

**Larysa PIECHKA,**

*orcid.org/0000-0002-2591-6627*

*Candidate of Pedagogical Sciences,*

*Associate Professor Department of Method and Technology of Preschool Education*

*M. P. Dragomanov Kyiv National Pedagogical University*

*(Kyiv, Ukraine) lara\_ppp@ukr.net*

## **METHOD OF FORMATION OF THE BASIS OF VALUABLE ATTITUDE TO THE OWN HEALTH OF CHILDREN OF SENIOR PRESCHOOL AGE AND ELEMENTARY SCHOOL**

*The article defines the method of formation of the basis of valuable attitude to the own health of children of the senior preschool age and elementary school, the basic principles of working with children and parents. The analysis of researches concerning the basic stages of organization of rational activity is carried out. The importance of introducing into the educational process of the proposed methodology, the main task of which is the development of children's awareness of the value of health, promotion of the formation of an active personality is emphasized. The emphasis is placed on the creation of a health-care environment in educational institutions, and the observance of favorable conditions for positive motivation to lead a healthy lifestyle. The priority influence of the educational process for the rehabilitation of children 6-7 years of life is characterized. The system of measures is grounded which includes the interconnection and interaction of all factors of the educational process, which are aimed at forming, strengthening and preserving the health of the child. The importance of cooperation in the work of teachers, parents in the context of the problem under investigation is emphasized. The basic forms, methods and stages of formation of the fundamentals of valuable attitude towards the own health of pupils of the institution of preschool education and elementary school are singled out. Among the effective forms of work, the faculty "From fairy tales to actions" is selected, the purpose of which is to familiarize children with the basic rules, norms of a healthy lifestyle, and involves the use of such techniques as the analysis of behavior and behavior of fairy tale heroes, play, health-saving content, play Quest "Healthcare" promotes the acquisition of necessary knowledge, skills and abilities by children for observing a healthy lifestyle in the form of a game, forming the value of health; Interactive exercises stimulate interest in classes, provide active involvement of all participants. Introduced circle "Step to health" provides for purposeful familiarization of children with traditional and non-traditional methods of recovery. The use of various ways of recovery in the work of the circle helped to deepen and consciously acquire knowledge about health issues, development of motility, other physical qualities, emotional self-expression. The activity of the theatrical circle "Carnival of fairy tales" is an effective form of work on forming the basis of valuable attitude to one's own health and health. Encouraging the movements of the proposed series of fairy tales in a relaxed atmosphere and in a friendly atmosphere stimulated expression of positive emotions, shaped the ability to empathy, and helped to heal the body as a whole.*

**Key words:** *children of the senior preschool age, children of junior school age, valuable attitude, health, methods of formation.*

**Ларуса ПЕЧКА,**

*orcid.org/0000-0002-2591-6627*

*кандидат педагогічних наук,*

*старший викладач кафедри методик та технологій дошкільної освіти*

*Київського національного педагогічного університету*

*імені М. П. Драгоманова*

*(Київ, Україна) lara\_ppp@ukr.net*

## **МЕТОДИКА ФОРМУВАННЯ ОСНОВ ЦІННІСНОГО СТАВЛЕННЯ ДО ВЛАСНОГО ЗДОРОВ'Я ДІТЕЙ СТАРШОГО ДОШКІЛЬНОГО ВІКУ І ПОЧАТКОВОЇ ШКОЛИ**

*У статті визначено методу формування основ ціннісного ставлення до власного здоров'я дітей старшого дошкільного віку і початкової школи, основні принципи роботи з дітьми й батьками. Здійснено аналіз досліджень стосовно основних етапів організації раціональної діяльності. Підкреслено важливість упровадження в освітній процес запропонованої методики, основним завданням якої є розвиток у дітей усвідомлення цінності здоров'я, сприяння становленню активної особистості. Акцентовано увагу на створення в освітніх закладах здоров'язберезувального середовища, дотримання сприятливих умов для позитивної мотивації до ведення здорового способу життя. Схарактеризовано*

