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# **MODELING OF HEALTH PRESERVING ENVIRONMENT OF PRE-SCHOOL EDUCATION INSTITUTION: MODERN APPROACHES**

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In the modern conditions of the development of society, which is characterized by man-made load on nature, global deterioration of the environment, exacerbation of contradictions between the results of human activity and the laws of the development of nature, the problem of preserving and strengthening the health of the younger generations becomes especially urgent.

The results of medical and sociological research in recent years testify to a steady trend towards the deterioration of children's health. Among the reasons causing this situation are:

- adverse social and economic conditions;
- lack of proper conditions for active motor activity of the individual both in the family and in the educational institution;
- unbalanced nutrition;
- a formalized approach to hardening;
- non-observance of sanitary and hygienic, air, temperature, and light modes of organization of the child's life [1, p. 17].

One of the root causes of this situation is the contradiction between the needs of children and the educational tools used in the pedagogical process. In order to counteract this process, health education is functioning, which is based on the idea of prioritizing the health of the subjects of the pedagogical process as a fundamental component of personality formation, which allows to ensure optimal life activities of the teacher and pupils.

A health-preserving environment is a favorable environment for a person's life and activity, which combines the surrounding social, material and spiritual conditions that have a positive effect on the health of the individual. It is important to realize the importance of providing

favorable conditions for a person's life, as a state of the living environment, due to which there is no harmful effect of its factors on human health, and there are opportunities to ensure normal and restoration of impaired body functions.

The health-preserving environment of an educational institution is the observance of sanitary and hygienic standards, air and light regimes, etc. in all spheres of the organization of a child's life in an educational institution. The analysis of works on the creation of a health-preserving environment convinces of the interdisciplinary nature of this direction, as it embodies the ideas of various fields of scientific knowledge: pediatrics, hygiene, physiology, psychology, pedagogy, medical ecology, human ecology, sociology, etc.

The main characteristics of a health-preserving environment are: balanced nutrition, moral and psychological climate in the relations of the subjects of the educational process, ecology and hygienic condition, modern design, subject-game space of the group room, gymnasium and playground, rational organization of children's life activities in accordance with their age and psychophysiological characteristics, wide implementation of innovative programs and health-related technologies, the level of cooperation of the preschool educational institution with families and other social institutions.

The main task of the health care environment, which is based on the unity of physical, mental (spiritual) and social health, is to immerse the child in a specially organized life space, in which the habit of healthy behavior is formed, which ensures a comfortable stay of the child in the preschool institution education, and the family environment, and among the children's team outside the preschool education institution. In addition, it is important to ensure optimal motor activity of children, which is aimed at the formation and realization of the natural need for movement, which is genetically laid, but requires certain stimulation and satisfaction [3].

A significant influence on the formation of the child's personality is carried out by the system of pedagogical influences applied in the educational institution. They reflect conceptual approaches to the

organization of educational activities in general, and in particular in matters of preserving and strengthening children's health. Therefore, many researchers, emphasizing the importance of building a pedagogical process favorable for the child's development and self-development, single out the concept of «health-preserving educational environment» as a set of pedagogical, social-cultural, material-technological and medical-valeological conditions of the life of an educational institution, the result of their interaction is spiritual, moral and intellectual development of the individual. An integrative approach to understanding the phenomenon of health, the multi-level implementation of health-preserving activities, taking into account the unity of approaches, and the multicomponent nature of the environment are defined in this article [6].

It is valuable to realize that the creation of a health-preserving environment involves the coherence of the influence of both the macro-environment and the micro-environment on the child's personality. Taking into account these factors will allow the teaching staff to create a truly effective system of physical culture and health activities and minimize the negative effects of modern ecology on the health of younger generations.

The process of modeling a health-saving environment can be called a kind of specific set of internal factors of the development of this environment. Such an aggregate occurs on the basis of morphofunctional, mental, physical new formations of the child's personality and external conditions that characterize each level of education and upbringing, as well as the age stage of the development of children's ontogenesis, subject to the observance of specific socio-cultural and psychological-pedagogical conditions that are created in the educational institution [8].

