classes (discrepancy of the workload of the preschooler's physical fitness, individual characteristics of children, etc.).

The Ministry of Education and Science of Ukraine in the Instructional and Methodological Recommendations "Organization of Physical Culture and Health Work in Preschool Educational Institutions" identified the priority directions for the use of traditional and non-traditional methods of improving the health of children and the practical possibilities of their implementation in the practice of modern preschool education institutions. Therefore, a modern specialist must master a whole arsenal of health technologies.

> Along with the traditional means of physical education and rehabilitation of preschoolers, others find a place in the practice of work of preschool institutions. For example: fitball gymnastics – exercises using a ball that has certain properties (size, color, smell, elasticity), which are used for health purposes; stretching – a system of exercises based on static stretching of the muscles of the body and spine, which makes it possible to prevent posture disorders, has a health-improving effect on the entire body, and helps to activate its protective forces; horizontal plastic ballet is a system of parterre movements performed in horizontal starting positions from the position of lying in the position of the embryo to the position of standing on the knees, slowly and smoothly, accompanied by classical and modern music in the form of integral compositions. (*Instruktyvno-metodychni…*, 2016, p. 3)

The activities of the current kindergarten are focused on strengthening the child's psychophysical health, which is impossible without innovative activities in the field of physical education. This especially applies to non-traditional healing methods. Hence, there is an urgent need for students to master physical and psychologically oriented non-traditional health techniques (for example, various types of breathing exercises, etc.).

In our opinion, the work program of the "Health Technologies and Diagnostic Methods of Physical Development of Preschool Children" discipline should include innovative technologies that simultaneously solve the problems of physical and neuropsychological development of preschool children. A creative approach to the organization of all forms of physical education and health work, the constant exchange of best practices will ensure success in the physical education of children for educators of preschool education institutions. However, a high level of health care competence will always remain decisive. A significant reduction in the morbidity of preschool children will be facilitated by a thorough mastery of health systems by students of higher pedagogical education institutions and pedagogical workers of ZDO. A modern system of training a preschool specialist is not possible without the formation of ideas about physical culture and health technologies, which must be applied in accordance with the indicators of physical and morphofunctional development of preschoolers.

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ABSTRAKT

W artykule na podstawie szczegółowej analizy źródeł psychologicznych i pedagogicznych zbadano specyfikę kształtowania kompetencji zdrowotnych wśród nauczycieli przedszkoli. Podkreślono wpływ studiowania dyscypliny „Metodologia wychowania fizycznego i waleologiczne wychowanie dzieci w wieku przedszkolnym" na kształtowanie kompetencji prozdrowotnych uczniów specjalności „Wychowanie przedszkolne", a także rozważono główne wzorce tego procesu pogłębiania wiedzy o zdrowiu przedszkolaków przez przyszłych nauczycieli o profilu przedszkolnym. Scharakteryzowano najbardziej elementarne wymagania zdrowego stylu życia w życiu codziennym. Wyjaśniono główne czynniki kształtowania kompetencji prozdrowotnych oraz konieczność nauczania dyscypliny „Technologie zdrowotne i metody diagnostyczne rozwoju fizycznego dzieci w wieku przedszkolnym" dla studentów specjalności „Wychowanie przedszkolne" w wyższych szkołach pedagogicznych. Udowodniono, że kształcenie współczesnego specjalisty wychowania przedszkolnego jest niemożliwe bez ukształtowania w nim pomysłów na temat najnowszych technologii kultury fizycznej i zdrowia, które są stosowane w zależności od wskaźników rozwoju psychofizycznego przedszkolaków, innowacyjnych działań w dziedzinie wychowania fizycznego. Dotyczy to szczególnie nietradycyjnych metod leczenia.

Słowa kluczowe: edukacja waleologiczna; kompetencje prozdrowotne; technologie prozdrowotne; kształcenie zawodowe; pedagog; specjalista przedszkola