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пріоритетний вплив виховного процесу для оздоровлення дітей 6-7 року життя. Обґрунтовано систему заходів, що включає взаємозв'язок і взаємодію всіх чинників освітнього процесу, які спрямовані на формування, зміцнення й збереження здоров'я дитини. Підкреслено важливість співпраці в роботі педагогів, батьків у контексті досліджуваної проблеми. Виокремлено основні форми, методи і етапи формування основ ціннісного ставлення до власного здоров'я вихованців закладу дошкільної освіти і початкової школи. Серед ефективних форм роботи виокремлено факультатив «Від казки – до вчинків», мета якого полягає в ознайомленні дітей з основними правилами, нормами здорового способу життя й передбачає використання таких прийомів, як аналіз вчинків та поведінки казкових героїв, розігрування здоров'язбережувального змісту; гра-квест «стежинами здоров'я» сприяє засвоєнню дітьми необхідних знань, умінь і навичок дотримання здорового способу життя в ігровій формі, формуванню цінності здоров'я; інтерактивні вправи стимулюють інтерес до занять, забезпечують активне залучення всіх учасників. Запроваджений гурток «Крок до здоров'я» передбачає цілеспрямоване ознайомлення дітей із традиційними та нетрадиційними методами оздоровлення. Використання у процесі гурткової роботи різних способів оздоровлення сприяло поглибленню та свідомому засвоєнню дітьми знань із питань охорони здоров'я, розвитку моторики, інших фізичних якостей, емоційному самовираженню. Ефективною формою роботи з формування основ ціннісного ставлення до власного здоров'я та здоров'я інших є діяльність театрального гуртка «Карнавал казок». Інценування з рухами запропонованої серії казок у невимушеній обстановці і доброзичливій атмосфері стимулювало вираження позитивних емоцій, формувало здатність до емпатії, сприяло оздоровленню організму загалом.

**Ключові слова:** діти старшого дошкільного віку, діти молодшого шкільного віку, ціннісне ставлення, здоров'я, методика формування.

**Formulation of the problem.** The method of forming the basis of valuable attitude towards own health in children 6-7 years of life envisaged the disclosure of significant relationships and relationships that exist between the state of health of a person, his way of life, the level of knowledge about health, mood, relationships with other people. In the general system of work the educational activity was a priority. Its main task is to develop in children awareness of the value of health, a healthy lifestyle, contributing to the formation of an active person. In the process of work, methods were used, the feasibility of which was grounded in pedagogical conditions.

Strong health is an important foundation for the successful comprehensive development of the child and the disclosure of their personal potential. The principle of improving the educational process of the educational process is singled out as one of the strategic in the modern system of pre-school and primary education. One of the priority directions of the educational process in preschool educational institutions and elementary school is the physical education and rehabilitation of children. The main purpose of physical culture and health work is the protection and strengthening of health, increase of resistance and protective forces of the child's organism, improvement of its efficiency; Timely formation of children's vital motor skills and abilities, development of physical qualities and ensuring the proper level of physical fitness; the education of a stable interest in motor activity, the need for it, and the development of a habit

to a healthy lifestyle. In the work of institutions there is an orientation towards the acquisition of children by knowledge, skills and skills, and the problem of formation of children in the age 6-7 years of life, the bases of valuable attitude towards their own health in the interaction of institutions of preschool education and elementary school remain beyond their control. In order to ensure continuity in the work of the institution of preschool education and elementary school, appropriate planning of the educational process based on implementation of the achievements of pre-school childhood with the purpose of their enrichment at the junior school age and highlighting the consistent growth of the child's personality is envisaged.

**Research analysis.** The defining criteria for the quality of the educational part of the institution of preschool education – the elementary school is the orientation towards the formation in the individual of the foundations of value attitude to health. Scientists are interested in the problem of forming the health of children 6-7 years of life by means of physical education. Issues concerning the formation of a valuable attitude towards their own health in children of the senior preschool age, the definition of the content and scope of information addressed to preschoolers, the training of educators on this topic is devoted to the works of T. Andryushchenko, L. Lokhvitskaya. T. Ovchinnikova, O. Shvetsov studied the peculiarities of the organization of healthcare activities in pre-school educational institutions. The works of O. Aksenovoy, M. Bezrukyky, N. Kozak, M. Runova,

I. Shulga and others are devoted to finding ways to strengthen the physical health of the younger generation. As E. Wilczkowski points out, "... in the first six years of life, physical education is the basis of the child's comprehensive development, since in this period the foundation of health is laid, the training of the person is formed, the human traits are cultivated like courage, will, endurance, ability to act in harmony with his comrades" (Vilchkovsky, Kurok, 2008: 28). O. Vashchenko states that the necessary condition for the development of children's body systems and simultaneously the health of junior school-children is a compliance with the rules of the motor regimen, the inclusion in the daily educational activities of morning gymnastics, mobile breaks, minutes of health, sports and folk games, as well as occupations in sports sections and clubs, mass sports events and events (Vashchenko, Sviridenko, 2007: 12–15). O. Bohinich notes: "... the health and general physical condition of the child is the basis for the development of certain possibilities of its organism, including mental" (Bohinich, Belenka, 2003: 115).

