

Model for Forming A Healthy Lifestyle for Senior Preschool Children

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ANNOTATION

The article deals with the formation of the foundations of a healthy lifestyle can be organized within the framework of the developed structural model based on systemic, axiological, personal-activity approaches; the necessary pedagogical conditions for the formation of the foundations of a healthy lifestyle in older preschoolers are: organization and saturation of activities (games, experimentation, cognitive, communication) with information about the basics of a healthy lifestyle and the formation on this basis of an emotionally positive attitude to this process.

KEYWORDS: *humanistic nature of education, priority of universal values of life, healthy lifestyle, health, modeling, model.*

The formation of a healthy younger generation is one of the main strategic tasks of the country's development. Today, the strategic direction of state policy in the field of support and preservation of children's health is regulated and provided by a number of legal documents. This is the Law "On Education" (2020), which defines the principles of state policy in the field of education, the first of which is "the humanistic nature of education, the priority of universal human values of life and human health, the free development of the individual.

Currently, various educational and health programs are being widely introduced into the practice of preschool institutions, which contribute to the formation of a healthy lifestyle in children, the organization of conditions for the formation of a healthy lifestyle.

However, the contradiction existing in science and practice between the urgent need for the formation of a healthy lifestyle and the lack of its holistic methodology in preschool pedagogy has not yet been eliminated. This contradiction is due, first of all, to the lack of a common understanding of the essence of human health, the idea of its integrity. Currently, in the socio-economic, psychological, pedagogical, philosophical and medical literature, health is often interpreted from different methodological and theoretical positions. In this regard, there is a need for a deeper analysis of the concept of "health", its indicators and components, and on the basis of this, the definition of the concept of "healthy lifestyle". The formation of a new pedagogical approach in education is impossible without referring to the history of the development of pedagogical thought, which will make it possible to identify and generalize the historical aspects of the formation of health. The study presents the genesis of the fundamental ideas on the problem of health and a healthy lifestyle. In the course of studying the problem under consideration, it was found that society from the very beginning of its development was not indifferent to the issues of raising a healthy generation. So, in a primitive society, children were taught from an early age to be strong and hardy in order to be well prepared for existence. At the same time, feeling defenseless before the forces of nature, the ancestors of modern man often associated their physical condition with mystical phenomena, and therefore health protection measures were of a religious nature. However, already in the process of development of primitive society, a person gradually moves from adapting to nature to influencing the world around him, which means that his actions acquire an active, conscious character. Mindfulness is also manifested in actions aimed at maintaining and strengthening health. A person already in this period, as E.N. Weiner observes, draws conclusions, discovers causal relationships

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between health status and various factors. Already during this period, “instead of the instinct of caring for offspring, a mechanism for the social protection of children appears, expressed in lengthening the period of childhood, division and facilitation of labor, warning of life-threatening actions and deeds.” Thus, the problem of preserving, strengthening and shaping health already in the period of primitive society took place in anthroposociogenesis. For the first time, the ideas of a healthy lifestyle arose in the era of a slave-owning society: the relationship between health and human behavior was revealed, the basic principles of leading a healthy lifestyle, and the formation of ideas about a healthy lifestyle were proposed. In a slave-owning society, there is a gradual systematization of knowledge in the field of health. So, according to the study of E.V. Makarevich, already in Ancient India, in the famous "Ayurveda", the basic principles of maintaining a healthy lifestyle were formulated and advice was given on protecting human health. The issues of forming ideas about a healthy lifestyle are also found in the natural-philosophical instructions of the doctors of the Kos school, which is usually identified with the school of Hippocrates. In the unique treatise "On a healthy lifestyle", this phenomenon is considered as a kind of harmony, which should be strived for by observing the whole a number of norms of behavior and preventive measures. At the same time, attention is focused on physical health, while Democritus, also a representative of the ancient period, in the phenomenon of “healthy lifestyle” highlights the spiritual health of a person, representing, in his opinion, a “good state of mind”, in which the soul is calm and balance, not worried by any fears, superstitions and other experiences. Acquaintance with the main provisions of the systems under consideration shows that at this stage the axiological aspect of the concept of "health" begins to emerge. This is evidenced by the unique systems of health formation in ancient Greece and ancient Rome.

