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## Health-saving competence as a prerequisite for preschool children's health

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### Abstract

**Relevance.** The priority of the research lies in the fact that at the age of 5-6 years children are actively perceiving all the information given to them, that is why it is important to implement in their consciousness the basics of a healthy lifestyle and patterns for developing their physical culture. The effectiveness of this process certainly depends on the educator and the approaches used by pre-school institutions for the child's personal development.

**Purpose.** The aim of this study is to analyse the methods and tools used in Atyrau pre-school institutions in the Republic of Kazakhstan to promote children's health, and to establish the level of competencies of teachers directly involved in the process.

**Methodology.** In order to achieve the objectives, the work used a list of scientific research methods, including the method of comparative analysis, synthesis, observation, deduction, logical analysis, systematic analysis and analysis of scientific literature.

**Results.** The results obtained after the study are the established theoretical terms concerning health-saving competence, their internal structure and basic properties. The practical analysis involved examining preschool institutions in Atyrau, Kazakhstan, revealing that despite policies promoting children's health, there were significant violations by an educator in the past. The study also explored the conditions influencing health-saving competence in 5-6-year-old children, resulting in the development of an algorithm for educators to use.

**Conclusions.** The practical value of this article is in the possibility of using it individually for teachers to improve their skills or to strengthen them in methodological materials related to the organisation of professional activities of teachers

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in pre-school institutions. In addition, the formed recommendations can be used for further research, in particular for in-depth analysis, and form the basis for the development of new ways and methods of professional development of educators.

**Keywords:** preschool children; educator; health; healthy lifestyle; education; health-saving competence.

## **Introduction**

The health of children is one of the main responsibilities of teachers in pre-school institutions. Both public and private kindergartens support this policy. This is due to the first place of health in the whole process of a child's development, as without it there can be no health development. The activities of preschool institutions are thus directly aimed at the all-round and harmonious development of the pupils, at ensuring optimal conditions for the preservation, strengthening and recovery of their health, at developing their motor and physical qualities, at shaping of health-saving competence in preschool children, the basis of which are life skills promoting physical, mental, social and spiritual health. However, an important aspect in this process is to transform the children from a passive listeners into a directly active participants, so that these habits, which were taught in the preschool educational institution, are implemented and improved by them in the future [1].

Considering the above, it is possible to form the concept of health-saving competence, namely as a set of knowledge, skills, attitudes and values, aimed at preserving and strengthening health – their own and others' – in the course of educational process and extracurricular activities. Due to the fact that a child spends most of the day in pre-school institutions, the main task of educators implementing their own pedagogical activities is not only to teach, form individual skills and abilities, develop creative potential, but also to preserve the child's health as best as possible [2].

Considering today's conditions, leading psychologists, educators and physicians have developed many different health-saving techniques, which, in turn, can be classified into such groups as medical and preventive; fitness and rehabilitative; health saving technologies for PI teachers (preschool institutions) aimed at ensuring social and psychological well-being of preschool children, valeological education of children and parents. All these groups were reviewed in the study in order to establish their common features and to identify the most effective techniques. The work also analysed the existing classifications of health-saving technologies, and on its basis the following types were formed: health-saving, rehabilitative technologies, health education technologies, education of health culture. Of course, they have certain differences, but each of them is aimed at the development of health culture in the preschoolers, which is the main point for this study [3].

Therefore, the implementation of health-saving technologies provides for the organisation of the educational environment in preschool institutions according to the requirements of a person-centred approach, the implementation of diagnostic, correctional and rehabilitation activities with children depending on the health group, as well as monitoring of the children's health, which is extremely important, as it allows a timely response to the emergence of certain problems. In addition,

the establishment of health-saving competence at a high level involves the creation of a comfortable environment for all children in pre-school institutions, including those with special needs, which is important for the implementation of the principle of access to education. Moreover, the choice of optimal and, most importantly, effective teaching and learning technologies, taking into account the age, gender and individual developmental characteristics of the child, plays an important role in shaping the child's health culture [4; 5]. Considering the mentioned above, it should be established that the choice of health-saving pedagogical technologies directly depends on the program teachers' work is based, the specific conditions of preschool institutions, as well as indicators of professional competence of teachers, including in Atyrau.