V. Yanova emphasizes that the effectiveness of the work of a teacher and students in any school is determined by the interaction of many external and internal conditions of the organization of the educational process. Formation of the valuable attitude to health will be most successful, if it is carried out on the basis of the implementation of the ideas of pedagogy of cooperation, which involves the joint development of adults and children, and consolidated by mutual understanding, penetration into the spiritual world of each other, a joint analysis of the course and the result of this activity (Yanova, 2012).

**The purpose of the article** – to theoretically substantiate and define the content of the methodology, effective forms of work on the formation of the basis of valuable attitude towards the health of children of the senior preschool age and elementary school.

**Presenting main material.** The process of formation of the basis of valuable attitude to the personal health of children 6-7 years of life built on the basis of a person-oriented approach and the following principles: scientific (all information provided to children was based on scientific factual material on the formation of the basis of value attitude towards own health); accessibility (information is adapted, logically structured); visibility (accompaniment of information by demonstration of visual material, carrying out of research activity, examples of children's lives, literary sources, use of artistic figurative word); systemic (the base of new knowledge on the previous ones and promotion of the formation of ideas and concepts of all components of health); the principle of continuity

(providing interaction with children, teachers, tanks); natural correspondence (a thrifty attitude to the child provides the opportunity to satisfy basic needs in the knowledge of the world in the process of interaction with its objects, and not in the process of traditional education, outside the sensory-motivational sphere, contributes to strengthening the physical and mental health of children); trust and support (trust, support for self-development, self-improvement); introduction of own example; activity of the person (creation of conditions for independent introduction into the practical activity of children acquired knowledge about preservation and strengthening of health).

The principle of humanization of the educational process is a priority and the teacher focuses on the personality of the child, his individual and age characteristics, and support for cognitive activity.

One of the leading pedagogical conditions for the formation of the basis of valuable attitude to the personal health of children 6-7 years of life is the organization of appropriate subject-space educational environment. Taking into account the principles of the modern educational environment, we have elaborated and equipped mobile centers for the realization of the right of the child to freely choose a type of activity, interaction with others, provided maximum psychological comfort. Pupils flexibly, variably used the space, being involved in the process of knowledge and learning, the formation of skills and abilities for a healthy lifestyle: independently initiated games, observations, experiments; there were included before self-massage; organized physical-cultural pauses with the use of necessary accessories and, upon completion of their conduct, came to a conclusion about the consequences of health-improving tasks. The relevant subject-spatial environment is an integral part of the educational environment in the institution of preschool education and elementary school, where the purposeful, meaningful activity of the teacher is aimed at the formation of a healthy personality, the disclosure of its unique personality, creative potentials.

At the first stage of the implementation of the methodology, we attached great importance to the formation of knowledge about the health of children. At the same time, we took into account the results of the research of teachers, scientists. Knowledge should be systematized, consistently lead the children to the formation of generalized ideas of ideological nature.

Work in this direction included assisting children in understanding the content, the social significance of health, the rules for strengthening and maintaining health, familiarizing with healthy lifestyles. The first lessons were aimed at forming in children ideas

about human health, the possibility of its preservation and strengthening through its own efforts, the creation of positive relations in relation to the value of health, the promotion of active action to preserve it. Therefore, during the conversation, the teacher, together with the children, analyzed the statements, played out the situations that took place in their livelihoods. Naturally, during the conversation, the educator should avoid sticking labels, moralizing. Children were asked to tell how they themselves are caring for their health. The formulation of responses, as a rule, was as follows: «I'm doing a charge», «Do not drink cold water», «I go to a sports section». In the course of the classes, the children's experience of observing a healthy lifestyle was summed up.

To form the cognitive component, it was suggested that the children explain the proverb: "All is good when healthy", "Keep clothes until it's new, and health till young", "Health is the greatest treasure!", Junior students explained the meaning of "You cannot buy health – it is a present of mind", "A healthy mind in a healthy body!". The answers of the children demonstrated their understanding of the content of proverbs, the use of knowledge in search of a response. Reflecting on the answer, children deepened the notion of health, enriched their own experience in emotionally significant situations. After the responses, the children considered pictures, illustrations of people who were in different situations (at work, on vacation, in a campaign, in a hospital) and determined where a healthy, sick person could be.

