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FORMATION OF HEALTHCARE COMPETENCE OF PRIMARY SCHOOL STUDENTS IN STUDYING THE INTEGRATED COURSE «I AM EXPLORING THE WORLD»

The article is devoted to the research of the problem of formation of healthcare competence of junior high school students in studying the integrated course «I am exploring the world».

An analysis of the psychological and pedagogical literature on the preservation of human health has led to the conclusion that life priorities are formed primarily in the educational institution. Therefore, the future of the child and the country as a whole depends on what they will be like.

The article finds that the positive pedagogical effect in the formation of healthcare competence of junior high school students in the educational process in the study of integrated courses, including «I am exploring the world», gives compliance with the following pedagogical conditions: implementation of axiological approach to junior high school students healthcare competence; stimulating the active role position of students in the process of mastering health skills; organizational and methodological support of proper support in the formation of skills of healthcare competence.

The article proves that integrated disciplines help to expand of junior high school students understanding of the environment in which they live, the relationship of phenomena and objects, mutual assistance, the existence of a diverse world of material and artistic culture. Hence, the use of modern forms, methods, techniques, tools and methods of organizing lessons, including the integrated course «I am exploring the world», which is important in health, health, promoting the health of young students. At the same time, it helps the teacher to solve the main tasks in the educational institution: improving the quality of education, the formation of health competence in junior high school students and comprehensive education of the individual.

Key words: healthcare competence, primary school students, integrated course «I am exploring the world», pedagogical conditions, forms, methods, means.

Formulation of the problem. The universal postulate is the interpretation that the health of the nation is an indicator of the civilization of the state. On this basis, public policy is actively and purposefully working to improve this problem. Accordingly, the National Doctrine of Education Development of Ukraine highlights key issues related to strengthening the physical and mental health of children. Therefore, the process of forming the foundations of health competence in educational institutions is primarily in the organization of educational work both in class and in extracurricular activities. It has a

positive effect on the formation of an active and healthy personality, develops valeological feelings, strengthens the belief in caring for and strengthening one's health, and so on.

Developing health competencies from an early age is a major challenge not only for the family but also for the education system. It is from the level of mental and physical condition of the individual, his health depends on the well-being of society as a whole, so the formation of health-preserving competence in primary school students in the modern world is a very important issue. In this sense, the key postulate is that the child's attitude to his own health directly depends on the formation of this concept in his mind [9].

The problem of forming ideas about a healthy lifestyle is currently being considered at the state level in connection with the negative trend of deteriorating health of all socio-demographic groups of Ukraine, especially children and youth. The interest of scientists in this dilemma is not accidental [16]. The focus of the individual on the formation of health competence – a process quite complex and controversial. It is influenced by the peculiarities of state development and public opinion, environmental circumstances, the technology of the educational process, the personality of the teacher, as well as the peculiarities of family upbringing.

Analysis of recent research and publications. Therefore, the problem of formation of human health competence is one of the central places in the development of scientific foundations of pedagogy and psychology (V. Alemovskaya, V. Bondin, G. Zaitsev, S. Kozlova, L. Tatarnikov, etc.); medicine and physiology (V. Dubrovsky, Y. Lysytsyn, B. Chumakov, etc.); ecology (Z. Tyumaseva, etc.), etc. This issue is also widely discussed by a cohort of scientists (N. Bibik, T. Demyanchuk, L. Kangishevskaya, S. Karpenchuk, B. Kobzar, O. Matvienko, S. Martinenko, T. Ponimanska, G. Pustovit, G. Tarasenko, V. Shakhov, N. Shchurkova, etc.), which focus on the formation of the educational environment, the organization of leisure for children and youth, and the humanization of extracurricular activities with primary school students and more. Scientists believe that the pedagogical system can function effectively and develop only if certain conditions are met. Researchers also note that the formation of health competence should be based on certain principles (voluntariness, planning, systematicity, integrity, diversity, efficiency, optimality, compliance, etc.) and on various forms of organization of the educational process (mass, group, individual) [7, p. 125–127].

The purpose of the study is to scientifically substantiate the ways of forming the health-preserving competence of junior schoolchildren in the study of the integrated course «I am exploring the world».

