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THE ESSENCE OF THE CONCEPT OF "HEALTH-PRESERVING COMPETENCE OF JUNIOR SCHOOLCHILDREN"

Summary. *The article reveals the essence of the concept of "health-preserving competence of a junior schoolchild"; an interpretation of the concepts of "competence", "health", "health-preserving competence" has been presented, which correlate with the concept of "health-preserving competence of a junior schoolchild"*; *it has been established that the junior schoolchild is formed in the conditions of assimilation of social conditions and responsibilities new to him, therefore he has significant opportunities for the health-preserving competence formation.*

Key words: *competence, health, health-preserving competence, health-preserving competence of a junior schoolchild, a junior schoolchild.*

One of the modern primary school problems is the problem of pupils' health deterioration, which is caused by the irrational educational process organization and the educational content overloading, and leads to a decrease in the children's cognitive interest and cognitive activity. In this regard, one of the priority tasks facing the primary school teacher of a general secondary education institution is the formation of health-preserving competence foundations in junior schoolchildren.

In order to define the essence of the concept of "health-preserving competence of a junior schoolchild", we will present the concepts interpretation correlated with it: "competence", "health", "health-preserving competence".

Competence is understood as "person's integrated ability, acquired in the learning process, which includes knowledge, abilities, skills, experience, values, attitudes, which can be integrally implemented in practice [3].

Specially structured sets of the above-mentioned competence components allow a person to identify and solve problems, regardless of the context, by identifying the procedures (knowledge and actions) that are suitable for solving them. To be competent means to be able to mobilize previously acquired knowledge and experience in a certain situation. Management of one's own activity leads to an increase or modification of human competence level [5, p. 88].

That is, we are talking about competence as a new unit of learning results measurement, which is considered not the sum of acquired knowledge, abilities, skills, but the ability to act in various educational and life situations.

Competence, acting as a training result, is a consequence of the individual's self-development, generalization of personal and activity experience.

Health is the state of a living organism in which all organs are able to perform their vital functions [4]; a state of complete physical, mental and social well-being (World Health Organization (WHO)).

The scientists [1; 2; 6] interpret the concept of "health-preserving competence" in this way:

- the basis of health-preserving competence is children's knowledge about health, the formation of a valuable attitude towards health (their own and others), the life skills development that contribute to improving health, and in the future will ensure a healthy human lifestyle (T. Andryushchenko) [1, p. 123];
- an integral dynamic feature of the personality, manifested in the ability to organize a healthy lifestyle and regulate activities aimed at preserving health; to adequately assess one's own behavior, as well as the actions and views of others; maintain and implement own health-preserving positions in various conditions based on learned moral norms and principles; resist negative pressure, counteract influences that contradict internal attitudes, views and beliefs, actively transform them, make moral decisions independently (T. Shapovalova) [6, p. 196];

– - a high level of skill in performing health-preserving activities by an individual, characterized by in-depth knowledge of health preservation and strengthening, the ability to freely master health-preserving activities and relevant competencies. It is accompanied by conviction in the importance of organizing one's own health-preserving actions (N. Bashavets) [2, p. 121].

In our opinion, it is the younger school age that has significant opportunities for health-preserving competence formation. A junior schoolchild is formed in the conditions of assimilation of social conditions and responsibilities new to him. Enrollment in school, the pupil's new responsibilities contribute:

– the accumulation of positive moral experience, relationships and social behavior (junior schoolchildren already develop elements of social feelings, social behavior skills are formed (collectivism, responsibility for actions, mutual assistance, etc.), collective bonds arise, public opinion is formed);

– formation of goal setting skills, self-control, self-awareness, self-assessment, problem analysis, responsible decision-making, stress management, motivation for success, will formation, critical and logical thinking skills;

– mastering the skills of rational nutrition, motor activity, rational organization of work and rest, sanitary and hygienic skills.

This indicates the formation of such components of health as social, moral, psychological and physical in junior schoolchildren.

Therefore, in our opinion, *the health-preserving competence of a junior schoolchild* is his integrated ability, which is ensured by his age-related psychological and physical characteristics, and is aimed at preserving and strengthening social, moral, psychological and physical health through the effective implementation of health conservation activities.

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