

- сприяє удосконаленню навичок зв'язного мовлення, інтонаційної виразності, збагаченню словникового запасу (мовленнєвий розвиток);
- задовольняє потребу у формуванні природодоцільного світогляду, реалістичних уявлень про явища природи, практичних умінь, дбайливого ставлення до неї (екологічний розвиток);
- надає унікальні можливості для захоплення красою, милування природою, відчуття радості, незвичайної фантазії (художньо-естетичний та креативний розвиток).

Отож, роль прогулянок в освітній роботі з дошкільниками надзвичайно велика. На них вихователі мають змогу розв'язувати завдання пізнавального, морального, екологічного, фізичного, естетичного розвитку малюків.

Тому дошкільні педагоги повинні правильно їх організовувати, щоб під час перебування на свіжому повітрі діти збагачували знання про довкілля, пізнавали світ Природи у всій його красі, розширювали світогляд, оздоровлювалися, загартовувалися, особистісно розвивалися тощо.

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PSYCHOLOGICAL ASPECT OF NON-TRADITIONAL HEALTH PRESERVING TECHNOLOGIES IN A MODERN PRE-SCHOOL

**Oleksandr POSATSKYI, Oksana ZHYVCHYN
Drohobych**

Preservation and improvement of children's health is the most important task of preschools and parents. The rapid information development in the modern society requires adequate progressive changes in this process regarding the use of various technologies and methods of the educational process, as well as the wide use of the available toolkit of the latest information technologies, multifunctional applications in smartphones, gadgets, etc.

Among the most common forms of organizing health preserving activities of a modern preschool education institution, we can single out physical education classes, independent motoric activities for children, mobile games, morning gymnastics, short health improving exercises, exercises after daytime sleep, physical exercises in combination with hardening procedures, walks, physical leisure, sports holidays, various relays and competitions, health procedures in the water environment, etc.

The newest types of health improving activities are short health developing exercises, stimulating gymnastics, immune gymnastics, psycho-gymnastics, art gymnastics, color therapy, fairy-tale therapy, laughter therapy, salt path, sand therapy, aromatherapy, vitamin therapy, football-gymnastics, rhythmic gymnastics, hydroaerobics, children's fitness [6; 9; 10].

The adverse impact of various natural, social, ecological, and economic factors requires modifications in the activities of a modern preschool education institution. That is why the vast majority of modern health preserving technologies offer the use of strengthening, preventive, and therapeutic exercises aimed at restoring temporarily lost functions, forming the necessary movements, and developing physical qualities.

Preschool children, who lead a less active lifestyle and often get sick, will benefit from a system of activation of motoric activity, which must be adapted to the functional state of the child's body, and health technologies will give results only when the individual characteristics and motoric capabilities of individual preschoolers are taken into account [13].

Obligatory consideration of the national and family traditions is impossible without the use of methods of folk and non-traditional medicine. There is a full-scale wealth of experience of folk and non-traditional healing methods and their implementation in the practice of the health care system in general.

Currently, there is no effective toolkit for programming the results of the use of various non-traditional health technologies in working with preschool children, as an important component of realizing the health-saving potential of the preschool education system. Innovative methods require a detailed analysis of their compliance with the physiological mechanisms of the child's body, which allow predicting the likely development of adaptation or maladaptation processes [15].

Emphasis on the psychological orientation of non-traditional health or health-preserving technologies makes it possible to use those innovative technologies that simultaneously solve the tasks of physical and psycho-physiological development. In our opinion, it is not necessary to separate physical development from neuropsychological development, which until recently was the focus of psychologists and neurologists. The implementation of a wide range of health-saving technologies in the practical activities of preschool education institutions dictates the need to take into account important «structural components, namely:

- availability of the appropriate material and technical base and appropriate personnel support;
- the health preserving environment of the preschool involves a set of special measures to improve the health of the children's bodies in separate aspects: physical education, prevention, hardening, treatment, etc.;

- mandatory systematic in-depth medical examination of children of all age groups in order to form a general basis regarding the state of health of preschoolers and compliance with a specific medical health group in real time;
- health-improving methods or health-preserving technologies require a mandatory focus on the specifics of chronic diseases of each child;
- the use of any health-improving technologies is carried out with the active participation of the families of the pupils» [11, p. 18].

