

UDC 613:36

Iryna Sokolovska<sup>1</sup>, Valentyna Nechyporenko<sup>2</sup>, Nataliia Hordiienko<sup>3</sup>,  
Olena Pozdniakova<sup>4</sup>, Nataliia Serhata<sup>5</sup>

<sup>1</sup>Candidate of Medical sciences, Associate Professor, Associate Professor,  
Khortytsia National Academy

<sup>2</sup>Doctor of Pedagogical Sciences, Professor, Rector, Khortytsia National Academy

<sup>3</sup>Doctor of Sociological Sciences, Professor, Vice-rector for research and  
innovation, Khortytsia National Academy

<sup>4</sup>Doctor of Pedagogical Sciences, Professor, First vice-rector, Khortytsia National  
Academy

<sup>5</sup>Candidate of sciences in physical education and sports, Associate professor,  
Associate professor, Khortytsia National Academy

### **CRITERIA FOR EVALUATING THE EFFICIENCY OF HEALTH PRESERVING PEDAGOGICAL ACTIVITIES IN AN EDUCATIONAL INSTITUTION**

The function of preserving the health of students is one of the leading functions of an educational institution. The result of implementing the function of preserving and strengthening health by an educational institution should be the creation of a health-preserving environment. Health-preserving pedagogy, characterizing the process of implementing the function of preserving and

strengthening the health of students by educational institutions, at the same time shows how to take into account the optimum, reserves and limits of the cognitive capabilities of an individual.

The main goal of health-preserving pedagogy is to preserve the health of children in the process of their education and upbringing, and, consequently, to provide each graduate with a level of health that will allow him to realize his life plans, satisfy needs and demands. Health-preserving pedagogy also involves the formation of healthy lifestyle skills and abilities in each student, as well as the cultivation of a health culture. It is necessary to form value orientations and attitudes towards health and a healthy lifestyle of all the main subjects of the educational environment through their systematic training. Therefore, the subjects of a health-preserving environment should be not only students and teachers, but also all specialists working in an educational institution, and, of course, parents. As the research results have shown, only work in three directions (with students, teachers and parents) gives positive results.

The main characteristics of a health-preserving educational environment can be defined as follows:

- creation of favorable conditions for the educational process,
- creation of a favorable psychological climate;
- ensuring rational and balanced nutrition;
- organization of high-quality medical care;
- creation of a regulatory framework for an educational institution that enshrines the rights and responsibilities of each participant in the educational process to maintain and improve health;
- optimal, physiologically justified organization of the educational process, the use of optimization tools in the educational process;
- educational and methodological support corresponding to different adaptive abilities of students, correction of educational content (making appropriate changes to curricula and programs);
- introduction of a personality-oriented and differentiated approach to teaching academic subjects and disciplines;
- organization of extracurricular activities aimed at realizing the needs and capabilities of children and teachers, forming their need for a healthy lifestyle;
- teaching a healthy lifestyle;
- formation of physical education as a factor in the harmonious development of physical and spiritual qualities of an individual, organization of groups for physical education for people with various pathologies;
- application of methods for strengthening the physical health of students in the learning process;
- study of the health status of students, creation of a system for monitoring health and physical development;

- study of risk factors for disease;
- study of the pedagogical process, development and use of an expert-functional approach that allows analyzing the impact of the pedagogical process, new pedagogical technologies on health; use of health-preserving technologies in the educational process;
- development of programs to increase awareness of children and adolescents, parents and teachers in the field of health preservation and promotion

We have developed criteria for assessing the effectiveness of health-preserving pedagogical activities in an educational institution: medical, didactic, educational:

1. Medical criterion: we propose using such indicators as the number of days and cases of absence due to illness per student per semester, year, "health index". You can also use the results of preventive examinations, study the prevalence of certain chronic diseases in dynamics.

2. Didactic criterion: compliance of the content, volume of information, technologies with the individual characteristics of students, their level of education, their level of health. You can use such indicators as attention, performance, emotional mood, attitude to study, desire to study. Fatigue, overload, deviations in health determine, in turn, a decrease in interest in learning. Therefore, these indicators can be chosen to assess motivation. The existing mutual influence of the educational process and health allows us to indirectly judge the health of students by the level of academic performance and performance.

3. The educational criterion involves the use of such indicators as the practical implementation of health preservation activities by teachers and schoolchildren and adherence to the principles of a healthy lifestyle, value attitude to health, and health culture.

We have developed a model for implementing the function of preserving and strengthening children's health by educational institutions. This model is a descriptive component model of the educational environment in the aspect of preserving and strengthening the child's health. In this model, we provide the following blocks: theoretical and methodological, a block of conditions, a content block, and a result block. The theoretical and methodological block describes the theoretical and methodological foundations on which the process of implementing the function of preserving and strengthening students' health by educational institutions should be based. These include the concept of humanization of educational activities, the concept of optimization of the educational process, the anthropological approach, the concept of a personality-oriented approach, the ideas of an adaptive school, the concepts of valeology and pedagogical valeology, the principles and patterns of therapeutic pedagogy.

This block also contains the patterns, principles, and approaches of health-preserving pedagogy. The theoretical foundations of health-preserving pedagogy

include patterns, principles, approaches, and methods. Health-preserving pedagogy, characterizing the process of implementing the function of preserving and strengthening the health of students by educational institutions, at the same time shows how to take into account the optimum, reserves, and limits of the individual's cognitive capabilities. In the course of our study, when identifying specific regular connections in the process of health-preserving activities, the most obvious, stable, and recurring connections characterizing the process under study were noted.

#### LIST OF REFERENCES

1. Mazur V. A., Vergush O. M., Lischuk V. IN. Peculiarities of influence and health-improving effect of means of physical activity on the human body [Electronic resource]. Bulletin of the Kamianets-Podilskyi National University named after Ivan Ohienko Kamianets-Podilskyi, 2018. Issue 11. Pp. 216–224. Access mode: [http://nbuv.gov.ua/UJRN/Vkpnuiv\\_2018\\_11\\_32](http://nbuv.gov.ua/UJRN/Vkpnuiv_2018_11_32)

2. Koval L. Health-preserving organization of the educational process as a priority of the new pedagogical thinking of the future primary school teacher / L. Koval [Electronic resource]. – Access mode: [http://archive.nbuv.gov.ua/portal/soc\\_gum/Shps/2007\\_22-23/Koval\\_2007.pdf](http://archive.nbuv.gov.ua/portal/soc_gum/Shps/2007_22-23/Koval_2007.pdf)

3. Petrochko Zh. V. The concept of a child-friendly school: basic provisions and terms / Zh. V. Petrochko // Ped. sciences: theory, history, innovative technologies. – 2014. – No. 2 (36). – Pp. 84–91.