Presenting main material. The formation of health competence within the educational process occurs while studying a certain cycle of disciplines that are concentrated within integrated courses and depending on certain pedagogical conditions of the educational environment, choosing of special tools, methods, forms of learning. School practice offers a number of disciplines that involve the study and practical application of medical, physiological, hygienic and other aspects of health. In the conditions of NUS, students acquire similar knowledge and skills in studying integrated courses, in particular «I am exploring the world» [11]. This increases the level of their knowledge and promotes the skills and abilities to lead a healthy lifestyle, hygiene and physical culture, methods of preventing the negative effects of hypodynamics, active and passive rest, a set of health exercises (exercise minutes, health minutes), basics of human biorhythmology and nature). However, despite the number of positions on the basics of health care, this complex still covers the problem of health care in some fragments, which does not allow to comprehensively influence the motivational sphere of students, provide them with a sufficient level of knowledge on health care competence. Therefore, this problem requires an integrated approach and is extremely relevant in today's changing world [16].

It should be noted that the educational process requires an organizational and activity approach to the definition and implementation of special pedagogical conditions of the researched problem, which will meet the goals of development of the younger generation. Ensuring organizational and pedagogical conditions in general covers all areas of interaction (teacher, student, parents, environment). In this sense, the opinions of scientists A. Zubko, B. Chizhevsky and others become important. They argue that organizational and pedagogical conditions are varieties of pedagogical conditions. They reflect the functional dependence

of the components of pedagogical phenomena on the set of things in different manifestations; provide improvement of the educational process (both material and technical and educational and methodological) [5].

In these circumstances, we can consider the pedagogical conditions for the formation of health competence in primary school students in the integrated course «I am exploring the world» as certain circumstances of the educational process, which takes into account existing learning conditions and provides ways to transform these conditions and used elements of content, methods and organizational forms of learning, taking into account the principles of integration.

This implies that the pedagogical conditions should be the structural shells of pedagogical technologies or models that reflect the structure of future human life while ensuring a culture of interpersonal relationships of participants in the educational process.

We agree with the opinion of scientists (B. Ananiev, L. Bozhovych, L. Vygotsky, G. Kostyuk, etc.) that the primary school age is the age that has huge reserves for the development of health-preserving competence, in which they can favorably acquire life skills and abilities. Such positions determine today the main tasks of the modern school to form their own need to value their own health and life as the highest individual and social value [7]. We are convinced that this gives grounds to claim that the result of such an approach to the educational system, especially according to the concept of the New Ukrainian School, will be much more successful in creating and implementing the following (in our opinion) pedagogical conditions with their underpinnings:

1) Implementation of the axiological approach to the formation of health competence in primary school students:

3) fostering respect for national customs and traditions based on knowledge of their origin and significance in the life of the people;

4) demonstration of their own behavior aimed at maintaining and promoting health;

5) instilling traditions of human values;

6) fostering a negative attitude towards antisocial behavior.

2) Stimulation of active role position of primary school students in the process of formation of health-preserving competence by mastering HLS skills:

- appropriate organization of the educational process and health work;

- creating a subject-development environment that can influence the development of the child's personality;

- change of different activities both during lessons and in extracurricular activities according to age;

- intensification of participation in joint activities of all persons concerned in the formation of health competence [2; 5].

3) Organizational and methodological support for proper support for the formation of health-preserving competence:

5) special teacher training;

6) creativity of the teacher in providing knowledge in the field of health care;

7) counseling and working with parents on a specific problem;

8) systematic, continuous and consistent learning in the process of forming health competence [2; 5].

We will consider these three conditions in more detail in relation to the subject of our study and explain why we distinguish them. Of course, based primarily on the fact that the educational process should affect the value-oriented development and appropriate behavior of the individual, we have identified the first pedagogical condition with its underpinnings, compliance with which will saturate the educational environment with emotional background, friendliness, understanding and cooperation.

In addition, these components are thoroughly spelled out in the content of the integrated cycles NUS-1 and NUS-2. They are also relevant because it is in view of instilling a common culture of people that universal and national values are assimilated. Therefore, it seems logical to us that in the formation of health competence in junior high school students should pay attention to folk customs and traditions, which is natural in educating them in the basics of traditional culture [11].

As you know, traditions and customs are shared from generation to generation, described in fairy tales and stories. Therefore, both at home and in the school environment, they will contribute to the formation of valueological consciousness of children, because they transmit examples of positive behavior in various life situations.

On the one hand, when studying the integrated course «I am exploring the world», primary school students will have a noticeable influence of customary law traditions of Ukrainian culture, which is important in the legal consciousness of the child. Under these circumstances, a value attitude towards people will be formed on the basis of the need for communication. The new paradigm emphasizes that the need for humanized communication is impossible without mutual assistance, mutual understanding, mutual respect, compassion and empathy. Accordingly, it is proposed to take into account the traditions in which there is a great potential for such forms of human interaction – respect for elders, charity, etc [2; 3].

