



ФІЗИЧНЕ ВИХОВАННЯ РІЗНИХ ГРУП НАСЕЛЕННЯ

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DIRECTIONS FOR IMPROVING THE SYSTEM OF PRESCHOOL PHYSICAL EDUCATION IN UKRAINE

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Внесок авторів: А – дизайн дослідження; В – збір даних; С – статистичний аналіз; Д – підготовка рукопису; Е – збір коштів.

Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection

Annotation

Introduction. The article presents ways to improve the system of preschool education and physical education based on the positive experience of European countries, comparing the features of the organization and content of physical education in different countries, highlighting common and distinctive features. The **purpose of the study** is to determine promising areas for improving the system of physical education in preschool education institutions of Ukraine based on extrapolation of foreign experience. **Methods:** theoretical analysis and generalization of data from scientific and methodological literature, comparison method, system analysis method, abstraction method, descriptive method. **Results.** The study examined the issues of accessibility of preschool education in European countries, the features of the organization of the educational process and the content of physical education as an integrated component of educational systems, the features of assessing the development of preschoolers in kindergarten conditions and the professional requirements for a preschool teacher. Special attention was paid to the study of the orientation of physical education in the education system, the properties of using various tools for assessing the development of children during preschool education. The main directions of using positive foreign experience to improve the physical education system in preschool education institutions in Ukraine were identified. These included: legislative framework, material and technical conditions, integrated curricula, appropriate staffing, the use of various approaches in the professional activities of a teacher, the use of innovative methods and technologies in teaching, monitoring of child development, involving parents in various forms of organizing the educational process, psychological and pedagogical support for a child and his parents during the transition from preschool to primary education. **Conclusions.** The use of certain aspects of foreign experience in organizing preschool education and physical education will optimize the process of obtaining preschool education in Ukraine and will facilitate the mechanism of our state's entry into the European educational space.

Keywords: European countries, foreign experience, extrapolation, preschoolers, early education and care, physical education.

НАПРЯМИ УДОСКОНАЛЕННЯ СИСТЕМИ ФІЗИЧНОГО ВИХОВАННЯ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ В УКРАЇНІ

Анотація

Вступ. У статті представлено шляхи удосконалення системи дошкільної освіти і фізичного виховання на основі врахування позитивного досвіду європейських країн, порівняння особливостей організації і змісту фізичного виховання в різних країнах, виділення спільніх та відмінних рис. **Мета дослідження** – визначити перспективні напрями удосконалення системи фізичного виховання в закладах дошкільної освіти України на основі екстраполяції зарубіжного досвіду. **Матеріали і методи дослідження:** теоретичний аналіз та узагальнення даних науково-методичної літератури, метод порівняння, метод системного аналізу, метод абстракції, описовий метод. **Результати.** У ході дослідження вивчено питання доступності дошкільної освіти в країнах Європи, особливості організації освітнього процесу і зміст фізичного виховання, як інтегрованого складника освітніх систем, особливості оцінки розвитку дошкільників в умовах дитячого садка та професійні вимоги до вихователя закладу дошкільної освіти. Особлива увага приділена дослідженю спрямованості фізичного виховання в системі освіти, властивостей використання різних інструментів оцінки розвитку дітей протягом здобуття дошкільної освіти. Визначено основні напрями використання позитивного зарубіжного досвіду для удосконалення системи фізичного виховання в закладах дошкільної освіти в Україні. До них віднесено: законодавчу базу, матеріально-технічні умови, інтегровані навчальні програми, відповідне кадрове забезпечення, використання різноманітних підходів у професійній діяльності педагога, застосування інноваційних методів і технологій у викладацькій діяльності, моніторинг розвитку дитини,

залучення батьків до різних форм організації освітнього процесу, психолого-педагогічний супровід дитини та її батьків при переході з етапу дошкільної до початкової освіти. **Висновки.** Використання певних аспектів зарубіжного досвіду організації дошкільної освіти і фізичного виховання дозволить оптимізувати процес здобуття дошкільної освіти в Україні та полегшить механізм входження нашої держави в європейський освітній простір.

Ключові слова: європейські країни, зарубіжний досвід, екстраполяція, дошкільники, рання освіта та догляд, фізичне виховання.