The solution of the problem posed in the study involves the development and implementation of a model for the formation of the foundations of a healthy lifestyle among older preschoolers in the pedagogical process of a preschool educational institution. The modeling method is the creation of an ideal, from the point of view of scientific data, model of organization and conditions for the functioning of the pedagogical process or any part of it. This method is used to study and transform phenomena in any field of activity, it allows you to recreate the most important properties, components, relationships of the systems and processes under study, adequately evaluate them, and predict their development trends. Its purpose is to make visible properties, relations, connections of objects hidden from direct perception, which are significant for understanding the essence of facts and phenomena. Modeling as a scientific method is widely used in philosophy (V.G. Afanasiev, B.A. Glinsky, B.S. Dynin, V.A. Shtof, etc.), psychology and pedagogy (S. Arkhangelsky, R. Atakhov, N.M. Borytko, V. A. Venikov, V. V. Davydov, V. I. Zagvyazinsky, V. V. Kraevsky, V. I. Mikheev, A. V. Molozhavenko, I. B. Novik, Yu. Plotinsky, I.P. Podlasy, I.A. Solovtseva, V.D. Charushnikov and others). SI. Arkhangelsk considers modeling as a scientific method for studying all kinds of objects and processes by building their models that preserve the main features of the object of study. IN AND. Zagvyazinsky, R. Atakhov defined modeling as the process of creating models, schemes, familiar or real analogues that reflect the essential properties of more complex objects (prototypes) and are research tools for studying individual aspects and properties of the prototype. A number of researchers (N.M. Borytko, A.V. Molozhavenko, I.A. Solovtsova) consider modeling as a study of intrapersonal and interpersonal processes and states using their real (physical) or ideal models.

V.V. Kraevsky characterizes the modeling process as a cognitive reflection based on concepts. According to V.G. Afanasiev, modeling is a continuous process, which is not limited to one isolated model, but is a sequential development of a number of successive models, which contributes to the model's compliance with the original model being modeled.

One of the main issues in research (A.I. Bogatyrev, I.M. Ustinova, A. Hacker and others) is the question of determining the stages of modeling. A.I. Bogatyrev, I.M. Ustinova believe that the

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essence of pedagogical modeling, as a scientific research method, can be reflected in the following stages:

1. entry into the process and the choice of methodological foundations for modeling, a qualitative description of the subject of research;
2. setting of modeling tasks;
3. constructing a model with clarification of the relationship between the main elements of the object under study, determining the parameters of the object and criteria for assessing changes in these parameters, choosing measurement methods;
4. study of the validity of the model in solving the tasks;
5. application of the model in a pedagogical experiment;
6. Meaningful interpretation of the simulation results.

A. Hacker defined four stages of this process:

- search for a model on a heuristic basis using the researcher's intuition;
- verification of the model in a conceptual way;
- checking the model pragmatically;
- Inclusion of the model in more general scientific research.

The concept of "modeling" is always associated with the concept of "model", the name of which comes from the Latin word *modulus* - measure, sample and means a system of objects or signs that reproduce some of the essential properties of the system - the original. A model is always reduced to some image (scheme, image, drawing, layout) of an object or system of objects.

In pedagogical dictionaries and reference books, the following features and essential characteristics of the model are highlighted:

1. Model - a supposed standard, standard, mental or conditional, a form of pedagogical scientific research, a generalized mental image that replaces and reflects the structure and functions of a particular pedagogical object in the form of a schematic set of concepts and relationships.
2. Model - a subject graphic or effective representation of something in the process of modeling activity; diagram, layout of something, usually in a reduced form. It is a form and means of knowledge, any a system (imaginary or real) that reflects the original, replaces it, and provides information about it. A model can be created by removing features from an object that seem unimportant, or by adding features that are not in reality. The model is always related to the object and is constantly changing.
3. A model can act as a diagram, image or description of any phenomenon or process in nature, society, as an analogue of a certain fragment of natural or social reality. V.A. Stoff considers a model as a mentally represented or materially realized system, which, displaying or reproducing the object of study, is able to replace it in such a way that its study provides new information about this object. I.P. Podlasy understands a model as a mentally represented or materially realized system that adequately reflects the subject of research and is able to replace it in such a way that the study of the model allows one to obtain new information about this object. V.V. Davydov defines a model as a form of abstraction of a special kind, in which the essential relations of objects are expressed in visually perceived and represented connections and relations of sign elements.

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Formation of the foundations of a healthy lifestyle in children is an important pedagogical task. However, its solution is hampered by the insufficient development of the system of pedagogical influences, means and conditions under which the formation of the foundations of a healthy lifestyle is ensured in due measure. I question the nature and content of the interaction between an adult and a child, interaction aimed at forming the foundations of a healthy lifestyle among older preschoolers, about the position of the teacher in this process in accordance with the social order and the tasks of today in the theory and practice of preschool education remains insufficiently studied.

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