The main purpose of this study is to analyse the current level of health saving competence in the formation of preschool child's health, as well as to identify factors affecting it in order to develop an algorithm for its improvement.

To achieve this aim it is necessary to perform the following tasks, which are formed in the research: to analyse the theoretical component of this issue, in particular the concept of health-saving competence, signs, its structure and features; to establish its level in pre-school institutions in Atyrau, as well as to analyse the importance of such competence for the child's life in the future.

## **Materials and Methods**

In order to effectively investigate this issue in both theoretical and practical dimensions, several research methods were applied in this study. First of all, the notion of health-saving competence itself, as well as its components in different pre-school institutions located in Atyrau, were examined on the basis of a comparative analysis method. In this way the main common features were identified and the most effective mechanisms for the development of health culture in children there were singled out. In addition, the synthesis method analysed the structural parts of the process of health development in pre-school children and the role of health competence in it, and established the foundations on which it is based. The key to the synthesis method is to form clear conclusions and results according to the information obtained in the course of the study. On the basis of the observation method, a list of common and distinctive features in the formation of health and the consolidation of a healthy lifestyle in the mind of a children was carried out, depending on their age group, social status and physical characteristics.

For the work to be logical and structured and for the content to be comprehensible, the method of deduction was used to construct it from a general concept of health to health-saving competence and its role in the future life of a child. In addition, the structure of the study was greatly influenced by the method of logical analysis, which allowed to consider and examine the individual elements

of the aforementioned competence and to compare them according to the existing laws of logic, while establishing the connection between them. The method of scientific literature analysis is responsible for the theoretical basis of this study, as it allows getting acquainted with a large number of information sources, in particular articles, dissertations, theses, monographs, relevant thoughts and views of scientists. Based on these resources the notion of health-saving competence, its properties and elements were devised, and the practical experience of its consolidation and improvement in the mind of a preschooler was analysed. Of course, the research was carried out using several methods of scientific research, which ensures the consistency of this approach to the study of this issue.

The research was carried out in three stages. The first stage examined the theoretical structure of the work, namely the concept of health-saving competence, its signs, characteristics, as well as the relationship with other factors influencing the formation of health in the preschoolers; drawn up a plan for analysis and research, in particular the selection of the main goals and objectives. The second stage reviewed practical experience, including approaches and methods used in Atyrau pre-school educational institutions to form and strengthen health-saving competence, to analyse their level of effectiveness and to generate a list of recommendations for its improvement. The third stage summarised the information obtained in the course of the study in conclusions and results.

## **Results**

The development of health-saving competence is an essential process for the overall development of the child, especially at the preschool age. However, in order to effectively provide this process in pre-school institutions, it is first necessary to understand its essence and features, i.e., the theoretical structure on which it is based. Therefore, after studying this aspect, the effectiveness in the practical implementation of the process will naturally increase, which will certainly have a positive impact on the preschooler. Consequently, health-saving competence is a category reflecting a kind of children's activity, which is aimed at forming, preserving and strengthening their own health and the health of those around. Its aim is also to develop child's own health culture, health ecology, and to fix a holistic formula for a healthy lifestyle. In addition, the term is related to the ability to make changes in the environment, the way of life and others, applying and combining rational teaching and learning methods and the ability to anticipate the expected outcome.