Introduction

Preschool education in Ukraine is an important stage for the holistic development of a child. Currently, its content is organically linked to the ideas of the New Ukrainian School: it ensures continuity between preschool and primary education in the context of school reform. During preschool childhood, the foundation of health is being laid, vital motor skills and abilities are being formed, and important physical qualities are being developed. This indicates the need for proper organization of physical education, which should contribute to the health and full development of the child [1, 2].

At the same time, scientists N. Pangelova, T. Krutsevich, B. Pangelov, V. Ruban [3], N. Moskalenko et al. [4], V. Pasichnyk [5] point to a constant decline in the health of preschoolers. This indicates a crisis in the system of preschool physical education due to insufficient access of children to preschool education, limited motor activity, imperfect regulatory and legal framework, as well as inconsistency with modern requirements, requests and needs of society.

The improvement and enrichment of the domestic system of physical education of preschool children will be facilitated by the study of the features and trends in the development of physical education in preschool educational institutions abroad, in particular, in European countries, at the stage of our country's entry into the European educational space.

The organization of physical education and health work in preschool institutions in European countries was the subject of research by such foreign specialists as J.L. García, J.J. Heckman, D.E. Leaf, M.J. Pra-

dos [6], K. Hessler [7], N. Kayhan, P. Pistav Akmese [8], M. Mavrić, M. Fetić [9], M. Moreira, G. Veiga, F. Lopes, D. Hales, C. Luz, R. Corcovil [10] B. Antala et al. [11] G.F. Zarotis [12] and others.

An important source for determining the modern strategy for the development of preschool physical education in Ukraine is the analysis of best practices in organizing the educational process, the study of patterns and trends in the development of this important component of the educational sphere in different European countries. Therefore, it is no coincidence that the issues of organization and methods of physical education of preschoolers in foreign countries interested to many modern Ukrainian specialists (L. Kozak [13], O. Kosenchuk [14], O. Krasov, M. Kusai [15], A. Yakovenko, S. Afanasiev, T. Sydorchuk [16], etc.).

The **hypothesis** of the research assumes that studying the experience of European countries in organizing and providing the system of education and physical education of preschoolers will allow to outline the most optimal ways of improving physical education in preschool educational institutions in Ukraine.

The **purpose of the study** was to identify promising areas for improving the system of physical education in preschool educational institutions in Ukraine based on extrapolation of foreign experience.

Material and methods

The study was conducted at the Pridneprovsk State Academy of Physical Culture and Sports during 2022 – 2025 years.

Theoretical analysis and generalization of data from scientific and methodological literature and documentary materials became the basis

of the theoretical study. Sources that directly related to the problem were processed.

The comparison method was used to compare the structure and content of the curricula of preschool education and physical education, as an integrative component of this system. The features of assessing the development of preschoolers and the requirements for the qualification of pedagogical workers in preschool education institutions were also compared.

Using the system analysis method, the components of physical education in different countries were studied. The place of physical education in the preschool education system, the relationship between them and the factors that influence their functioning were investigated.

The abstraction method allowed us to identify elements of physical education in foreign educational models.

The descriptive method was used for the primary analysis and presentation of the material, and for the characterization of the education systems of preschool children in foreign countries.

Results

In order to find ways to improve the system of physical education in preschool education institutions in Ukraine, taking into account the positive experience of foreign countries, we conducted an analysis of preschool education systems in European countries.

The main attention was paid to studying the issues of accessibility of preschool education, organization of the educational process and content of physical education, features of assessing the development of preschoolers in kindergarten conditions

and professional requirements for a preschool teacher.

Access to preschool education in European countries is a pressing issue, as not all countries can provide children, especially early age children, with the right to free attendance at kindergarten. Only Denmark, Germany, Estonia, Latvia, Slovenia, Finland, and Norway guarantee the place in a preschool institution for every child from an early age (6–18 months). The chances of obtaining a free place in kindergarten increase significantly until the child reaches the age of three. About a third of European countries guarantee a place only for the last 1–2 years of preschool education [17].

Considerable attention in Europe is paid to the content of educational programs for preschool educational institutions. In most countries, curricula are approved at the state level. But decentralized management systems provide an opportunity to regulate the content of curricula even at the level of a separate educational institution.

