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THE FORMATION OF PRIMARY SCHOOL PUPILS' HEALTH-SAVING COMPETENCE IN THE CONTEXT OF THE NEW UKRAINIAN SCHOOL CONCEPT

Children's health is one of the main sources of happiness, joy and full life of parents, teachers and society in general. That is why the future of the Ukrainian state is closely connected with the tasks of preserving and promoting children's health. Forming a healthy lifestyle at school is carried out according to the tasks highlighted in the National Doctrine of Educational Development in Ukraine in the 21st Century (2002), Laws of Ukraine "On Education" (1991), "On the Protection of Childhood" (2001), State National Program "Education" (Ukraine XXI Century), the State Program "Healthy Child" for 2008-2017, the "New Ukrainian School" concept and others.

The problem of preserving, strengthening and restoring people's health is analyzed in the works of M. Amosov, G. Borisov, M. Vilenskyi, O. Hazman, M. Honcharenko, G. Zaitseva, V. Kaznachieieva, A. Stepanova, T. Sushchenko and others. The essence of health-saving technologies as a pedagogical problem is covered in the works of K. Bondarevska, I. Brehman, E. Boichenko, O. Dubogay, Z. Malkova, L. Novikov, V. Orzekhovska, N. Polietaeva, M. Talanchuk, A. Alchevskyi, G. Vashchenko, O. Moskovchenko, T. Boychenko, etc. The formation of health-saving competence of primary school students is considered by L. Voloshin, I. Korkushko and others.

The purpose of the article is to analyze educational technologies for the formation of health-saving competence of primary school pupils.

According to the state standard of primary general education, the primary school pupil receives knowledge, skills that will help him to prepare for further education. The task of the teacher of the modern school is to form a range of competencies, one of which is health-saving competence. This competence includes:

- ideas and concepts about health, healthy lifestyles and safe behavior;
- awareness of health as the highest vital value;
- the relationship between the human body and the natural and social environment;
- improving the physical, social, mental and spiritual components of health;
- taking care of one's health [1].

One of the ten key competences mentioned in the New Ukrainian School Concept is environmental awareness and healthy lifestyles. It implies the ability to use natural resources in a prudent and rational way within the framework of sustainable development, the realization of the role of the environment in human life and health, and the ability and willingness to live a healthy lifestyle [2: 12].

We all want to see our children healthy, smart, and successful. Unfortunately, the health statistics of schoolchildren is quite disappointing today. According to the Ministry of Health of Ukraine, 90% of all children have general health abnormalities.

30% of children have two or more diseases. We also observe the further decline in the age of children exposed to alcohol, tobacco and drug addiction. So, the urgent problem today is to preserve children's health and promote healthy lifestyles as a value.

The basics of health are laid down from childhood. That is why preserving and promoting the health of each child is a priority of the society, the family and educational institutions. In order to accomplish this task, it is especially important to possess knowledge about one's health, to develop a responsible attitude towards one's own health and to have healthy preferences, interests, needs and life habits.

The future of a person depends to a great extent on the state of all components of health (physical, social, mental, spiritual) and on the ability to protect health and life in all situations. Hence, the important task of the modern school is to form the pupils' need to value their own health and life as the highest individual and social value.

In order to form children's health-saving competence, the teacher should use health-saving technologies in the educational process. Some scholars consider that this concept is based on the understanding of technology as a particular technique or method. Other scientists understand it as a set of certain techniques through which an educational or another pedagogical task is realized, as a description of the process of achieving the planned results, the complex of which reflects certain changes in the health of the participants of pedagogical interaction [3: 11].

Health-saving technologies are those that create safe conditions for staying, studying and working in school and those that solve the tasks of rational organization of the educational process taking into account age, gender, individual characteristics and hygienic standards. It is the compliance of the educational and physical activities with the child's capabilities. These are technologies of differentiated teaching, game technologies, personal-oriented teaching and others. They have a health-saving function, increase the level of cognitive activity and motivation for studying, promote acquiring knowledge, the development of creativity, reduce the level of anxiety, relieve mental stress [4: 141].

The following techniques positively affect the mental health of the child:

1. Emotional stroking – praising children makes them believe in themselves.
2. Chance – preparation of a special task that the child will cope with successfully.
3. Role-sharing – the pupil evaluates the work of other children, prepares a presentation, a question or a task on a given topic.
4. Infection – “infecting” the class with intellectual joy when the success of an individual pupil becomes an incentive for the success of others.
5. Deliberate mistake – the title of the method speaks for itself, but the material should be known to the pupils.
6. Tomorrow's joy – the conditional postponement of success in the activity for the nearest future.
7. A pocket of ideas – the child prepares reports or interesting facts on the topic that requires much effort for studying.
8. Eureka – gives the child an opportunity to experience the joy of discovering already known facts or phenomena [5: 8].

Therefore, the formation of health-saving competence of younger children is carried out by means of health-saving technologies that primary school teachers should implement into the educational process. The realization of the principles of forming, preserving and enhancing pupils' health depends on the optimal combination of forms, methods and techniques that create safe conditions for the pupils in the classroom such as game technologies, interactive technologies, differentiated approach and others. Our future research will be devoted to the selection and creating our own activities for primary school pupils that will contribute to the formation and further development of their health-saving competence.

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