The health-preserving environment of a preschool education institution is a complex organized system that consists of a set of sanitary-hygienic, organizational-pedagogical, and psychological-pedagogical conditions. Therefore, it is aimed at optimizing the sanitary and hygienic conditions of the process of organizing children's life activities, in particular education and upbringing, choosing appropriate

forms and methods of physical culture and health activities, humanizing the relationships of participants in the educational and educational process, activating motor activity, preventing mental and physical overload of children, preventing stressful conditions, increasing the adaptive capabilities of the child's body, choosing appropriate innovative technologies and monitoring the quality of educational services [5].

The functions of the health preserving environment include: coordination, integration, adaptive, sociocultural, orientation, propaedeutic, stimulating, and others. The coordination function ensures the interaction of various structures in matters of preserving and strengthening the health of younger generations, ensures continuity in the implementation of state policy at various educational levels. The integrative function is closely related to the coordination function and is aimed at developing joint approaches to the organization of the health-preserving environment. Adaptive – contributes to the improvement of adaptive capabilities and functional capabilities of the child's body, prepares for schooling. Socio-cultural is aimed at involving children in the system of values produced by society regarding personal health, cultivating health-preserving behavior as one's own value need. Orientation – provides self-determination of the child (in accordance with age-related capabilities) in various areas of his life, help in finding adequate solutions to various life situations. Propedeutic – characterizes the valeological support of the child in the educational process, both in terms of content (contributes to the formation of valeological ideas and the development of certain practical skills), and forms of work. Stimulating – related to the use of positive feedback, which allows you to monitor changes in the child's personality, in particular, in health indicators, orientation not only on the final result, but also on the process of its achievement [7].

When creating a health-preserving environment, it is necessary to take into account the principles of organizing health-preserving activities: the principle of transition to the value paradigm of education, the principle of natural expediency, the principle of pedagogical support

(pedagogical support), the principle of continuity and continuity, the principle of integrating the efforts of the subjects of the educational process aimed at ensuring the development of children's physical and mental health, the principle of harmonious personality development, the principle of health-oriented orientation of the educational process [4].

A number of authors identify factors that affect the health of participants in the educational process: social (social orientation to a healthy lifestyle, persistent motivation for health-preserving behavior, perceived need for valeological knowledge and skills, etc.); psychological and physiological (functional state of the body, individual and typological features of the body, relevant views and beliefs about health, awareness of the importance of health, etc.), organizational and pedagogical, which are divided into organizational (educational process, building a daily routine, mode of motor activity , procedural (educational standard, mental and physical stress) and professional – competence (anti-stress pedagogical tactics, motivated, comprehensive approach of the educator to the assessment of children's health, use of health-saving technologies, systematic monitoring of children's health, use of adequate diagnostic methods); managerial (the main parameters of the functioning of the health-preserving environment of the primary institution, material and technical, financial, personnel, informational, methodical resources, etc.). These factors deepen the understanding of the essential characteristics of the health-preserving environment, emphasizing the need for a comprehensive approach before its creation [2].

While modelling a health-preserving environment of the preschool education institution, it is necessary to ensure the following pedagogical conditions: development and approval of the health-preserving concept, formulation of strategic goals and objectives, implementation of diagnostics and monitoring of children's health status, introduction of children to the basics of a healthy lifestyle, formation of valeological competence, increasing the professional competence of the teaching staff in the context of health care activities, forming a culture of health, meaningful interaction of all subjects of the pedagogical process (administration, educators, physical education instructor, psychologist,

nurse, children, parents), determining their duties and responsibilities in the implementation of program goals [1; 2].

The basis for the development of criteria for the effectiveness of the functioning of the health-preserving environment can be the following: material and technical support of the health-preserving environment, their compliance with sanitary and hygienic standards; compliance of the organization of the food system with current sanitary rules and regulations; interpersonal relationships between subjects of the educational process; the state of physical and mental health of children and educators; indicators of children's motor readiness, the level of professional competence of teachers, the integrity of the health effects and the stability of the results.

Therefore, the creation of a health-preserving environment is a process that requires a clear understanding by all its participants of the importance of a responsible attitude to one's own health. Such an environment should ensure not only the preservation and strengthening of children's health, but also the formation of a culture of health. Only coordinated and meaningful cooperation between the preschool educational institution and the family in the field of health care will be able to ensure the successful implementation of health care technologies aimed at improving the health of children.

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