The instructor supplemented, clarified the answers, talked about the state of health, their influence on the mood manifestation of different feelings in order to update knowledge about health, a healthy lifestyle.

The next block of classes was aimed at familiarizing with the main components of health: personal hygiene, proper nutrition, sleep, motor activity, etc. In classes where it was a question of healthy eating, for comparison, children were asked to listen to S. Mikhalkov's poems "About a little girl who ate badly" and K. Chukovsky's "Glutton". An analysis of these works allowed the children to formulate the following conclusions: "A person should eat healthy food, adhere to the regime of the day", "On what we eat depends our health, activity, mood", "Man should not overeat, because it will negatively affect his health".

Creative tasks play an important role in shaping the fundamentals of valuable attitude towards health, knowledge about the strengthening and preservation of health. Children were invited to draw vegetables, fruits, various products that are healthy and explain their choices; to draw a picture of "How do I imagine

health" with the following commentary. In the process of carrying out this task, an exhibition of children's creative works was organized, in the process of which deepened and systematized the representation of children about the ways of life, useful food, etc. Children actively offered various solutions to problem situations during the discussion of read texts, using their own life experience, the actions of fairy tale heroes who they were familiar with. Considerable attention, in the process of work, was given to the development of children's ability to put themselves in the position of another person. One of the creative tasks used in the classes was an oral work and a proposal to continue the beginnings of the fairy tale, for example, "How do I care about my own health", "In the kingdom of bad habits" It was suggested that children continue the phrase "Healthy man is ...", "Man needs active moves to ...". The examples presented showed that children became more conscious of the regular exercise of physical exercises. They identify their influence with a good state of health, the strengthening and development of the organism, the balancing of the neuro-mental state.

The subjects of classes on the formation of knowledge about the structure and functioning of the body is aimed at deepening, refinement of knowledge about the structure of man, the importance of body organs for life, the assimilation of their rules of care, prevention of diseases, the development of the desire for independent performance of health procedures. The children were involved in a variety of activities: compiled stories, guessed the riddles about parts of the body, revealed the contents of proverbs about hair, head, hands, feet, heart, were involved in search activity, conducting experiments, playing tasks.

In game form with children the information about the importance of each organ separately and in general for the human body, the need to care for them was provided. Teachers contributed to the desire to relate to their own health as a great gift of life, involving children in response, the implementation of recreational activities for the body.

Among the effective forms of organizing the educational process, one can select an elective "From fairy tales to deeds". Purpose of the course: purposeful familiarization of children with the basic norms, rules of a healthy lifestyle. We tried to help children to understand the actions of fairy-tale heroes, to analyze their behavior and to help to understand the importance of good deeds for human health, to form the need to independently select the examples, to argue the way of strengthening and improving the organism.

The faculty consisted of several sections: "In the world of fairy tales", "School of health", "Values of a



healthy lifestyle” (play of health situations of preservative content: reproduction of the dialogue of actors in dramatized games, dramatized games, plays, movable, folk games, in imaginary story situations, creative use of language means; use of desktop, finger theater). Given the higher level of development of junior schoolchildren, the second year of the experiment complicated the topic and added new: “We are familiar with the ethics of preservation and strengthening of health”, “Feeling and reason in our behavior”. Classes with specific subjects are developed for each section of the elective. The fairy-tale has a health-saving effect, most in line with the internal needs of the child, its essence, so it was chosen as the main genre of the used works.

Playing in different situations required the children to find the right way out, applying in pairs to each other with good words. Children with an interest fulfilled tasks, explaining their choices, variants of behavior in one or another situation, the possible consequences of their implementation. For example, children of the senior preschool age were asked to play the following situation: “You offended your friend. Try to make peace with him”. Younger schoolchildren were offered to visit the place both the abuser and the offender, and then find the most successful options for each side of the exit from this situation.

Our work was aimed at raising the attention of children, sensitive attitude to other people, fairly assessing the positive aspects. For this purpose, elder preschoolers were asked to make a story about the good deeds of their friends. For example, “Nadiika is very good and sensitive. She found a little puppy and took care of him”. “Sasha and Vova are very courageous, smart. Our team at sports entertains with their help becomes the winner”.

