

UDC: 37.115.3-058.86+159.9.072.43

DOI: <https://doi.org/10.24195/2414-4665-2017-12-23>

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EDUCATING PRESCHOOL CHILDREN'S HEALTH CULTURE IN DIFFERENT AGE GROUPS

The article presents the content of education of preschool children's health culture in different age groups. The essence of the "preschool children's health culture" phenomenon is revealed taking into consideration the content aspects of the current programs in preschool children education regarding their health culture. The analysis of the programs demonstrates that they associate the requirements for protection of children's lives and the strengthening of their health mainly with the process of physical education and health-promoting work. The "preschool children's health culture" phenomenon is defined as the totality of the valeological knowledge, which is acquired by a child; skills and habits according to his/her own and other people's health; awareness of the value and necessity of their observance in the process of health preserving activity, which is reflected in the harmonious development of a child. Preschool children's health culture is the result of the corresponding education in different age groups, which are defined as the new integrative personal growth, that is formed as the result of purposive subject-subject interaction between a preschool teacher and children of different ages, it reflects a degree of the valeological knowledge mastery and practical skills of maintaining a healthy lifestyle, formation of children's conscious valuable orientation to their and other people's health. The content of the program "We educate preschool children's health culture in different age groups (for the children aged five and six)" is substantiated.

Keywords: education, preschool children's health, different age groups, programs.

Introduction

The formation of children's attitude to their own health as the highest human value is one of the important tasks of educational policy at the present stage in connection with the global social and cultural crisis, changing conditions of life in the world, consequences of large-scale restructuring in Ukraine, moral relations between people, which cause the deterioration of children's health.

The study of preschool children's health culture in different age groups is relevant which is confirmed by a current social situation, as well as insufficient development of this issue and practical need for its realization. Nowadays there are a number of contradictions between the objective need of the society in raising a healthy nation, on the one hand, and a sharp deterioration of children's health on the other; the need for the formation of preschool children's health culture in different age groups and the lack of scientifically based pedagogical conditions for organizing this process and the methods of its realization.

Aim and Tasks

The paper to present the programme of preschool children's health culture formation.

The following tasks are set:

1) To review the content of current curricula for preschool children in terms of their health culture formation;

2) To present a designed programme "Development of Preschool Children's Health Culture in Various Age Groups" (for 5-6-year-old children).

Research methods

The method of analysis and generalization of the curricula and current programs has been used to study the issue of the development of preschool children's health culture at preschool educational institutions. On the basis of empirical standards, observation methods were used to determine the state of pre-school children's health culture in the aspect of its practical implementation.

Research Results

It is necessary to find out the meaning of the phenomenon "preschool children's health culture" according to the current programs before determining the content of education of preschool children's health culture in different age groups.

The content aspect of the current programs of education of preschool children indicates that there are no thematic (partial) programs for the development of children's health culture in different age groups. Since the research involves five/six-year-old children, it is necessary to consider the content of the work on education of children's health culture in such current programs as: "Ukrainian Preschool Education", "World of Childhood", "A Child", "I am in the World", the Basic component of preschool education.

The analysis of the programs demonstrates that they associate the requirements for protection of children's

lives and strengthening their health mainly with the process of physical culture and health work. Formation of cultural and hygienic skills, rules of having meals, personal hygiene are separately defined. Need to control cleanness of hands, face, body, clothes is emphasized. Considerable attention is paid to strengthening the preschool children's health by means of physical exercises, active outdoor games, which are defined according to the age of children.

However, many years of experience in pre-school educational institutions show that the amount of knowledge, ideas and skills of children, determined in these programs, does not allow them to form a complete conscious, careful attitude to their health. The programs include familiarizing children with a wide range of activities, objects and phenomena of nature, social life, but they lack the forms and methods of work which lead to the awareness of axiological attitude of children to their health and the need to control it. According to the texts of the programs, it has been found out that the content is limited mainly by physical exercises and the formation of children's sanitary and hygienic skills.