Summarizing the essence of educational programs, it can be stated that they have an integrated content and are not divided into separate academic subjects. The harmonious development of the child is provided. In particular – physical, intellectual, socio-emotional, mental, speech – through the areas of physical education, mathematics, native and foreign languages, art, etc. [18, 19].

Much attention is paid to the physical education and development of children. Its content includes various aspects of motor activity, the formation of motor skills and abilities, the development of physical qualities, social and communicative skills, game activities, elements of sports traditional for different countries, the development of creative abilities, the stimulation of independent motor activity, the formation of elementary knowledge about health, movement, one's own body and its capabilities. Physical education is aimed at the formation of cross-cutting skills and competencies. Con-

siderable attention is paid to the development of skills of reflection, self-expression, self-observation [20, 21].

In different European countries, various approaches to assessing children are implemented – from unpretentious observations to issuing a certificate of completion of preschool education.

The most common types of assessment are: diagnostic, formative, summative.

In some countries, there are clear criteria for assessing the compliance of children with the planned competencies, in others – the teacher or educational institution independently decides which aspects of the child's development to assess.

In the field of motor development of a child, the degree of mastery of motor actions, involvement in motor and play activities, interest in types of motor activity, attitude to activity, health status are most often assessed.

Various methods and assessment tools are used: observations, standardized tests, portfolio, student's accompanying file, personal file, «progress map», interviews, analysis of children's works, projects, summary of the child's achievements, group diary, mutual assessment of children, etc. [17].

Analysis of the minimum qualification requirements for the staff of preschool educational institutions reveals differences between the requirements for the level of education for working with younger and older children, as well as depending on the position of the pedagogical worker – key professional or assistant.

For example, in Bulgaria, Greece, Denmark, Estonia, Lithuania, Germany, Norway, Slovenia, Finland, Croatia, Sweden, educators must have a bachelor's degree to work with children of younger and older preschool age. A master's degree is set as a requirement for educators in Portugal and Iceland. In Italy and France, requirements are set at bachelor's level for working with children under 3 years and at mas-

ter's level for working with children over 3 years. In the Czech Republic, Ireland, Latvia, Malta, Austria, Romania, Slovakia, the minimum qualification required to work as an educator throughout the entire stage of early childhood education and care is below bachelor's level [22].

European countries also regulate the continuous professional development of staff in different ways. The main difference is whether continuous professional development is considered an obligation or an additional function. In the regulatory documents of some countries, advanced training is approved at the legislative level, in others – not. Some countries regulate the amount of time for continuous professional development, in some – no limits are set. The requirements for advanced training of teaching staff are given considerable attention; some countries are implementing relevant reforms (Bulgaria, Czech Republic, Ireland, Spain, France, Italy, Austria, Finland, and Sweden).

The following forms of continuous professional development are usually considered: advanced training courses, conferences, round tables, summer school, self-education [22, 23].

In addition, the rationing of the number of children in groups regulates legislatively. Requirements for the maximum number of children of different ages per one pedagogical worker are also established. It should be noted that there are almost no common features in European countries in these indicators.

The study of foreign experience in organizing early education and care allowed us to outline the areas of improvement of physical education in preschool educational institutions of Ukraine, taking into account the peculiarities of the national educational system. They include:

- legislative framework (creation of an appropriate legislative framework, constant updating of regulatory documents in the field of preschool education according to international trends in the develop-

ment of education and physical education);

- material and technical support (adequacy the material and technical base of preschool education institutions to requirements of safety for all participants of the educational process. Providing appropriate equipment, inventory, facilities, furniture, and teaching aids to create a developmental environment for kindergarten. A safe, stimulating, interactive learning environment that meets the needs of children in physical activity; creation of preschool education centers at schools, especially in rural areas);

- curricula (the possibility of expanding and supplementing the variable component of the Basic Component of Preschool Education with various types of motor activity. Flexibility of curricula, which allows the teacher to make appropriate adjustments depending on regional characteristics, climatic conditions, individual characteristics of children's development, national values and traditions. The possibility of creating original curricula with specified content and expected results depending on the features of the organization of the educational process in a particular preschool educational institution. Clear structuring of programs depending on the age-related psychophysiological characteristics of children, educational, health-improving and educational tasks, environmental conditions, kindergarten environment. Solving the tasks of the child's holistic development by means of physical education – promoting physical, intellectual, mental, social, spiritual development. Formulation of the goals and objectives of physical education: socio-affective, intellectual, psychomotor, artistic; structuring of educational components of physical education in the program. For instance, «Natural and applied motor activity», «Sports and preparatory motor activity», «Physical abilities», «Game motor activity». Implementation of the concept of health care and a healthy lifestyle in

an educational institution. Integration of various types of activities depending on the age of children, their rhythm of life, combination of physical activity with other educational areas – development of language, mathematical skills, graphic actions, art, music, etc. Ensuring daily motor activity of children in various forms of organizing physical education and health work, formation of motor experience, social, communicative skills, elementary knowledge of physical education and a healthy lifestyle);