Children of junior school age offered other tasks. For example, in the game “I By the Eyes of Friends” it was necessary to draw up a descriptive portrait of a child that is not among them. Mandatory condition – to name only the positive sides. Then the teacher voice the description already in the presence of the child. Thus, during a relaxed playing environment, children showed a conscious attitude towards others, marked the positive sides and expressed their feelings and feelings.

Of course, the system of knowledge about health, healthy lifestyle, rules for strengthening and preserving health cannot be the only indicator of the formation of the basis of value attitude to health.

The second stage involved the development of children’s emotional and value sphere. The development of positive emotional attitudes towards others, surrounding is crucial in the formation of personality.

I. Bekh, O. Bilobrova, L. Lokhvitska and others defined the main conditions for the cultivation of the cognitive process: the formation of a positive attitude to the subject and methods of activity that provides an experience of success; creation of situations of emergence of the need for knowledge; organization of activity that contributes to the deepening of cognitive interest.

Kinesiotherapy (motor activity) as a form of dance therapy also has a positive effect on the child. M. Bernstein, R. Enok noted that kinesiotherapy affects the general tone, motility, mood, promotes the training of the mobility of processes of the nervous system, activates the activity of the cerebral cortex (Josef, 2014; Enoka, 2000).

In addition, a very interesting and important for children’s health is the so-called technique of simulation movements of various animals. At classes (musical, physical education), during the walk children were offered to fulfill the tasks of the creative nature: “Invent a dance”, “Release the figure”, “Cheerful gymnastics”, “Air balloons”. Such a pantomimic rhythm affects the cognitive interest of the child, the overall body tone, motor skills, psycho-emotional state, communication, is an effective communication and reflection. Such tasks are good for children. Children through the movements demonstrated a different mood: joyful, outgoing, happy and vice versa, angry, annoyed, gloomy, thus allowing them to independently analyze the manifestation of not only their own emotions, but their peers. Teachers did not direct influence on what they saw, commented upon (if necessary) correction, helped to strengthen their feelings.

The third stage of the experiment envisaged the transformation of knowledge, representations of children into real behavior. N. Bibik emphasizes the necessity of transition in the training “from the process to the result in the activity measure, to have the appropriate potential for practical solution of life problems...” (Ovcharuk, 2004, p. 45).

In the preschool age, the leading activity is the game, in the junior school – there is a new kind of activity – training. However, first-graders are not yet able to properly build relationships with peers, a teacher, to realize themselves as a student. It is worthwhile to hurry to replace the kind of activity important for preschool children at a certain age, and to take care of the amplification of the child’s development, and therefore do not try to immediately teach the child for some reason deliberately.

Among the forms of organization of the educational process a circle «Step to health» was created. It provided for the purposeful familiarization of children with traditional and non-traditional methods of

healing. During the circle work, we not only tried to get acquainted with different ways of improving the children, but also to help children to understand the value of health for human life, to form the need to independently carry out exercises and apply in everyday life to strengthen and improve their own organism. The main direction of clutch work is health-saving activity.

It was interesting to work on the formation of life skills, favorable to health. The children were invited to visit the florists. On the board, the teacher taught drawings depicting actions that contribute to the good growth of plants, made up of the proposals of children: 1) to protect plants, to destroy weeds; 2) watering, nourishing, so that they develop well; 3) treat if “plants get sick”, they will be attacked by insect pests. Summing up the work, the teacher, together with the children, determines that our health also needs to be protected (what do we do for this?); developed, strengthened (how do we strengthen our health?); and if necessary, restored, that is, properly treated (what does it mean?). First-graders were offered to decorate the tree with colorful leaves. Children worked in the groups. On leaflets of green color it was suggested to draw or paste already finished drawings depicting a healthy lifestyle, examples of behaviors that in their opinion preserve health; on leaves of red color – who develop health; on leaves of yellow color – which restore health. Then these leaves are stuck on a paper, which depicts a tree without leaves. Summing up their activities, children create a formula of values for their own health: keep + develop + restore; called factors contributing to a healthy lifestyle: the absence of bad habits, proper nutrition, motor activity, hardening, the mode of study and rest.