An attempt to specify the content, forms and methods of education of preschool children's health culture is reflected in some thematic programs which are used today in preschool educational institutions. One of such programs is a partial program of the basics of preschool children's health and safety of life activity "You need to know about yourself, you need to take care of yourself" (by L. V. Lokhvytska), which highlights the components "About Health" and "Health and Safety" of the invariant component "Personality of a Child" in the Basic component of preschool education [4]. The following sections are presented in the program for classes with children of junior, middle and senior preschool age: "I study my own body and protect it", "I will forever grow with cleanliness", "I prevent diseases and I am healthy", "Sun, air, water are the friends of my health", "Mother and father help me save my health", "I live according to the schedule at home and in the kindergarten", "I grow in harmony and avoid danger". The analysis of the fifteen tasks, which the program implements, has shown that they are mainly aimed at developing physical health. Only two tasks concern social health and one is aimed at providing mental health [1, p. 150].

The final result of education of health culture is presented in the Basic component of preschool education in the educational line "The Personality of a Child", which provides the positive self-image formation in children, the formation of child's personal culture and active life; the formation of a child's positive attitude toward his/her appearance, the formation of basic physical qualities, movement abilities, cultural and hygienic, health-improving skills and the habits of safe living [2].

The "Health and physical development" programme states that a child of preschool age should be aware of the value of his/her health, its value for full activity, as well as have basic knowledge about the main factors of health

protection; he/she should understand the importance of training, daily morning exercises, swimming, massage, physical therapy, healthy nutrition, safe behavior, hygiene of a body for health promotion and prevention of diseases. A child of preschool age should also take part in health improving and sports developing activities, show positive attitude towards national and family health improving traditions; he/she should know about the influence of the main natural factors on the state of health, possess the simplest skills of hardening, show his/her interest in these procedures; a preschooler should define and call body parts and basic organs, their elementary functionality, as well as understand what is harmful and what is useful for one's body; know the appointment of sensory organs, observe the rules for their protection. A preschool child should realize that a person is born, has various stages of his/her life path, namely: childhood, youth, maturity, old age; he/she should have an elementary understanding of gender, orient in the signs of his/her gender [2, p. 7].

According to the "Health and Safety" programme, a modern preschooler should differentiate the concepts "safe" and "dangerous", realize the importance of health and safety (of his/her own and other people); know the rules of safe stay at home, in a kindergarten, in the street, near the water, ice, on the playground, sports grounds; follow the rules of behavior with unfamiliar objects and substances, fire and electrical safety, using transport, know the main traffic signs and so on; he/she should know and be able to use the emergency phone numbers (fire, medical, police), realize whom it is possible to address in a critical situation; possess the skills of safe behavior in the aggressive behavior of peers or adults [2, p. 7-8].

The "Health and Illness" programme provides that a child of preschool age realizes that a person can be healthy or ill, distinguishes the corresponding states; focuses on the basic indicators of his/her own health (good health, lack of pain) and the health of other people; knows that movement activity, proper nutrition, safe behavior, body care are useful for promoting health and preventing diseases; identifies the main signs of a disease (fever, pain, lack of appetite), informs adults about his/her poor health, performs necessary medical procedures under the adult's guidance; knows about the existence of various diseases, tolerantly treats sick peers; knows that the development of a human body and health depends on adequate nutrition; calls the main groups of food products, distinguishes useful food from harmful; operates with the names of the main healthy drinks, knows about their role for the development of an organism; understands the exceptional importance of drinking water for health, is guided by the signs of thirst and hunger; observes the requirements for daily routine and food culture [2, p. 8].

The "Life Hygiene" programme indicates that a child of preschool age independently performs basic hygienic procedures; without any reminders uses basic hygienic means and objects of care, knows that they are used individually; strives to be neat, possesses basic skills of per-

sonal hygiene; tries to control his/her posture, is aware of the influence of posture on health, the external beauty of the body, the aesthetics of movements; performs a set of exercises to prevent violations of posture and flat feet [2, p. 8].

The final result of the “Physical Activity and Self-control” programme presupposes that children realize the role of physical exercises in the development and strengthening of an organism, emotionally react to their own achievements in the movement sphere (plasticity, expressiveness and aesthetics of movements); they are able to independently apply physical experience in everyday life, evaluate and regulate the abilities of their own bodies, do exercises with objects and without them from different initial positions, know and consciously follow the rules in sports games, appreciate honesty, show resourcefulness; consciously react to elementary requirements of an organism, maintain physical activity according to age; show strong-willed efforts in physical activity [2, p. 8].