- staff (appropriate level of qualification of a pedagogical worker. Formation of competencies in organizing physical education with preschool children in the process of professional training of pedagogical workers of preschool educational institutions. Mastery of modern teaching and upbringing methods by educators and future teachers, skills in applying them. Continuous professional development of pedagogical workers, seminars, webinars, trainings for educators in order to acquire knowledge and skills in conducting physical education and health work with children of different ages. Formation of digital competence of pedagogical workers);

- methods and approaches (adherence to an integrated approach in organizing children's activities in various forms (frontal, group, individual), ensuring free play. A competency-based approach that is implemented in various educational areas, various forms of organizing the educational process, takes into account the children age, the pedagogical goal, the material and technical support of the educational institution. A child-centered approach that takes into account the characteristics of the pupil's personality, his interests, needs, values, attitudes. Balanced integration of time for various types of activities, the use of organized and spontaneous types of physical activity. Academic freedom in choosing forms, means, methods of learning, teaching and assessment depending on the individual char-

acteristics of children, their health status, the level of their physical and mental development, and physical fitness. Wide use of various teaching approaches – listening, management, interaction, mediation in communication, encouragement, initiation and motivation, modeling, observation of the child, interpretation of discoveries, help and support. Stimulation of children's activity through observation, measurement, testing hypotheses, generalizations, conclusions, manifestation of creative abilities, self-expression through motor activity. Pedagogical support that activates mental abilities, own experience, research potential of children's activities. Formation of reflection skills in children: observation of their own sensations during physical activity, their expression, analysis, conclusions, suggestions. Encouragement and provision of independent motor activity of children);

- innovative technologies (situational learning, project-based learning, spontaneous social learning, experiential learning, children's experimentation, learning through action, research, contact with objects, nature, territory, learning through critical and creative thinking, problem solving, practice, memorization, interactive learning. Possibilities of using alternative methods (Waldorf pedagogy, Montessori method, etc.), active learning methods focused on the child (Step by Step, Reggio Emilia method, discovery, entrepreneurship, outdoor learning);

- monitoring of child development (comprehensive assessment of indicators of physical (motor skills and abilities), cognitive (formation of knowledge), psycho-emotional (attitude, behavior) and social (interaction with the environment) development of children. Various methods and tools of assessment – diagnostic, formative, summative. Observations, standardized tests, portfolio, student's accompanying file, personal file, «progress map», interviews, analysis of children's works, projects, summary of the

child's achievements, group diary, mutual assessment of children, etc. Differentiation of teaching tools and methods based on assessment results, correction of the educational process);

- partnership with parents (involving parents in various forms of organizing the educational process, including sports festivals, competitions, contests, open classes, etc. Informing parents about the peculiarities of children's individual development, dynamics and progress. Organizing seminars, trainings on issues of upbringing, including physical and child development);

- transition to primary school (determination of the readiness (including psychological) of the child (and parents) to study at school. Development of criteria for assessing the child's development according to different areas of the personality – physical, mental, cognitive, socio-emotional. Provision of recommendations for the start of primary education, creation of a child's readiness card for school. Psychological and pedagogical support of the child and his parents during the transition from preschool to primary education. Familiarization of teachers with the final report on the child's development and the formation of his competencies for building a learning strategy, creating an individual educational trajectory. Interaction of kindergartens and schools in the direction of building educational programs that form cross-cutting skills and abilities).

Discussion

In the context of the implementation of the educational reform «New Ukrainian School», an important step is to ensure continuity between the levels of education, starting with preschool. The harmonious development of a child during preschool childhood and the beginning of school life is the basis for his further success in conditions of continuous education throughout adulthood.

