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DEVELOPING A HEALTH CULTURE IN THE COURSE «METHODS OF PHYSICAL AND VALEOLOGICAL EDUCATION OF PRESCHOOL CHILDREN»

The content of the discipline «Methodology of physical and valeological education of preschool children» focuses primarily on the traditional system of physical education, which is scientifically grounded and tested in practice. However, there is now a need to rethink the pedagogical values in kindergartens, with a priority on creating a health-preserving environment.

An analysis of the training of students specializing in «Preschool Education» reveals certain contradictions between the theory of cultivating personal health culture and its practical application, which calls for scientific justification and the exploration of new methods for implementation. The discipline «Methodology of physical education and valeological education of preschool children» allows improving the awareness of students in the field of physical education, valeology, health care, but does not provide a tangible positive impact on the process of its practical implementation [2].

Students acquire a set of theoretical knowledge that equips them to promote a healthy lifestyle in accordance with the requirements for working with the families of foster children. However, during pedagogical practice in a kindergarten, they observe the absence of effective practical mechanisms for implementing health-promoting methods. In our opinion, the wide variety of the latest health-promoting methods is either purely theoretical or demonstrates a formal approach to the formation of the personality of a preschool teacher.

Mastering the basics of health culture and a conscious desire for a healthy lifestyle is a priority task of the institution of higher pedagogical education. Disciplines that provide professional training of a specialist capable of implementing the social order of society – nurturing a healthy personality, are required to prepare students for health-preserving activities with different contingents of preschoolers.

The course «Methodology of physical education and valeological education of preschool children» does not sufficiently enable the readiness of students for such activities. Mastery of the discipline runs into contradictions of an objective and subjective nature. The independent teaching of this subject fails to ensure on going integration with other disciplines that are related to solving health problems, completely ignoring the fact that health is also a social problem, and therefore, social sciences must take an active part in its developers, not just valeology. After learning the this course, students ultimately do not realize personal responsibility for their own health, as well as for the health of preschoolers [3].

Lectures and practical classes in this course should provide the necessary scientific foundation for applying health-promoting methods in the conditions of modern educational institutions, familiarization with the pedagogical experience of health-preserving activities, practical solutions to the problems of improving the health of preschoolers, and the formation of a culture of health in general. The skills of modeling pedagogical activities with justification of the necessary conditions, means, and specific methods need special attention. Such work is carried out in practical classes held exclusively on the basis of the kindergarten. Studying the course involves independent research activities of students (analysis of what has been seen, search for the best and available examples of health-preserving activities of kindergartens abroad, analysis of the latest methods, etc.) [10].

Students learn to analyze the work of a teacher, comprehensive diagnosis of the physical development of preschoolers, analyze state and author programs on 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 you to view video materials of various forms of work on the physical development and health of children in modern foreign and domestic kindergartens.

The main emphasis in the teaching of the discipline involves ensuring that students have a real effective interest in health-preserving activities during professional training, which includes such components as: formulation of the vector of implementation of health-preserving activities; mastering the basics of health culture; teaching preschoolers by personal example; mastering the tools of health-saving activities; the ability to plan physical culture and health activities depending on the specifics and material and technical base of the kindergarten [4-7].

Among the many 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.

Thus, the expertise and skill of the educator is dictated by the ability to find an adequate toolkit for improving the health of preschoolers, to use a large arsenal of various standard and non-standard forms of work, correspond to the health-preserving environment of a particular kindergarten.

The preparation of educators to carry out health activities in a modern kindergarten involves: «the availability 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-promoting methods in kindergarten» [11, p. 115–116].

The content of the discipline «Methodology of physical education and valeological education of preschool children» provides theoretical, practical and methodical training of preschool professionals. This course is focused on the use of the traditional system of physical development of preschoolers, and therefore does not allow to implement the process of creating a health-preserving environment in a modern kindergarten, but only in the area of motor activity [8; 9; 12].

The study of this discipline, supported by knowledge from related subjects, especially valeology, broadens students' awareness in the field of health culture, but does not form the practical fulfillment of the need to observe a healthy lifestyle [1; 13; 14].

Fostering a culture of health is a key component in training specialists who are 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-related 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 and physical qualities. Currently, a significant number of computer technologies are used in the physical education of student youth (diagnosis of health, physical development, pedagogical control).

Today, 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 out dated educational and methodological support in the direction of using multimedia didactic teaching aids and electronic textbooks of the new generation.

Broad perspectives 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 educational environment in higher education institutions 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.

Thus, studying the course «Methods of Physical and Valeological Education for Preschool Children» will contribute to students' acquisition of the knowledge, abilities, and skills necessary for fostering a health culture in preschool children.

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