According to the Basic component of preschool education, health preserving competence is defined as awareness of a child of preschool age with the structure of his/her body, hygienic skills for its care; belonging to a certain gender, basic indicators of his/her own health, the value of health for a person; the ability to do basic movements and gymnastic exercises, apply the acquired knowledge and skills of maintaining his/her health without any damage to his/her own health or the health of others; observance of safety rules of his/her activity [2, p. 8].

It should also be noted that the content of all these programmes provides the formation of the positive self-image, creation of the basis of personal culture of a child; the education of a positive attitude toward his/her appearance and the formation of such basic qualities of personality as spontaneity, independence, responsibility, self-relation, self-assessment [2, p. 8-9].

So, the State Standard of Preschool Education provides for the formation of children’s qualities, skills and abilities which will enable them to maintain and save their own health and the health of the people around them. It should be noted that it concerns primarily the formation of physical health of a preschooler’s personality and there is no education of a person’s mental, spiritual, moral and social health at all.

According to the research of M. Mielicheva, the condition of the formation of preschool children’s health culture is the interaction of preschool teachers and parents, since children are guided by examples of adult life. However, the effectiveness of the interaction depends on other conditions:

- subjective conditions: valuable orientation to health, healthy lifestyle and health-building position of an individual; competence of preschool teachers and parents in the field of health culture and organization of life activity on its basis; activity of a preschool child as the subject of pedagogical process and game activity;

- objective conditions: development of a program of interaction between preschool teachers and parents on the basis of training and carrying out traditional national holidays; organization of health-building life activity of children and adults on the basis of using the potential of such holidays and the opportunities for interaction in different age groups; organization of the process of interaction between preschool teachers and parents as an educational technology of collective creative work [5, p. 179].

We consider that the creation of the conditions facilitating the development of preschool children’s self-awareness, which will be aimed at valuable attitude to their own and other people’s health is a determinant for education of preschool children’s health culture.

The “preschool children’s health culture” phenomenon is defined as the totality of the valeological knowledge, which is acquired by a child; skills and habits according to his/her own and other people’s health; awareness of the value and necessity of their observance in the process of health preserving activity, which is reflected in the harmonious development of a child.

Education of preschool children’s health culture in different age groups is a process of subject-subject interaction between a preschool teacher and children, when the preschool teacher creates the conditions for full and harmonious development of children of different ages and the formation of conscious axiological attitude towards their own and other people’s health.

We have designed a programme called “Education of Preschool Children’s Health Culture in Different Age Groups (for children of five and six)”.

It includes an information and cognitive unit, which indicates what the children of five and six should know; a health-activity unit, which indicates what children of 5 and 6 should be able to do; an educational unit which is addressed to parents (what the parents of 5-year-old children should know and be able to do and what the parents of 6-year-old children should know and be able to do) and a methodical unit (how a preschool teacher can organize the work on this issue for children of five and six).

Here is a part of the program, which can be used by preschool teachers as a reference point for the development of specific activities to promote preschool children’s health culture in different age groups.

CHAPTER 1

“ME, MY ORGANISM, MY HEALTH”

1.1. “Growth and development”

Topics: Structure of a human body. Information about the anatomical structure of a human body, body organs, functions and interaction of body organs. Sense organs.

1.2. “General information about health - illness”

Topics: Health indicators - good appetite, good mood, cheerfulness, good sleep. Indicators of illness - lack of appetite, bad mood, apathy, bad sleep and so on. Cultural and hygienic skills are the guarantee of our

health. A role of a doctor in prevention of diseases. Main factors of health (sun, air, water). Prevention of diseases.

Information and Cognitive Unit

As the result of mastering this block, five-year-old children should have the idea of:

- the main parts of a human body (head, neck, trunk, limbs, eyes, ears, face, mouth, eyelashes, cheeks, lips, skin, hair), know their purpose and function;

- the names of the organs (heart, lungs, stomach, intestines, liver, kidneys);

- the main functions of the organs: an eye – sees, an ear - hears, a nose - smells, a tongue - tastes, skin – feels the temperature;

- the main subjective signs of health (good health, appetite, mood, desire to play), the objective signs of health (height, body weight, body temperature, lack of pain);

- the value of hardening, daily morning exercises, massage, proper nutrition, behavior for health promotion;

- the main signs of illness (poor appetite, high fever, apathy, irritability or capriciousness);

- the elementary rules of hygiene of a face, hands, feet, nails, hair, ears, mouth;

- the role of a doctor in prevention of diseases, following a doctor's advice.