Several stages can be distinguished in the process of health-saving competence formation by pre-school children. In particular, the first stage is as simple as possible and consists only of verbal discussion and the delivery of the necessary information to the children, so that they fully understand this phenomenon and its priority in their future life, in particular in school. In describing this stage, it should be noted that it is, to a certain extent, the most important, since it is aimed at the pupil's consciousness, and it is on this stage that their future attitude towards their own health depends. It provides the preschoolers with the necessary basic information about

their body and its structure, explains the rules for the development of good health and the principles of a healthy lifestyle. In the next stage, children can try to practically apply the acquired knowledge and skills through elementary exercises and tasks aimed at stimulating their interest in the process. The final stage in pre-school training consists of children reproducing and appropriately consolidating the information they have learned and working on improving their own skills. This is usually done by simulating different kinds of situations and commenting on them accordingly with the child's teacher. In addition, this stage should reflect the clear results that pupils have obtained, so that they can see their mistakes and be able to correct them.

An important prerequisite for an effective process of health-saving competence formation is its systematic and repeatable nature, as this phenomenon includes not only theoretical information, but also useful habits that need to be formed in the child. This responsibility is usually placed directly on pre-school institutions, as it is where the children spend most of their time and consequently learn the skills needed for future life [6]. Hence, taking the above into account, the factors influencing this process can be shaped. It is of course of the utmost importance to create and develop an object-developmental environment in an appropriate pre-school. This condition is fundamental and interlinked with the others, because without it the whole process of implementing health-saving competence loses its meaning. The next equally important factor is the level of competence of the educators. This condition is absolutely logical, because the process of education directly depends on the level of professionalism of the teachers, as well as their motivation to teach others. The next factor is the methodology and system of work with pre-schoolers. The whole process of forming health and the corresponding health-saving competence depends on the correct approach and ways of educating the children. That is why this aspect takes a leading position in the process of establishing communication between the educator and pupil, as well as the reproduction of the acquired knowledge and skills by the preschooler.

Last but not least, cooperation between pre-school institutions and families, in particular the educator and the parents of the children, is indispensable. This condition is important as it provides the necessary principle of consistency, because communication and monitoring of the individual rules of health will be carried out both in the kindergarten and at home. In addition, this cooperation will increase the effectiveness of the above-mentioned competence, as parents and educators will have a common perspective on the child educational process, which is extremely important [7].

It is necessary to note that health is divided into three components, namely physical, psychological and spiritual. Therefore, the health competence of a preschooler is also related to the above-mentioned areas. Thus, the development of a culture of health depends on the preschooler's understanding of each of the three aspects. Accordingly, it should be understood that their physical development and state directly depend on their physical activity, the amount of time spent in the fresh air, hardening with natural factors, hygiene, a rational diet with sufficient use of plant and meat products, the way they

spend their free time, the amount of time for sleep, according to the individual needs in this age group of children. Given the above, it should be noted that preschool children's competence in physical health is at a high level when they have a right nutrition and do not use harmful products, actively engaged in physical education, constantly moving, understand the essence and importance of hardening procedures, take care of their own body, spend more time for walks and outdoor games with friends, rather than television and computer, and most importantly fully aware of the negative effects of bad habits on their body and future life.

As far as mental health is concerned, children are considered competent if they aim to learn about the environment and are motivated to solve problematic situations; perform simple thinking activities; obtain skills of initial forms of research, experimentation or even invention; can distinguish between the main and the secondary; can control their own emotions; can analyse feelings and moods of others; have willpower; can project their own future and set goals and dreams; have an adequate self-esteem; aware of their rights and obligations; behave in accordance with the established norms in society as well as the characteristics of gender [8].

Finally, the spiritual component of preschool children's health-saving competence includes such concepts as moral and ethical behaviour, interest in different spheres of activity, motivation to communicate and interact with peers and elders, communicability, quality performance of their social role, responsibility, conscientiousness. Moreover, the development of personal skills and talents of preschool children depends on this kind of competence, which is provided by performing various creative tasks and exercises, as well as by participating in cultural activities. It is on the basis of spiritual competence that a secluded personality of a child is formed, characterised by its own features and differences from others [9].