An important means of involving children in the formation of the fundamentals of valuable attitude towards their own health was the well-thought-out cooperation of an adult with children. At the same time, we tried to encourage the child to realize himself as a subject of activity, the creator of his own ideas. To this end, children developed the ability to adequately assess their own behavior, rejoice in their own successes, implement plans in concrete actions; adjusted in the ability to verbalize feelings, impressions from their actions about a healthy way of life. In handicraft classes, children produced attributes and toys for various types of games, occupations, holidays and entertainment, their health and safety activities: soft gloves for body wiping, paper balls for morning gymnastics; collected natural material: pebbles, cones, chestnuts for different types of massages, etc. Such work encouraged children to more actively manifest volitional efforts, the desire to become involved in health-care activities throughout the day.

The content of the work with the pedagogical staff was aimed at raising the level of knowledge and ideas about health, awareness of the specifics of education of the health culture of children 6-7 years of life, the essence of continuity in the upbringing of a healthy child, deepening knowledge about the psychological, physical development of children 6-7 year of life, determining the main directions of work. The experience of primary school teachers and teachers was enriched with the necessary substantiation of the means, forms, and methods of organizing the educational process aimed at preserving, strengthening and shaping the health of children, which determined their responsibility for the formation of a physically and spiritually healthy personality.

The author created a collection of scientific and methodological recommendations “Step to health” for active use by teachers in the practice of work (Piechka, 2010). The recommended exercises in a rational combination with other organizational forms of health-saving activity helped to create the optimal motor regime, contributed to improving the functional capabilities of the body, able to improve the working capacity and hardiness of children, and contribute to the preservation of their health.

No less important direction in the system of work on the formation of the basis of valuable attitude to the health of children is cooperation with the family. When organizing work with parents on the preservation and strengthening of children’s health, we have taken into account the following basic principles: 1) coordination of actions (aimed at producing parents and educators the same requirements and rules regarding the child’s health behavior, unified approaches to its formation); 2) partnership and trust (the adoption by families of family values of families, their perceptions of factors affecting health, ways of improving the children used in family education, and, on the basis of this, direct their efforts to bring children to the foundations of a healthy lifestyle); 3) use of an example (to ensure that parents and educators understand the importance of their own health behavior and health-saving activities); 4) “active listener” (is the teacher’s ability to detect not only the professional interest in family problems, but also «transform» the information heard from parents into specific advice on health activities, taking into account their emotions and experiences); 5) health-saving experience (provides for the possibility of exchanging their own experiences in solving complex problems, examples of different health-improving traditional and non-traditional methods of healing, features of physical culture leisure in families, family tourism as a means of children’s rehabilitation, etc.).

Depending on the interests and wishes of the parents, the work of the teachers with the family was conducted individually, with the staff of the parents, informationally. The parents held group consultations, "round tables", trainings, general meetings, as well as lectures, conferences, consultations with the involvement of specialists; thematic exhibitions, photo reports ("Together with my father and mother", "Active winter rest", "Our holiday in the summer", "Family tourism"), Open days, joint physical culture and recreation events ("Daddy, mom, I am a sports family", "Cossack fun", "Sporting family").

Practical classes are actively introduced in the institution of preschool education and elementary school with parents. Parents are encouraged to observe, and later independently carry out different types of massage, respiratory exercises, which are aimed on preventing upper respiratory tract diseases and game exercises for the development of motor and fingers.

Organization of the Open Doors Day is an important form of work with parents: invitations to classes, walks, and other occasional moments in a preschool institution; lessons, extracurricular activities at school. Parents watch the behavior, the emotions of children, their ability to communicate,

to establish relationships, analyze the knowledge gained. Pay attention to the methodology of conducting classes. Parents are pleased to take part in the Days of Health, Children's Tourism, Sports Entertainment: "Dad, Mom and I are a Sporting Family", "Grow Up Stronger".

As the information on the formation of the basis of valuable attitude towards the own health of children 6-7 years of life, the interest of parents increased. This was expressed in increasing their activity in the work of the educational institution.

**Conclusions.** Thus, the effectiveness of the formation of the basis of valuable attitude to the health of children of the senior preschool age and elementary school depends on the implementation of the unity of requirements in educational institutions and families. It is important to ensure the interaction of educators and teachers with the formation of the basis of valuable attitude towards their own health of children 6-7 years of life during the transition from preschool to school education to expand and deepen the experience acquired in preschool educational institutions. Collaboration in families is focused on the formation of their knowledge about the forms and methods of raising children in the family from the standpoint of personality-oriented approach.

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