Continuity between preschool and primary education is also traced through the formation of cross-cut-

ting skills that are common to preschool and primary education: to show creativity and initiative, manage emotions, express and justify one's own opinion, think critically, make decisions, solve problems and cooperate in a team.

Reforming education in general and its component – physical education, is a part of the process of updating educational systems. Such processes have been taking place in recent decades in European countries and are associated with the recognition of the importance of education of the population as a driver of social well-being and progress [20]. Therefore, the study of the experience of foreign countries is of scientific interest.

Great pedagogical potential is contained in foreign systems that have their own history and traditions. Their study can contribute to solving problems related to the organization of preschool education that arise in our country.

Problems of early education and, in particular, physical education in preschool institutions of different countries have been the subject of research by domestic and foreign scientists.

In our study, it was made an attempt to identify ideas that can be applied in the organization of preschool education system in Ukraine based on the analysis of the organization of preschool education systems abroad.

We compared and identified common features in the organization of the educational process in kindergartens of European countries, the content of physical education of preschoolers, the features of assessing the development of preschoolers in kindergarten conditions, and the professional requirements for a preschool teacher.

The data of L. Kozak [13] regarding the features of the structure of preschool education in European countries were confirmed.

It is worth noting that considerable attention in the organization of the educational process in European

countries is paid to physical education, to the creation of an integrative developmental environment in kindergarten, which will contribute to the development of various spheres of the child's personality – physical, mental, socio-emotional, cognitive, etc. These and other aspects of the organization of physical education and health work in foreign countries were revealed in their studies by O.I. Krasov, M.V. Kusai [15], I.V. Kozubovskaya, Zh.I. Mylyan [24], M. Moreira et al. [10].

Comprehensive studies on the best practices of organizing physical education of preschool children in different countries of the world are presented in the works of B. Antala et al. [11], M. Mavrić, M. Fetić [9], N. Kayhan, P. Pistav Akmeşe [8].

The data obtained during the study made it possible to outline the directions of using positive foreign experience in the practice of preschool education and physical education in Ukraine. The need to increase the efficiency of the preschool physical education system in Ukraine and bring it into line with modern requirements of the educational process is also emphasized by N. Pangelova, A. Bukhteyev [25], O.G. Kosenchuk [14], V.M. Pasichnyk [5].

Conclusions

The study analyzed the organization and content of physical education as an integrated component of preschool education in European countries. The search conducted indicates certain difficulties associated with access to free preschool education for young children. In European countries, the content of curricula is regulated at the legislative level, but in some countries there is a possibility of adapting them to the conditions of a preschool education institution.

The content of the educational programs, as a rule, is integrated, not divided into separate subjects as in school. However, the main idea is the comprehensive harmonious physical, mental, intellectual, social development of children. For this,

knowledge from various fields is used: mathematics, language, natural sciences, art, and physical education.

The content of physical education consists of various aspects of motor activity, the formation of motor skills and abilities, the development of physical qualities, social and communicative skills, game activities, elements of sports traditional for different countries, the development of creative abilities, stimulation of independent motor activity, the formation of elementary knowledge about health, movement, one's own body and its capabilities.

In the course of research, modern approaches to assessing the development of children have been identified. In different countries, the most common types of assessment are: diagnostic, formative, summative. In some countries, there are clear criteria for assessing the compliance of pupils with the planned competencies, in others, the teacher or ed-

ucational institution independently decides which aspects of the child's development to assess.

Analysis of the preparation of pedagogical personnel shows that the qualification requirements for the staff of preschool educational institutions differ depending on the position of the specialist (teacher or assistant) and the age group with which this specialist works.

The results of the research allowed us to determine the main directions of using positive foreign experience to improve the system of physical education in preschool educational institutions in Ukraine. These are: creating an appropriate legislative framework; ensuring appropriate material and technical conditions; creating flexible curricula; appropriate staff; providing the opportunity to use various approaches in the professional activity of the teacher: integrated, competency-based, child-centered, academic freedom of the teacher; the use of innovative methods and tech-

nologies in teaching; monitoring the development of the child; involving parents in various forms of organizing the educational process; psychological and pedagogical support of the child and his parents during the transition from the stage of preschool to primary education.

Prospects for further research lie in the analysis and generalization of data on the organization and functioning of physical education systems in preschool educational institutions of other foreign countries.

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