INTEGRATION OF HEALTH-SAVING TECHNOLOGIES INTO THE SYSTEM OF PHYSICAL EDUCATION OF HIGHER EDUCATION INSTITUTIONS

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Summary

In today's conditions, the system of physical education in higher education institutions needs to be modernized in accordance with modern requirements and challenges.

The article investigates the theoretical foundations of integrating health-saving technologies into the system of physical education in higher education institutions in accordance with modern challenges and needs of preserving the health of student youth.

Based on a systematic analysis of scientific literature, the essence of health-saving technologies as a complex pedagogical process aimed at preserving and strengthening students' health is revealed. The main mechanisms for the implementation of health-saving technologies, which include five key vectors: professional orientation, theoretical and methodological training, practical competencies, emotional intelligence, and a system for monitoring and evaluating effectiveness, are identified and presented in the form of a structural diagram. Each of these areas is detailed through specific components that ensure the consistency and integrity of the implementation process. The peculiarities of creating a health-saving educational environment based on the principles of maintaining and promoting health are substantiated.

The theoretical significance of the study is to expand scientific understanding of the mechanisms of integration of health-saving technologies, clarify the conceptual apparatus of the problem and substantiate the organizational and pedagogical conditions for their effective implementation. The practical significance is determined by the possibility of using the developed theoretical provisions to improve the system of physical education in higher education institutions.

Key words: health-saving technologies, physical education, higher education institutions, health-saving educational environment, integration, implementation mechanisms, organizational and pedagogical conditions.

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1. Introduction

The problems of preserving and promoting the health of students are of particular importance in the context of the current challenges of the educational environment, which include an increase in psycho-emotional stress and a decrease in physical activity, creating prerequisites for the deterioration of students' health.

The system of physical education in higher education institutions needs to be modernized in accordance with modern requirements and challenges. Traditional approaches to the organization of physical education do not fully meet the needs of today and do not ensure the formation of students' sustainable motivation to maintain their health. In this context, the introduction of health-saving technologies aimed at forming, preserving and strengthening students' health, developing their physical culture and forming health-saving competencies is of particular relevance.

The analysis of scientific literature shows a significant interest of researchers in the problem of health promotion in the educational process. Theoretical and methodological bases of introduction of health-saving technologies were considered in their works by N. Beseda *(Beseda, 2015)*, I. Ivanyi (Ivaniy, 2023), M. Nosko etc. (Nosko, Harkusha, Voiedilova, Razumeyko, Bahinska, 2018), L. Rybalko *(Rybalko, 2022)*, S. Shcherbyna (Shcherbyna, Malenkov 2022) and others. However, the issue of systematic integration of health-saving technologies into the process of physical education of students remains insufficiently studied.

The purpose of the study is to theoretically substantiate the integration of health-saving technologies into the system of physical education of higher education institutions.

2. Features of the introduction of health-saving technologies in higher education institutions

Analyzing the peculiarities of the implementation of health-saving technologies in higher education institutions, it should be noted that the leading role in the formation of health-saving competencies and health culture of student youth belongs to the system of physical education of a higher education institution. A key figure in this process is a physical education teacher who has in-depth knowledge of health-saving technologies, modern methods and forms of organizing physical activity, and is able to form students' sustainable motivation to engage in physical education and sports, cultivate the values of a healthy lifestyle and rationally organize their leisure time, taking into account health-saving principles. A modern higher education institution has a strong potential to solve a set of problems related to the preservation and promotion of students' health, which can be realized through the creation of an integrated health-saving educational environment, the introduction of innovative forms of physical education and the formation of students' competencies in the field of health protection (Bezkopylnyy, 2020).

The analysis of modern scientific researches (Hrynova, Dudka, 2015; Prysiazhniuk, 2014; Javors'ka, 2020) allows us to define health-saving technologies as a complex pedagogical process aimed at preserving, strengthening and improving the health of student youth. The key feature of this process is its integrative nature, combining the increase of intellectual and physical capacity by means of physical culture and sports with the formation of a stable motivation for physical self-improvement.

In the higher education system, health-saving technologies are implemented through a wide range of means that can be systematized into three main groups. The first group consists of various forms of physical activity, including systematic physical exercises, specially organized classes with elements of physical education, health trainings and outdoor games integrated into the educational process. The second group covers natural health factors, including the organization of outdoor activities, rational use of natural factors (sun, air, water), use of phyto- and aromatherapy methods, and balanced vitaminization. The third group includes hygienic factors, which include compliance with sanitary and hygienic standards in the educational environment,

ensuring an optimal daily routine, taking into account periods of study and rest, a balanced diet and sufficient physical activity.

Thus, the effectiveness of the implementation of health-saving technologies in higher education institutions is ensured by a systematic approach that involves the integration of health-saving technologies into all components of the educational environment. A key feature is the need to create a comprehensive system that combines educational, health and educational aspects, ensuring that students develop not only theoretical knowledge but also practical health skills.