Thus, having analysed the concept and component of health-saving competence, it should be established that it is an integral part of the education of children in preschool institutions, affects not only their physical development, but also their personal development, to a certain extent contributes to preschoolers' socialisation and consolidation of basic principles, which will be the basis for their self-improvement in future life [10].

## Discussion

Having reviewed the theoretical basis of the issue of forming health-saving competence in the context of health development of a preschool child, it is advisable to consider its practical implementation in life. Thus, the study has established that the main subject of influence on the child is, undoubtedly, the educator of preschool institution. It is therefore necessary to analyse the level of development of such institutions in Atyrau, Republic of Kazakhstan, in order to identify common techniques and approaches used to form the above-mentioned competence. Hence, there are a substantial number of preschool institutions, both public and private, functioning in the city. Having acquainted with their social pages and web resources, it is possible to establish that absolutely each of them pursues the aim of child health development, through the formation of health-saving competence. Despite the

absence of other similar cases in this region in the last 5 years, it is still necessary to analyse possible measures to improve the effectiveness of the formation of health-saving competence in children, as well as ways to prevent the recurrence of such situations. Consequently, it is necessary to set the following tasks for the kindergarten educator, which, in turn, will contribute to the development of the dynamics of the above-mentioned process [11-13].

Undoubtedly the main task for the educator is to form and consolidate knowledge about human health, informing the child about the components of the body and its anatomical structure, body care, lifestyle, hardening, active exercise regime, good nutrition, the effects of bad habits; about the characteristics of human relations, culture of behaviour; about disease prevention and safety in everyday life. Certainly, it is incumbent on the teacher to foster normal outlook attitudes of the pupils, who in turn will put their own life and health at the top of the hierarchy of their own value system [14]. In addition, an important area of work with children is the development of motivational attitudes in their minds, aimed at prioritising health and therefore a healthy lifestyle. Thus, the educator should influence the process of establishing and strengthening the children's value attitude towards their own health by means of health-saving knowledge as well as practical skills. Examples of the latter include hygienic body care; hardening, physical exercise; healthy eating habits; proper diet; preparation of herbal teas, morsels, health teas; conflict-free, joyful communication with adults and peers; demonstrating kindness, consideration, mercy, sensitivity to others; independent regulation of agitated behaviour; use of personal safety rules, road traffic rules. The main aim of all the above mentioned tasks by the educator is to foster altruism in children, which will be manifested in their motivation to actively participate in the health improvement of others, while implementing the theoretical knowledge and gained practical skills [15; 16].

In order to effectively implement the ideas of healthy lifestyles and the basics of health-saving competence in pedagogical practice, the following algorithm of actions should be followed. First of all, it is necessary to constantly develop the educators' worldview, including their attitude towards themselves, as well as their life experience in the context of understanding their own feelings, worries from the position of health-saving problems. The next step is to reform the educator's attitude towards the pupils. Thus, the educator has to accept the children as they really are, and on that basis try to establish what special features, abilities, skills and developmental possibilities they have. Last but not least, a change in the educators' attitude towards their own professional activity and directly to the tasks of rehabilitation will ensure the child's development with the maximum preservation of their health [15; 17; 18].

Having analysed the above, it can be established that all these stages to a certain extent form ways of improving pedagogical skills of the educator based on rethinking and in-depth understanding of their own problems and features, as well as influence the consolidation and effective future use of methods of health-saving teaching interaction with pupils. Thus, it can be proposed that an individual health programme for the educators and their pupils in a particular preschool should be formed and used. According to this, the educator will be able to choose the necessary methods

for teaching a particular child, depending on his or her characteristics, skills and abilities, which, in turn, will be very effective in developing child's health-saving competence [19].

Consequently, when developing and implementing an individual healthy lifestyle programme for themselves and their pupils, the educator needs to consolidate the basics and methodological rules, which will concern the educators themselves first, and then directly the education of the children. For this reason, educators need to consider themselves as an individual and analyse the impact they have on children, asking themselves several questions: «Am I a shining example of a healthy personality to my pupils?», «Do I love my own body and health, not only physically, but also mentally and psychologically?». By answering these questions, the educators will immediately understand their own shortcomings and gaps in their teaching methodology, and it will allow them to improve themselves further and work on their mistakes in order to be a good example for their students [20-22].

