



DEVELOPMENT OF HEALTH-PRESERVING COMPETENCE IN OLDER PRESCHOOL CHILDREN

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Abstract: *The article examines the formation of health-preserving competence in older preschool children, which is a crucial component of the educational process in preschool education. The key aspects of the concept of health-preserving competence and its development during early childhood are discussed. Special attention is paid to methods and techniques aimed at developing children's skills in self-care, fostering a conscious attitude towards physical activity, healthy nutrition, and personal hygiene. The significance of using modern pedagogical technologies and encouraging active participation of children in the educational process is emphasized.*

Keywords: *health-preserving competence, preschool education, older preschool age, physical development, healthy lifestyle, health-preserving technologies.*

The issue of forming health-preserving competence in older preschool children is particularly relevant in modern conditions, where the concern for the health of the younger generation has become a key task of both society and the education system. Preschool age is considered a critical period in which the foundations of a child's physical and psychological health are established. Health-preserving competence helps children develop self-care skills, strengthens their health, and prepares them for further education. In the context of modern educational processes, this competence is not only an essential element of preschool education but also a factor in the harmonious development of personality, making this research topic relevant and significant for pedagogical practice.

Older preschool age is characterized by intensive physical and intellectual development, and laying the foundations of a healthy lifestyle during this period fosters a conscious attitude towards one's health[4]. It is important that educators and parents use approaches that consider both the age-related and physiological characteristics of children while also relying on modern health-preserving methodologies. Strengthening such skills in children will help them adapt to school life, where the physical and cognitive load significantly increases. Considering these factors, the formation of health-preserving competence in preschool age becomes particularly important.

Physical development and health are fundamental components of a child's harmonious personality formation. Preschool age, as the first and key stage of human life, determines the basic health guidelines, motor activity, and harmonious



development of internal body systems. It is during this period that the foundations are laid for ensuring success and quality of life in the future.

Given this, particular importance is attached to creating an effective system for developing children's skills and knowledge aimed at maintaining and strengthening health. In accordance with the resolutions of the Cabinet of Ministers of the Republic of Uzbekistan [1](No. 3261 of September 9, 2017, and No. 5198 of September 30, 2017), [2]as well as the regulatory acts of the Ministry of Preschool Education of the Republic of Uzbekistan, special attention in educational institutions is given to physical education and a healthy lifestyle.

Moreover, the Presidential Decree No. 2909 of April 20, 2017, "**On Measures for the Further Development of the Higher Education System**", highlights the need to train highly qualified specialists capable of addressing the challenges of modern preschool education, including the formation of health-preserving competence in children.

Thus, the formation of health-preserving competence in older preschool children is a relevant and necessary task, making this study significant for both pedagogical theory and practice.

Concept of Health-Preserving Competence:

Health-preserving competence is a set of knowledge, skills, and abilities aimed at maintaining physical, emotional, and mental health. For older preschool children, this concept includes:

- The development of motor activity and a positive attitude towards physical exercise;
- Observing basic hygiene rules and self-care;
- Understanding the fundamentals of proper nutrition and forming healthy eating habits;
- Developing the ability to recognize and regulate emotions.

Competence in this field implies a child's awareness of personal responsibility for their health and an understanding of the cause-and-effect relationships between actions and their impact on the body.

Methods and Techniques for Forming Health-Preserving Competence:

The development of health-preserving competence in preschoolers requires a comprehensive approach that includes various methods and techniques. The main ones are:

- Rule-based games that promote physical activity;
- Role-playing games that develop self-care skills (e.g., "*Doctor and Patient*").



Experimental methodology:

- Conducting practical activities where children explore processes related to health maintenance (e.g., studying the benefits of handwashing by observing cleanliness under a microscope);
- Performing experiments that demonstrate the effects of physical activity on heart rate and mood.

Visual learning aids:

- Using illustrations, videos, and demonstration models to explain basic principles of a healthy lifestyle;
- Displaying informational posters accessible to children.

Formation of conscious habits:

- Gradually fostering independent adherence to daily routines;
- Teaching nutrition rules through engaging tasks and discussions.

A distinctive feature of preschool age is children's high cognitive activity and curiosity about the world around them. This creates favorable conditions for implementing active teaching methods, where children become not just passive listeners but active participants in the process. The involvement of children in developing health-preserving competence can be realized through:

- Thematic lessons with elements of research and experimentation;
- Game-based scenarios that encourage independent actions and conclusions;
- Interactive interactions between teachers and children, including discussions about their well-being, physical sensations, and habits.

Conclusion

The formation of health-preserving competence in older preschool children plays a key role in the educational process of preschool institutions. Creating conditions that promote children's physical, emotional, and mental development determines the quality of their future lives. The use of modern pedagogical technologies, such as experimental methods and game-based learning, makes the process of developing essential skills engaging, while ensuring that acquired knowledge is both meaningful and long-lasting.

These efforts are a vital contribution to the upbringing of a future generation capable of valuing their health and building a harmonious society.

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