On the other hand, it is equally important to assess people's relationships. Knowledge of legal culture, which is present in all types of human life, is extremely necessary for schoolchildren. Therefore, the formation of health-preserving competence and the foundations of legal culture should take into account the peculiarities of the national character (generosity, conscientiousness, attention to others, respect for people, diligence, etc.).

The peculiarity of the second pedagogical condition proposed by us and its sub-concepts, in the formation of health-preserving competence in primary school students, is their active health-preserving position. First of all, it involves their awareness of health, its components, while developing the emotional sphere and stimulating intrinsic motivation. Therefore, while studying the integrated course «I am exploring the world» it is very important to include children in various health activities, taking into account individual interests and abilities. In this way, they will develop a sense of responsibility for their own health and their classmates. In this way, students will be able to reveal their abilities, assert themselves in activities of interest to them.

This logically reveals the content of the third pedagogical condition and, of course, its preconditions, which provide proper pedagogical support for the educational impact on a healthy personality, established by national trends, universal spiritual values. This accumulates the heritage of culture and ensures the continuity of life of generations [6].

According to the above pedagogical conditions in the organization of the educational process, in particular in the integrated course «I am exploring the world», we can contribute the formation of health competence as a set of knowledge, skills and abilities. But it is also impossible without co-creation with the family. In other words, a harmonious combination of efforts of parents and teachers. After all, the statement of the famous teacher V. Sukhomlynsky remains relevant, that the full and comprehensive development of the child is possible under the condition of unanimity of family and school [13, p. 412]. We agree with this view and are convinced that the synthesis of family and school upbringing is the basis for understanding a healthy lifestyle and contributes to adequate social education and is an important incentive to maintain family health. Turning to the columns of the history of pedagogy, we can note the importance of their own behavior of parents, as emphasized by A. Makarenko [8, p. 59]. In particular, his conviction that parents bring up not only when they talk to the child, but also every moment of their lives. Therefore, it seems to us that mutual understanding, trust and respect between all members of the educational process are very important for the formation of health-preserving competence of primary school students in this sense.

Also, the state of development of health-preserving competence will largely depend on the methodological training of teachers in this area. In such circumstances, teachers must be clearly aware of the main goals, objectives, forms and methods of such work on the health of the younger generation. It seems right to us that high-quality performance of primary education teachers of their educational functions should include: theoretical and methodological, practical training in the formation of the foundations of a healthy lifestyle; ability to implement methods of educational work taking into account the health function. Therefore, it is appropriate to characterize the practical organization of the integrated course «I am exploring the world» in accordance with the goal [14].

Nowadays, the emphasis in the education of the younger generation has changed due to the transition to a new type of humanities and innovation education in Ukraine. Accordingly, there is a need to improve educational programs that will determine the purpose, objectives of education of primary school children, to provide the educational process with modern technical, didactic material, to develop new technologies, use effective methods and techniques of successful educational process.

Younger school age is known to be the age of the initial stage of socialization of the child at the level of the educational institution, as the pedagogical impact on the individual becomes possible at this time. The urgency of solving this problem is that only from an early age can a person be instilled with basic knowledge, skills and abilities for a healthy lifestyle, which will later become an important component of the general culture and affect the formation of health competence. After all, during this period, students, according to G. Kostyuk, A. Khrypov, etc., develop intensively psychophysically, they begin to appreciate each other, physical strength, speed, intelligence, and only then moral qualities.

In these circumstances, the task of educators is to convey to students from the first days of learning that health-preserving competence is a way to acquire skills to preserve, strengthen, use health and care for it; deepening knowledge about one's own health, physical development, the need to lead a healthy lifestyle, safe behavior, the formation of knowledge about health and safety; increasing the level of motor activity; improvement of vital skills, ability to use them in educational and everyday activities; improving the physical, social, mental and spiritual components of health, etc.

We cannot disagree that modern education develops in conditions of instability, when priorities, value orientations, cultural models, etc. change. At the same time, access to information forms a quality educational environment, but the main form of the educational process is still the lesson. Time is restless and the current lesson is very different from the lesson of the last century. In particular, its structure and typology have changed, at the same time it requires significant preparation of the teacher for the lesson in the context of humanization of education. Therefore, lessons from the integrated course «I am exploring the world» should be creative, focused on the development of each student's personality, based on independent activities of students, their self-organization and take place in the form of cooperation between teacher and students [8]. Under these circumstances, the modern lesson, as the main form of education in school, contains the following elements: theme and purpose, actualization of basic knowledge, tasks, motivation of educational and labor activities [1, p. 87]. Modern teachers outline the problems of a modern lesson as follows: content (what to teach?), Purpose (who to teach?), Forms (where and when to teach?), Methods (how to teach?), Tools (with what to teach?), Control and diagnosis (what are the learning outcomes?).