Therefore, when the individual health programme is properly and logically formed, high results can be achieved directly in the development of a culture of health. In particular, it will be possible to consider the child's chronic illnesses and thus ensure that the child's health is fully protected during the learning process together with other children. Moreover, the number of illnesses in the preschool organisation or the child's group will be considerably reduced. The main aim of the programme is to teach the children responsible attitude towards their own health and life and to help the children not only to memorise the information given to them, but also to settle it in their mind as knowledge and skills and to use it in practice. Furthermore, on the basis of the individual programme, the educator will be able to incorporate effective elements that influence the children into the teaching and learning process, as well as using appropriate methods for evaluating the conducted learning. As a result, all these measures will help to strengthen the link between elements of a child's health competence, such as knowledge of health, attitudes and behaviours [23; 24].

Having considered the perspectives of changes in the methodological support of pre-school institutions, it can be considered direct practical recommendations for the organisation of the educational process in the field of health and the corresponding formation of health-saving competence in children. An example of obligatory events in the educational process are Health Days and various physical education festivals and parties. A Health Day, for example, can be held once a month, starting with the first nursery group. The event can consist of varied and, most importantly, interesting physical education activities for the children, as well as active movement activities. Furthermore, in order for the Health Day to be a real celebration for the children, it should be prepared and planned in advance, taking into account possible problems that may arise. It is important to plan the event in such a way for the whole pre-school institution and for each group individually. Examples of typical activities are morning gymnastics, sports activities, outdoor games and theatre, where the roles will be drama by the children. In addition, it is important to devote a large number of talks, fiction readings, staging and visual activities to the topic of

healthy lifestyles, but choose a format that is both interesting and educational for the children [25; 26].

As a rule, the proposed activities can also be organised comprehensively in order to use various rehabilitation techniques at the same time, which in turn aim to fulfil certain educational tasks and are accordingly succinctly included in the lesson plan. Therefore, a list of rehabilitation and health-improving activities can be described which can be implemented systematically, in particular breathing exercises can be combined with games involving the use of sound-imitation; mimicry exercises with imitation exercises; finger games in cooperation with physical education minutes; pauses between physical education classes are advisable to combine with recitation of poems, riddles, proverbs, sayings, songs about health and its protection, life safety [27].

In addition, as already mentioned in the study, the process of health formation and the corresponding formation of health-saving competence is influenced not only by the preschool institution, represented by the educator, but also certainly by the parents, so it is advisable to suggest several types of activities involving the family in the learning process. In particular, among all possible forms of work, the most common are the organisation of talks and consultations, conducting of Open Days, formation of a parents' committee and organisation of meetings within it, development and organisation of concerts and other creative events with the participation of both children and parents. Thus, it can be identified common areas for involving parents in the life of the children in the kindergarten, including: joint entertainment, festivals, exhibitions of joint works. Undoubtedly, only as a result of the unity of the rules of a healthy lifestyle in the family and in the preschool, the process of full awareness of the health culture and the formation of a respectful attitude towards their own health will take place [28-31].

Therefore, the proposed activities are aimed not only at increasing the effectiveness of preschool institutions in the context of the formation of health-saving competence of children, but also certainly at reducing illness and improving the health of children during the school year and the summer period. It is very important to carry out health education work with both staff and children and with parents. In addition, in order to maintain a high level of health development, the various causes of illness in the children must be systematically analysed and their occurrence prevented in the future. It is also necessary to consider the issues of health promotion and health care of preschool children quite often, which can be done at general medical-pedagogical and pedagogical councils, as well as at the general meeting of the work collective and consequently as a result make effective decisions [32; 33]. The proposed mode of operation of the pre-school institutions is quite successful and promising, as its structure is full of various rehabilitation programmes, as well as hardening activities. And most importantly it functions thanks to the coordinated work of educators and parents. All this will undoubtedly bring good results, in particular, the level of general physical development of children should increase and, at the same time, the illness rate should decrease.

