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THE USE OF HEALTH-SAVING TECHNOLOGIES IN THE CLASSROOM AT PRIMARY SCHOOL

Defining the problem. Strengthening and maintaining pupils' health at a high level is one of the main tasks of general primary education. Educational institutions must maintain pupils' health during their studying at school. The health of primary school pupils depends on how a certain system of environmental conditions of the school is organized. It is possible to implement this system only with the interaction of all participants of the educational process who introduce health saving technologies into this process.

Analysis of recent research and publications. The problems of preserving and promoting children's health, the necessity to create conditions for children's activity and endurance, forming pupils' culture of healthy lifestyle are described in the works of such modern Ukrainian and Russian scientists as V. Arefiev, S. Kyrylenko, O. Leonov, N. Oksenchuk, V. Orzhekhovska, S. Yakimenko, V. F. Bazarnyi, H. L. Apanasenko, M.V. Antropov, N.V. Smirnov and others.

The purpose of the article is to analyze the use of health-saving technologies in the context of general primary education.

Presenting the main material. Health-saving technology is a system of measures aimed at protecting and promoting pupils' health taking into account the most important characteristics of the educational environment and living conditions of the child that affect health.

The success of the implementation of health-saving technologies depends on many components including the active participation of children in this process, the creation of the health-saving environment, high professional competence and literacy of teachers and parents. In this case working with parents should be systematic. Teachers' efforts aimed at improving children's health will be of little success if conducted only in the teacher-child perspective. This work requires the interaction of teachers and parents as well as parents and children.

The main form of organization of the educational process in the modern school is a lesson. It determines to a great extent both positive and negative effects of the educational environment on children's health. So the health of pupils must be maintained without sacrificing practical, educational and developmental tasks of the lesson [2].

The organization of the lesson in terms of the use of health-saving technologies includes:

- consistent activity;
- the use of visual aids;
- including elements of creativity;

- providing individual and differentiated approaches, creating the situation of success for each pupil;
- emotionality and friendliness of the teacher, favorable psychological climate, friendly cooperation of pupils;
- conducting physical breaks, relaxation exercises, musical intervals;
- the optimal amount of homework [3].

Lessons should be structured in such a way that one type of activity could be replaced by another one. During the lesson it is necessary to pay attention to the correct arrangement of pupils. Every month the teacher should change the position of each pupil in the classroom depending on the light source, conduct special physical training sessions to reduce eye strain, do finger exercises.

Professor V. F. Bazarnyi considers it necessary to return the “moving world” to schools. Instead of the traditional sitting posture, there is a mode of changing postures when a pupil is standing at the desk and sitting on a chair while working during the lesson including dynamic pauses with the activation of foot receptors. He also pays special attention to eyesight [1].

The goal of health-saving pedagogy is the consistent formation of a health-saving educational space with the obligatory use of health-saving technologies by all teachers at schools. We can say that the educational process is carried out according to health-saving educational technologies only if the pedagogical system solves the problem of preserving pupils' health [4].

We consider that every teacher should master health-saving technologies. While conducting the lessons, the following requirements should be taken into account:

1. The classroom environment and hygiene should be in accordance with the norms (temperature and freshness of air, proper lighting of the classroom and the blackboard, obligatory airing the classroom, etc.).

2. The optimal quantity of educational activities is 4-7 (checking homework, writing, reading, listening, storytelling, reviewing visual aids, answering questions, solving problems). The uniformity of the lesson contributes to the pupils' fatigue, and the frequent change from one activity to another requires additional adaptation conditions for the pupils.

3. The average duration and frequency of changing activities is 7-10 minutes.

4. The number of teaching methods (verbal, visual, individual) must be at least three. The methods should be changed every 10-15 minutes.

5. The teacher should choose the methods that would encourage pupils' initiative and creativity.

6. It is necessary for the pupils to change their dynamic positions according to the type of work.

7. Wellness moments must be present at the lesson, for example, physical education breaks, a few minutes of relaxation, breathing exercises, exercises for eyes. Every 15-20 minutes of the lesson should be followed by one minute of three easy exercises with 3-4 repetitions of each exercise.

8. The lesson should cover health and lifestyle issues.

9. Creating pupils' motivation for educational activities. The extrinsic motivation includes assessment, praise, support, competitive methods. The examples of intrinsic

motivation are desire to learn more, the joy of activity, interest in the material being studied [1].

The classification of health-saving technologies in primary school can be presented in the table below [3].

The Types of Health-saving Technologies

Innovative Gymnastics	Preventive and Curative Technologies	Therapeutic Direction
Therapies: Football, art, breathing, sound, immunity, massage, hydro aerobics, psycho-gymnastics (exercises, games, etudes, pantomimes, animation, theatricalization).	Phytotherapy (teas, cocktails), aromatherapy (room fragrance), vitamin therapy (vitaminization of dishes).	Art, sand, fairy tales, laugh, colours, music, doll, game and dance therapy, relaxation.

Experience shows that using health-saving technologies in the educational process allows pupils to develop their creative abilities and adapt to the educational and social environment. It also allows the teacher to prevent pupils' asocial behavior more successfully. The effectiveness of health-saving technologies depends on the prevailing traditions in an educational institution, the ability of the teaching staff to perceive these innovations, the material and technical base of the institution.

Conclusions. The use of health-saving technologies is one of the most important tasks of the primary school, as these technologies will help teachers to preserve children's health and prepare them for an independent life. If we teach pupils to value, protect and strengthen their health, demonstrate them how to lead a healthy lifestyle, then we can hope that the future generation will be healthy and developed spiritually and physically.

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