The current stage of functioning of the preschool education system is impossible without the introduction of pedagogical innovations, non-traditional and non-standard technologies in the health-preserving sphere, especially in the process of physical development in general, which will make it possible to significantly improve the health level of preschool children and create a full-fledged health-preserving educational environment [14].

Any health-preserving technology is designed to ensure proper conditions for preserving and strengthening health, forming the appropriate content of necessary information and practical skills for maintaining a healthy lifestyle, and the real ability to use acquired knowledge in everyday life.

The use of health-saving technologies allows, among other things, to monitor indicators of the individual psychophysical development of a preschool child. The implementation of these technologies makes it possible to create a health-preserving developmental environment, an ecologically favorable living space, quality medical care, rational nutrition, a balanced movement regime, the formation of valeological values, the cultivation of an atmosphere of friendly relations between children and teachers, preschoolers of the same age and peers, etc. [3; 4].

The environment is an important means of physical development and strengthening the health of preschool children. The classification of means of physical development (physical exercises, hardening procedures, etc.) allows you to effectively differentiate the necessary optimal health-improving effect on the child's body. For this purpose, a

combination of various types of physical exercises with the healing forces of nature and hygienic factors is often recommended.

Health-saving technologies make it possible to create a solid foundation for effective health-improving work with preschoolers. The health-preserving technique makes it possible to create a certain algorithm for the implementation of health-improving work with preschoolers and is a long systematic process that ensures the improvement of the general physical development of preschool children [7; 8].

The specific criteria of the health-saving technology are the specificity of the results, the predictability of the expected effect, and the presence of a clearly defined time factor.

Recently, there has been a noticeable improvement in the creation of a health-preserving educational environment in the preschool education system, the diversification of the latest methods and technologies used, the introduction of non-standard and non-traditional elements of health-preserving technologies. The administration and teaching staff of the preschool education institution have wide opportunities to choose certain health care tools in accordance with the available material and technical base [15].

That is why the latest non-traditional methods of improving the health of preschoolers occupy a prominent place in the formation of health-preserving competence of future educators of preschool children. Among others, we will single out the positive effect on the preschooler's immune and nervous systems of phytotherapy and aromatherapy in combination with various types of breathing exercises, massage, the use of ultraviolet radiation, etc. [2].

In the modern world, we are witnessing rapid changes. However, the biological essence of a person remains unchanged in relation to the close interaction with all factors of the external environment. Therefore, healing substances in plants by their nature are harmoniously suitable for the human body [5].

In harmonious harmony with nature, constantly reproducing it, a person does not harm his own health, actively strengthens it, ensuring active longevity.

The main criterion for the effectiveness of health-preserving educational technologies is their impact on the child's development, increasing his health reserves, and quick adaptation to the new realities of life. The use of health-saving pedagogical technologies in the work of a kindergarten increases the effectiveness of the educational process, forms strong value orientations, and provides an individual approach to each child [1].

Health-preserving technologies in preschool education allow solving the following «problems:

- achieving a sufficiently high level of children's health;
- ensuring valeological competence;
- receiving elementary medical and psychological assistance;
- formation of health culture;
- promotion of valeological education of parents» [11, p. 31].

The use of health-preserving technologies by preschool education institutions allows you to significantly improve the health of children, optimize motor activity, achieve harmonization of psychomotor state, form internal motivation to strengthen your own health and maintain a healthy lifestyle, and teach children self-healing skills and basic hygienic procedures. Health-preserving measures will allow to ensure an individual and differentiated approach to pupils in the ZDO, taking into account age, neuro-psychological capabilities, level of current health.

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