## Conclusions

As a result of the study the theoretical and practical aspect of the formation of health-saving competence, during the development of preschool child's health was established. Thus, its concept should be understood as a holistic individual psychological formation of the children, aimed at the preservation of physical, social, mental and spiritual health both their own and others. The study of the practical basis for this question was carried out by analysing preschool educational institutions in Atyrau, Republic of Kazakhstan. It was found that despite the policy of both public and private institutions to preserve children's health and fix in their minds the foundations of a healthy lifestyle, in this region, a number of years ago it was flagrantly violated by one of the female educators. This is why several ways and means have been proposed for the further training of educators within child health promotion and recommendations developed for increasing the effectiveness of the above mentioned process in pre-school institutions.

Besides, the study considered the conditions influencing the formation of health-saving competence in a preschool child, at the age of 5-6 years, as well as its structure and properties. Based on these data, an algorithm

was developed, which can be potentially used in the educational process by educators. An important aspect of the research was to reinforce the idea of co-operation between parents and the educator and to involve the family accordingly in the process of improving the child's health. The importance lies in the fact that by choosing the joint direction in working with the child, both at home and in pre-school, he has a holistic view of such a concept as a healthy lifestyle, and also constantly observes the established rules inherent in the aforementioned concept. The main recommendation formed in the study is the formation of individual work plans with preschool children, which implies that their characteristics and individual abilities, skills and talents must be taken into account when developing and consolidating them.

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## Conflict of Interest

Not applicable.

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## **Здоров'язберігаюча компетентність як передумова здоров'я дітей дошкільного віку**

### **Гульміра Демешева**

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### **Анотація**

**Актуальність.** Пріоритетність дослідження полягає в тому, що у віці 5-6 років діти активно сприймають всю інформацію, яка їм надається, тому важливо впроваджувати в їхню свідомість основи здорового способу життя та закономірності розвитку їхньої фізичної культури. Ефективність цього процесу, безумовно, залежить від вихователя та підходів дошкільних закладів до особистісного розвитку дитини.

**Мета.** Метою даного дослідження є аналіз методів і засобів, які використовуються в Атирауських дошкільних установах Республіки Казахстан для зміцнення здоров'я дітей, а також визначення рівня компетентності педагогів, які безпосередньо беруть участь у цьому процесі.

**Методологія.** Для досягнення поставленої мети в роботі використано низку методів наукового дослідження, зокрема метод порівняльного аналізу, синтезу, спостереження, дедукції, логічного аналізу, системного аналізу та аналізу наукової літератури.

**Результати.** Отримані в результаті дослідження результати встановили теоретичні терміни щодо здоров'язбережувальної компетентності, їх внутрішньої структури та основних властивостей. Практичний аналіз включав дослідження дошкільних закладів в Атирау, Казахстан, виявивши, що, незважаючи на політику, спрямовану на зміцнення здоров'я дітей, у минулому були значні порушення з боку вихователів. У дослідженні також досліджено умови, що впливають на здоров'язберігаючу компетентність у дітей 5-6 років, за результатами чого розроблено алгоритм для роботи вихователів.

**Висновки.** Практична цінність даної статті полягає в можливості її індивідуального використання педагогами для підвищення кваліфікації або закріплення її у методичних матеріалах щодо організації професійної діяльності педагогів дошкільних закладів. Орім того, сформовані рекомендації можуть бути використані для подальших досліджень, зокрема для поглибленого аналізу, та лягти в основу розробки нових шляхів і методів професійного розвитку вихователів.

**Ключові слова:** діти дошкільного віку; вихователь; здоров'я; здоровий спосіб життя; освіта; здоров'язберігаюча компетентність.