The successful implementation of health-saving technologies is based on a clear understanding of their essence as a pedagogical process aimed at preserving and improving the health of students. At the same time, the professional competence of the teaching staff, their readiness to implement health-saving technologies and the ability to form a sustainable motivation for a healthy lifestyle in students are of particular importance *(Danylevych, 2018; Shcherbyna, Malenkov, 2022)*.

The rational use of various means of health-saving technologies, including physical exercises, natural health factors and hygienic factors, should be carried out taking into account the individual characteristics of students and the specifics of the educational process in a higher education institution. An important aspect is the creation of a health-preserving educational environment that stimulates the development of a culture of health and promotes the formation of a responsible attitude to one's own health *(Beseda, 2015)*.

The prospects for the introduction of health-saving technologies in higher education institutions are determined by their potential in the formation of a healthy, physically active and professionally competent personality capable of self-realization and continuous self-improvement in the face of modern challenges.

3. Creating a health-preserving educational environment

Creating an effective health-preserving educational environment in a higher education institution is a complex task that requires a systematic approach and the readiness of the teaching staff to solve a wide range of problems. This activity involves not only the introduction of individual health-saving technologies, but also the formation of an integral system of organizational and pedagogical conditions aimed at preserving and strengthening the health of students. In the context of physical education, this requires teachers to be ready to implement a number of important functions: diagnostic (monitoring the state of health and physical fitness of students), design (development of individual trajectories of physical development), organizational (introduction of innovative forms of physical activity), motivational (formation of a value attitude towards health) and reflective (analysis of the effectiveness of health-preserving measures). Such multidimensional activity requires teachers not only professional competence in the field of health promotion, but also the ability to continuous professional development and implementation of innovative approaches in the educational process *(Danylevych, 2018)*.

In the context of creating a health-preserving educational environment in higher education institutions, the implementation of a set of interrelated principles is of particular importance. The principle of health maintenance is an integrative component that combines the axiological aspects of a healthy lifestyle, systemic valeological knowledge and practical skills, as well as the formation of sustainable motivation of students for health-preserving activities.

The practical implementation of the principle of health maintenance is carried out through the integration of a health-saving component into the content of professional training

disciplines, which ensures that students have a deep understanding of the fundamental components of health and mechanisms for its preservation. An important aspect of the implementation of this principle is the organization of productive interaction of all participants in the educational process, during which a value-based attitude to health and awareness of scientifically sound ways to achieve and maintain it are formed *(Rybalko, 2022)*.

The principle of health promotion in a higher education institution is realized through the systematic improvement of the adaptive capacity of the students' body and the expansion of their functional reserves. The effectiveness of this process is ensured by scientifically based dosage of physical and psycho-emotional loads that take into account the individual characteristics of each student, their level of fitness and functional capabilities of the body. Particular attention is paid to creating optimal conditions for the natural increase of health reserves through the rational organization of the educational process, the introduction of health-saving technologies and the provision of proper psychological support for educational activities *(Mazin, 2015)*.

Thus, the effectiveness of the health-preserving educational environment in higher education institutions is ensured by the comprehensive implementation of the principles of health maintenance and promotion, which are embodied through the integration of the health-preserving component into all components of the educational process.

The creation of a health-preserving educational environment requires a systematic approach that involves the interaction of organizational and pedagogical, psychological and pedagogical, and medical and social conditions. An important aspect is to ensure scientifically based dosage of physical and intellectual activities that takes into account the individual characteristics of students and the specifics of their professional training (Javors'ka, 2020).

The key factors for the successful functioning of a health-preserving educational environment are the professional readiness of the teaching staff for health-preserving activities, the availability of appropriate material and technical support and the creation of a favorable psychological climate. A special role is played by the formation of a value-based attitude to health among all participants in the educational process and the development of their motivation for a healthy lifestyle.

The above contributes to the growing need for constant monitoring of the effectiveness of the health-preserving environment and its timely modification in accordance with changing conditions and needs of students.

4. Mechanisms for the implementation of health-saving technologies in higher education institutions

The effective implementation of health-saving technologies in higher education institutions requires the development and implementation of a comprehensive mechanism that covers several key aspects of the professional training of physical education teachers and the organization of the educational process.

In order to systematize and visualize the mechanisms for implementing health-saving technologies in higher education institutions, we have developed a structural diagram (Fig. 1), which reflects the complex nature of the studied process.

The proposed scheme demonstrates five key vectors of health-saving technologies implementation: professional orientation, theoretical and methodological training, practical competencies, emotional intelligence, and a system of monitoring and evaluation of effectiveness. Each of these areas is detailed through specific components that ensure the consistency and integrity of the process of implementing health-saving technologies.