The analysis of scientific and pedagogical research allowed us to identify the main criteria of the modern lesson: opportunities for self-realization of the student, the discovery of new, the creation of educational products, the development of competencies. Therefore, the organization of lessons from the integrated course «I am exploring the world» should focus on the implementation of the competence approach and solve certain tasks (motivation, subjectivity, creativity, information, self-education and creative activity, intensification of educational process, control, self-control, morality, success situations) [1].

Within the new paradigm, the lesson cannot remain monologue, so dialogue dominates. In order to teach children to think, the lesson becomes meta-subject (one that combines the ideas of subjectivity and at the same time super-subjectivity). Taking into account external factors, learning to find compromises, achieving the greatest possible, correlating their own mission with external circumstances, the lessons become socially relevant. Thus, the modern lesson, in particular from the integrated course «I am exploring the world», should be holistic, subject to one idea, which is provided by two components – motivation and generalization. At the same time, the teacher's activity must be clearly structured and planned [11; 12; 14].

In the conditions of introduction of interactive training it is necessary to emphasize one more feature of teaching of a course when group forms and methods of work are applied. The organization of group work should provide the desired result: planning, determining the place and tasks, classification of groups and their location. All this provides

interaction between students and makes the teacher's guidance indirect. That is, the teacher acts as an organizer or coach from the beginning to the end of the work (formulates tasks, joint instructions, participates in the evaluation of results). The main principles of forming groups are: creating them at different stages of the lesson; each group acts as long as it is given to perform the proposed task; the group receives a task for a limited time and after its completion reports on the result. Children are grouped in different ways: at will, at random, on a certain basis, at the choice of the leader (captain), at the choice of the teacher. What is important in this regard is the overall assessment of the group, not the individual children. Under such circumstances, students learn to negotiate with each other, regardless of personal interests. However, the teacher must remember that the group lesson has its own structure, which is desirable to follow: the introductory part, group work, the final part. Thus, this form of work is very important for the formation of students' independence and initiative, planning action and the ability to discuss, take responsibility for themselves and the team. For younger students, group work is primarily a game that helps to understand the topic of the lesson, develops critical thinking.

Also at the initial stage of learning, working in pairs is especially effective, because it gives students the opportunity to reflect, exchange ideas with a partner and, as a result, present the results to the class. The positive thing is that such cooperation does not allow to evade tasks. For example: the game «Stranger», «Interview», «Cat and Mouse», «Mutual Questions», «Diary of double notes», «Sun and Cloud», «Bad Habits» and others. It is important when working in pairs to follow a certain algorithm: task proposal, association, distribution of roles, regulation of time for discussion of ideas, time for expression, discussion, time for presentation of ideas [2; 3].

It should be noted that the teacher, in order to implement the tasks of forming the health competence of students, should also use the following forms of organization of the educational process: questionnaires, testing; accounting for students prone to delinquency; days, weeks of health; collective creative work; family holidays, role-playing games, quizzes, excursions; hours of outdoor communication, valeological trainings, debates, discussions, regular updating of wall information, watching videos, using elements of folk pedagogy (proverbs, sayings, folk moving games, etc.), cooperation with parents, etc [4, p. 34].

The main tools for ensuring the integrity, consistency and systematization of work, the relationship of goals, objectives and educational outcomes are the methods of the educational process [6]. According to the concept of the New Ukrainian School, in the process of teaching the integrated course «I am exploring the world» the teacher must rely on some criteria in the optimal selection of teaching methods. Note that there are two main types of methods: as a tool for teachers to perform the educational function (teaching) and as a way of cognitive activity of students (learning). Accordingly, the choice of methods cannot be arbitrary, because it depends on: the general goals and objectives of training, a particular lesson, the content of educational material, etc. We can note that there is no universal classification of methods, because there are many criteria for grouping the existing ones.

It should be noted that the incompetent use of certain forms and methods of teaching can lead to the formation of a kind of pseudo-competencies that can only harm the student. Therefore, it is necessary to be very careful and balanced in the lessons of the integrated course «I am exploring the world», for the effective formation of health competence, it is appropriate to use methods of suggestion, imitation, practice. For example, students are suggested to think about the need to harden from childhood, because it will prevent colds, increase human energy and more.