As the result of mastering this unit, six-year-old children should know (have the idea of):

- the structure of a human body and the rules of hygiene, as well as the characteristics of belonging to a certain gender;

- organs (heart, lungs, stomach, intestines, liver, kidneys) and the system of a human body (cardiovascular, respiratory, musculoskeletal, excretory, blood, skin), their purpose;

- the main functions of the organs: an eye - sees, an ear - hears, a nose - smells, a tongue - tastes, skin – feels the temperature, the conditions of the organs care;

- subjective signs of health (good health, appetite, mood, desire to play), objective signs of health (height, body weight, body temperature, lack of pain) and the value of health for a person;

- the significance of hardening, daily morning exercises, massage, proper nutrition, behavior for health promotion; a child of this age is also able to do exercises, apply the acquired knowledge, skills to preserve his/her health;

- signs of illness (poor appetite, high fever, apathy, irritability or capriciousness) and their influence on someone's own health;

- the hygiene rules of face, hands, feet, nails, hair, ears, mouth, organs of excretion, the rules of taking care of them;

- the role of a doctor in prevention of diseases, following the doctor's recommendations.

Health-Activity Unit

(Introduction of a complex of morning exercises of hygienic gymnastics, daily morning exercises, physical activity breaks, formation the "Health Map").

As the result of mastering this unit, five-year-old children should be able to:

- brush teeth (2 times a day), wash face, neck, ears, hands (before and after having meals and after the toilet);

- determine the individual level of their own health ("Health Card") with the help of parents or a nurse.

As the result of mastering this block, six-year-old children should be able to:

- brush teeth 2 times a day, wash face, neck, ears, wash hands before meals and after meals, after toilet without the adults' reminders;

- determine the state of other children's health by external signs;

- determine the individual level of their own health ("Health Card") without any help.

Educational Unit (work with parents)

Within this unit parents of five-year-old and six-year-old children:

- get acquainted with health factors, complex of morning exercises, nutrition, family relations, helping children to observe cultural and hygienic skills;

- are taught to determine the individual level of children's health and form the "Health Map".

Methodical Unit (to help preschool teachers)

Development of didactic, role-playing, directing games, which contribute to the formation of preschoolers' ideas, skills and habits of cultivating health culture in the content of each section, respectively, for children of five and six.

CHAPTER 2

"SOCIAL AND PSYCHOLOGICAL CONDITIONS OF CHILDREN'S HEALTH"

2.1. "Life in a family"

Topic: The concept of a family. Relations with parents. Relations with brothers and sisters. Relations with grandparents. Family well-being.

2.2. "Mental state and health"

Topics: Positive and negative emotions and their influence on human health. Emotions and feelings. Means of overcoming unpleasant emotions.

Information and Cognitive Unit

As the result of mastering this unit, five-year-old children should know (have the idea of):

- a family;

- that native people are united by a family and it consists of parents and children;

- the main types of emotions (interest, joy, surprise, grief, anger, resentment, contempt, fear, shame, guilt).

As the result of mastering this unit, six-year-old children should know (have the idea) that:

- parents are the people who have given birth to their children and bring up them;

- grandparents are parents' mother and father;

- a family is necessary for a happy life of a person;

- family members have the same surname;

- children continue the family line, parents defend their children, and adult children defend their parents;

- different kinds of emotions (interest, joy, surprise, grief, anger, resentment, contempt, fear, shame, guilt), which affect a person's health.

Health-Activity Unit

(Introduction of the complex of morning exercises of hygienic gymnastics, physical activity breaks, formation the "Health Map").

As the result of mastering this unit, five-year-old children should:

- respect and love parents (mother, father, grandparents);
- maintain sincere, kind, friendly relations with brothers and sisters, distinguish them among other children;
- distinguish between different kinds of emotions.