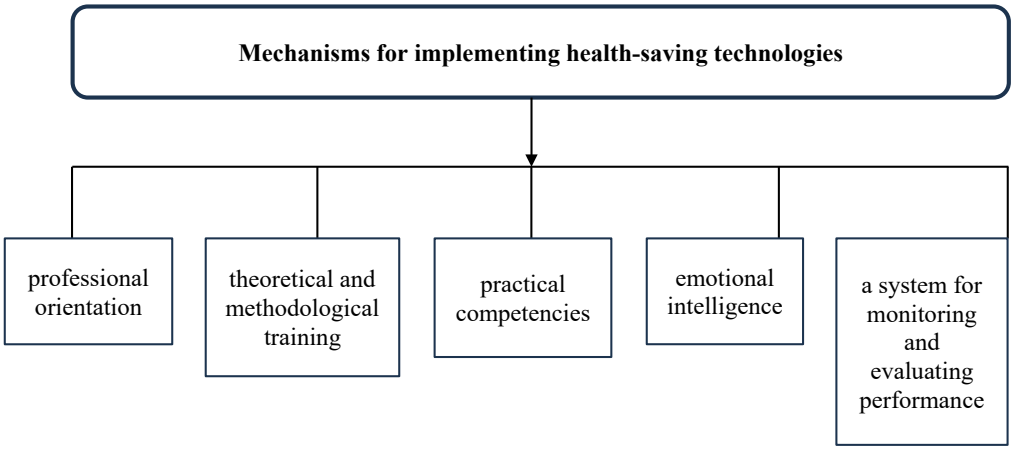

Fig. 1. Mechanisms for implementing health-saving technologies in higher education institutions

The priority is to form a clear professional focus on health-saving activities, which implies an awareness of the social significance of health care and the formation of a value attitude towards health as a fundamental human value. This creates the basis for the development of sustainable motivation for professional self-improvement in the field of health-saving technologies.

An important mechanism is to ensure a thorough theoretical and methodological training of teachers, including mastering the methodological foundations of health promotion, understanding their essence and specifics of application in higher education. This implies systematic updating of the scientific and methodological base, constant monitoring of modern research and implementation of innovative approaches in the practice of physical education.

The practical component of the mechanism for implementing health-saving technologies should ensure the development of teachers' professional competencies in the following areas: gnostic (ability to analyze and synthesize information on health), communicative (skills of effective interaction with students and colleagues), constructive (ability to design a health-saving educational environment), organizational (ability to coordinate various forms of health-saving activities) and design (ability to develop individual health trajectories).

Particular attention should be paid to the development of teachers' emotional intelligence as an important component of professional competence in health promotion. This includes the ability to empathize, understand students' emotional states, manage their own emotions, and create a positive psychological climate during classes. Developed emotional intelligence contributes to effective pedagogical communication and improves the quality of the educational process.

The mechanism for implementing health-saving technologies should also include a system for monitoring and evaluating the effectiveness of health-saving activities, which allows timely identification of problematic aspects and making the necessary adjustments. This ensures continuous improvement of the health promotion process and increase of its effectiveness in the conditions of higher education institutions.

Thus, the scheme pays special attention to the relationship between theoretical training and practical competencies, which reflects the need to integrate theoretical knowledge into practical activities. The presented model also emphasizes the importance of emotional

intelligence as an integral component of the successful implementation of health-saving technologies and the need to constantly monitor the effectiveness of the implemented measures.

5. Conclusions

The analysis of the problem showed that the integration of health-saving technologies is a complex process that requires a systematic approach and covers various aspects of educational activities. The effectiveness of this process depends on the creation of appropriate organizational and pedagogical conditions that ensure the integrity and consistency of the introduction of health-saving technologies into the system of physical education.

The study allowed us to identify the main mechanisms for the implementation of health-saving technologies, which include: the formation of teachers' professional orientation towards health-saving activities, ensuring their theoretical and methodological training, development of practical competencies, emotional intelligence and the creation of an effective monitoring system. An important aspect is the relationship between theoretical training and practical implementation of health-saving technologies.

The creation of a health-saving educational environment is based on the principles of maintaining and promoting health, providing an optimal combination of physical activity, psychological comfort and favorable conditions for the formation of a health culture among students.

The results of the study confirm the need for an integrated approach to the implementation of health-saving technologies, which involves: systematic updating of the scientific and methodological base, constant monitoring of the effectiveness of the implemented measures, individualization of approaches to the organization of physical education and the formation of sustainable motivation of students for a healthy lifestyle.

Promising areas for further research include the development of methodological support for the process of integrating health-saving technologies, studying the features of their implementation in distance learning, and exploring ways to improve the effectiveness of the health-saving educational environment, taking into account the current challenges and needs of students.

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