The educational process of NUS determines the use of certain teaching methods (component methods, certain one-time actions aimed at implementing the requirements of certain methods) [2]. Focusing on the research of domestic and foreign scientists, we will try to identify some methods of organizing an integrated course «I am exploring the world»: techniques of polymodal representation of cognitive information, staging, design, games, reflective, training, heuristic and others. At the same time, the use of art-therapeutic techniques in educational work is gaining popularity, especially with children of primary school age. These can be: color therapy (gives a person a positive energy effect, calms), laughter therapy (relieves stress, lifts the mood), fairy tale therapy (allows you to lose basic

life situations in a «protected situation», helps to understand yourself), music therapy (relieves tiredness and adjusts to positive) and others.

M. Epikhina, revealing the peculiarities of teaching the integrated course «I am exploring the world» in the New School, focuses primarily on the pedagogy of partnership. It focuses on learning according to Inguri-based learning. We agree with the views of the scientist and believe that this approach will help solve the problem under study. Therefore, it is appropriate to describe this learning strategy in more detail [3].

Inguri-based learning is an American educational strategy based on students' requests, the main essence of which is to construct knowledge by younger students based on the formulation of their own questions and finding answers to them [3, p. 68]. The positive thing in the application of such a program is that the teacher directs his work so students independently ask questions, conduct research, observe, draw conclusions, formulate and discuss their own ideas, develop creative thinking. That is, it allows to realize the main goal of personality-oriented learning, where the teacher acts as a facilitator, moderator, coach.

Conclusions. Thus, summarizing the above, we note that in the context of our study, the work of the integrated course «I am exploring the world» on the formation of health competence of primary school students is understood as the interaction of teacher and students in the educational institution to expand and deepen knowledge, skills and abilities that children improve during lessons. At the same time, as the development and strengthening of value orientations and motivation of health-preserving behavior, the involvement of students in practical creative activities in the field of health.

We see the educational potential of such cycles in relation to health care in: providing personality-oriented education taking into account the age characteristics of children (needs in play situations, role models, emotional accents, concrete and figurative thinking); supplementing, deepening the system of health-preserving knowledge, worldviews; promoting the creativity and initiative of students and teachers and uniting the efforts of school and family in educating the basics of school health [10].

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ФОРМУВАННЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОЇ КОМПЕТЕНТНОСТІ УЧНІВ ПОЧАТКОВОЇ ШКОЛИ ПРИ ВИВЧЕННІ ІНТЕГРОВАНОГО КУРСУ «Я ДОСЛІДЖУЮ СВІТ»

Стаття присвячена дослідженню проблеми формування здоров'язберезувальної компетентності учнів початкової школи при вивченні інтегрованого курсу «Я досліджую світ». Аналіз психолого-педагогічної літератури з питань збереження здоров'я особистості людини дозволив зробити висновок про те, що життєві пріоритети формуються, перш за все, в закладі освіти. Тому, від того, якими вони будуть, залежить майбутнє дитини і країни в цілому.

У статті з'ясовано, що позитивний педагогічний ефект у формуванні здоров'язберезувальної компетентності учнів початкової школи в освітньому процесі при вивченні інтегрованих курсів, серед яких «Я досліджую світ», дає дотримання наступних педагогічних умов: реалізація аксіологічного підходу до формування в учнів початкової школи здоров'язберезувальної компетентності; стимуляція активної рольової позиції учнів у процесі опанування навичок здоров'язбереження; організаційно-методичне забезпечення належного супроводу при формуванні навичок здоров'язберезувальної компетентності.

У статті доведено, що інтегровані дисципліни сприяють розширенню в учнів уявлення про навколишнє середовище, в якому вони живуть, про взаємозв'язок явищ і предметів, про взаємодопомогу, про існування різноманітного світу матеріальної та художньої культури. Звідси, використання сучасних форм, методів, прийомів, засобів та способів організації уроків, зокрема й інтегрованого курсу «Я досліджую світ», що має велике значення у здоров'язбереженні, оздоровленні, сприянні зміцненню здоров'я молодших школярів. Водночас це допомагає вчителю в умовах освітнього закладу вирішити головні завдання: підвищення якості освіти, формування здоров'язберезувальної компетентності в учнів початкової школи та всебічне виховання особистості.

Ключові слова: здоров'язберезувальна компетентність, молодші школярі, інтегрований курс «Я досліджую світ», педагогічні умови, форми, методи, засоби.