As the result of mastering this unit, six-year-old children should be able to:

- respect their grandparents, know the everyday wisdom of adults, take care of their grandparents, help them, do not offend them with words, actions, behavior;
- follow the rules of living in a family. Distinguish and respect the responsibilities of each family member, conscientiously carry out their duties, keep their homes clean, be careful to sick people, understand their health condition, wish to improve it, love family holidays, follow family traditions, strengthen them;
- prevent conflicts, be able to quit quarrels.

Educational Unit (work with parents)

Within this unit, parents of five-year-old and six-year-old children:

- are acquainted how to teach children change kinds of activities;
- are acquainted how to teach children to be independent.

Methodical Unit (to help preschool teachers)

Development of didactic, role-playing, directing games, which contribute to the formation of preschoolers' ideas, skills and habits of cultivating health culture in the content of each section, respectively, for children of five and six.

CHAPTER 3

"CHILDREN'S INDIVIDUAL HEALTH"

3.1. "Bases of personal hygiene"

Topics: Body hygiene. Microorganisms. Basic hygiene procedures. Using means of hygiene. Overeating, dirt, hypothermia, wrapping up are the negative habits which affect the health state.

3.2. "Movement activity and health"

Topics: The forms of movement activity. Correct posture and its role for health. Rules of hardening.

3.3. "Health and nutrition"

Topics: Characteristics of the most frequently consumed food. Compatibility of products. Diet. Culture of having meal.

3.4. "Prevention of damage, basis of self-help and mutual aid"

Topics: Safety of a human body, knowledge of the rules of behavior. Warning signs and their meaning for

safety. Self-help and mutual aid. Feeling of the limit of safe behavior. Danger of using unfamiliar things. The notion of medicines, rules of taking medicines. "Green Pharmacy" - what is it?

Information and Cognitive Unit

As the result of mastering this block, five-year-old children should know (have the idea of):

- the presence of dangerous viruses, microorganisms and bacteria in a human body;
- the rules of hygiene of different parts of body and organs (face, hands, feet, hair, ears, mouth, excretory organs);
- correct (incorrect) posture;
- the names of the main food groups (bakery products, cereals, vegetables, fruits, dairy and meat products, fish, eggs);
- the names of the main types of drinks (water, juice, milk, dairy products);
- the basic requirements for a diet and food hygiene;
- the rules of dangerous stay at home, in a kindergarten, in the street, on ice, on a sports ground;
- the main traffic signs.

As the result of mastering this unit, six-year-old children should know (have the idea of):

- the effect of viruses, microorganisms, bacteria on human health;
- how to perform basic hygiene procedures independently (washing face, neck, ears, hands, feet, body, organs of excretion);
- the fact that soap, towel, baby shampoo, toothpaste and toilet items (a tooth brush and a comb, washcloth, scissors) are used individually;
- the negative effect of overeating, dirt, hypothermia and wrapping up on the health state;
- the causes of bad posture;
- the importance of the main types of drinks (water, juice, milk, sour-milk products) for body health;
- a special role of clean drinking water for one's body;
- the differences of useful food from useless and dangerous (poisonous mushrooms, berries, etc.);
- that food cannot be mixed. Fruits should be eaten separately from other products;
- one need to eat four times a day, do not eat in intervals;
- the rules of proper way of conduct at the table;
- that one should appreciate the work spent for cooking food;
- how to behave with unfamiliar things;
- the rules of behavior with strangers at home and in the street;
- the emergency telephone numbers (fire, police, ambulance, gas);
- the people who can help in critical situations;
- the consequences of causing any trouble to him/herself or others;
- correct and incorrect using of medicines.

Health-Activity Unit

(Introduction of a complex of general development exercises without objects and with them (balls, hoops, gymnastic sticks), daily morning exercises, physical activity breaks, exercises to form the correct posture, formation the “Health Map”).

As the result of mastering this unit, five-year-old children should be able to:

- perform the basic types of movements, namely: variable walking; jump and arrive on two legs;
- perform general development exercises without objects and with them (balls, hoops, gymnastic sticks);
- perform exercises to form a correct posture;
- follow the rules of basic hygiene procedures with the help of adults (washing face, brushing teeth, combing, bathing, changing underwear, using a handkerchief, nail care, etc.).

As the result of mastering this unit, six-year-old children should be able to:

- perform the basic types of movements, namely: run at a maximum speed up to 30 m; throw objects (a ball, a sack with sand) in a horizontally and vertically located goal; climb a gymnastic bench holding hands in different positions;
- ride a two-wheeled bicycle;
- jump rope;
- perform dance movements, formation children into rank;
- follow the rules of basic hygienic procedures independently (washing face, brushing teeth, combing, bathing, changing underwear, using a handkerchief, nail care, etc.);
- use emergency telephone numbers;

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- behave safely in case of aggressive behavior of peers or adults.

Educational Unit (work with parents)

Within this block parents of five-year-old and six-year-old children:

- get acquainted how to assess the dynamics of a child development;
- get acquainted how to make children healthier.

Methodical Unit (to help preschool teachers)

Development of didactic, role-playing, directing games, which contribute to the formation of preschoolers' ideas, skills and habits of cultivating health culture in the content of each section, respectively, for children of five and six.

Discussion

The suggested programme was introduced into the educational process of the following preschool educational institutions: Kalinivka preschool institution of Rivne region, state preschool educational institution “Dzvinochok” of Rivne region, state preschool educational institution of Male Zhytyno of Rivne region, Novotarutinsk educational complex “Sonechko” in Odessa region, as well as pre-school educational institutions № 45, № 151 of Odessa region, Odesa.

Conclusions

The offered program is a reference point, its content and structure can be further developed by a preschool teacher. It should be mentioned that the reduction of this program is inexpedient, since it reproduces the basic requirements of the Basic component of preschool education.

The prospect of further research involves the disclosure of the experimental technique for educating preschool children's health culture in different age groups.

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ЗМІСТ ВИХОВАННЯ КУЛЬТУРИ ЗДОРОВ'Я ДІТЕЙ ДОШКІЛЬНОГО ВІКУ В РІЗНОВІКОВИХ ГРУПАХ

У статті подано зміст виховання культури здоров'я дітей дошкільного віку в різновікових групах. Актуальність дослідження підтверджено наявною низкою суперечностей між: об'єктивною потребою суспільства у вихованні здорової особистості, з одного боку, і різким погіршенням стану здоров'я дітей – з іншого; необхідністю виховання культури здоров'я дітей дошкільного віку в різновікових групах і відсутністю науково-обґрунтованих педагогічних умов організації цього процесу та методики її виховання. Метою статті було розглянути зміст виховання культури здоров'я дітей дошкільного віку в різновікових групах. Розкрито сутність феномена «культура здоров'я дітей дошкільного віку» за змістовним аспектом чинних програм навчання і виховання дітей дошкільного віку щодо їхньої культури здоров'я. На жаль, сьогодні відсутні тематичні (парціальні) програми з виховання культури здоров'я дітей для різновікових груп. Оскільки в дослідженні задіяно дітей п'ятого і шостого років життя, було розглянуто зміст роботи з виховання культури здоров'я у дітей цього віку за такими чинними програмами, як-от: «Українське дошкілля», «Світ дитинства», «Дитина», «Я у світі», Базового компонента дошкільної освіти. Аналіз програм засвідчив, що вони пов'язують вимоги щодо охорони життя і зміцнення здоров'я дітей переважно з процесом фізкультурно-оздоровчої роботи. Визначено феномен «культура здоров'я дітей дошкільного віку» як сукупність набутих дитиною валеологічних знань, умінь і навичок щодо власного здоров'я та здоров'я інших; усвідомлення цінності і необхідності їх дотримання в процесі здоров'язбережувальної життєдіяльності, що віддзеркалюється в гармонійному розвитку дитини. Подано зміст авторської програми «Виховуємо культуру здоров'я дітей дошкільного віку в різновікових групах (для дітей п'ятого та шостого років життя)». Наголошено, що запропонована програма є орієнтиром, зміст і структура якої можуть бути далі розвинуті вихователем. Але скорочення цієї програми недоцільно, оскільки вона відтворює основні вимоги Базового компоненту дошкільної освіти.

Ключові слова: виховання, здоров'я дітей дошкільного віку, різновікові групи, програми.

Submitted on November, 24, 2017