

**INTEGRATION OF HEALTH-PRESERVING TECHNOLOGIES
IN ENGLISH LANGUAGE LESSONS
AT GENERAL SECONDARY EDUCATION INSTITUTIONS**

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Abstract. *Modern conditions of war significantly increase the load on the psycho-emotional state of students and actualize the importance of integrating health-saving technologies into the educational process to increase the level of physical and emotional health of students, which is a key factor in their successful socialization now and self-determination in the future. The purpose of the study is to determine the theoretical and methodological foundations of the integration of health-saving technologies into the educational process in English language classes in general secondary education institutions. The study covers the analysis of psychological and pedagogical prerequisites for the formation of health-saving competence; experimental development and substantiation of health-saving techniques in the educational process. The results can be used in the pedagogical practice of teachers of various subjects to optimize the educational process. The article contributes to achieve three UN Sustainable Development Goals: health and well-being (Goal 3), quality education (Goal 4) and partnerships for sustainable development (Goal 17). The development and integration of health-saving technologies into the educational process is aimed at supporting the physical and emotional health of students, which is the key to their successful socialization and self-determination. This is in line with global efforts to improve health and well-being at all stages of life. In addition, the article emphasizes the importance of quality education that integrates health-preserving practices, making education more effective and meaningful. Ultimately, by emphasizing the importance of pedagogical experimentation and scientific research in this field, the article opens the way for partnerships and collaborations in the field of education and health care, thereby contributing to the achievement of sustainable development.*

Keywords: *health-preserving technologies, health-preserving competence, health-preserving teaching techniques, emotional health, physical health, integration, English language, general secondary education institutions, Sustainable Development Goals.*

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ІНТЕГРАЦІЯ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНИХ ТЕХНОЛОГІЙ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ В ЗЗСО

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Анотація. Сучасні умови війни значно підвищують навантаження на психоемоційний стан учнів і актуалізують важливість інтеграції здоров'язбережувальних технологій в освітній процес для підвищення рівня фізичного та емоційного здоров'я учнів, що є ключовим чинником їх успішної соціалізації зараз та самовизначення у майбутньому. Мета дослідження полягає у визначенні теоретичних та методичних основ інтеграції здоров'язбережувальних технологій в навчальний процес на уроках англійської мови в загальних закладах середньої освіти (ЗЗСО). Дослідження охоплює аналіз психолого-педагогічних передумов формування здоров'язбережувальної компетентності; експериментальну розробку та обґрунтування здоров'язбережувальних технік в навчальному процесі. Результати можуть бути використані в педагогічній практиці вчителів різних предметів для оптимізації освітнього процесу. Стаття є вкладом в реалізацію трьох Цілей сталого розвитку (ЦСР) ООН: здоров'я та благополуччя (3-тя Ціль), якісна освіта (4-та Ціль) та партнерство заради сталого розвитку (17-та Ціль). Розроблення та інтеграція здоров'язбережувальних технологій в освітній процес спрямовані на підтримку фізичного та емоційного здоров'я учнів, що є ключовим для їх успішної соціалізації та самовизначення. Це відповідає глобальним зусиллям з покращення здоров'я та благополуччя на всіх етапах життя. Окрім того, стаття акцентує увагу на важливості якісної освіти, яка інтегрує здоров'язбережувальні практики, роблячи навчання більш ефективним та змістовним. Врешті-решт, підкреслюючи важливість педагогічного експерименту та наукових досліджень у цій сфері, стаття відкриває шлях для партнерства та співпраці у сфері освіти та охорони здоров'я, сприяючи тим самим досягненню сталого розвитку.

Ключові слова: здоров'язбережувальні технології, здоров'язбережувальна компетентність, здоров'язбережувальні техніки навчання, емоційне здоров'я, фізичне здоров'я, інтеграція, англійська мова, ЗЗСО, ЦСР.

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Introduction

The state standard for basic and complete general secondary education defines health preservation competence as one of the key components within cultural competence, which should be developed by school graduates (State Standard of Basic Secondary Education, 2020). Health preservation competence is the knowledge, skills, and abilities that help students take care of their own health and the health of others in various situations (Kholchenkova, 2017, p. 138), which is particularly relevant in the current realities of war. Competence in health care in schools focuses on comprehensive development and the demonstration of skills, knowledge, behavior, and the formation of resilient judgments about

the importance and possibility of independently maintaining health. It is about more than just having the necessary education or passing exams; competence implies the constant application of skills and knowledge in real conditions, leading to the improvement of students' physical and mental health (What is competence).

According to the evaluation of the effectiveness of the universal school health program in six European countries, it was recognized that students are facing increasing health problems. As a result of the study, a program was introduced to promote social and emotional learning, resilience, and the prevention of social, emotional, and behavioral problems, and it was proven that the school plays an important role in supporting the health and well-being of children (Cefai, 2022). It was noted that teachers play a key role in forming health preservation competence, covering a wide range of duties from promoting physical health and emotional well-being to supporting children with special needs. Psycho-pedagogical factors that influence the formation of health preservation competence in general secondary education institutions include motivation, knowledge, the environment, teaching methods, and support. Teachers should be an example of a healthy lifestyle, have knowledge and skills in health preservation and enhancement, involve students with special needs in the educational process, use active and interactive teaching methods, and include elements of health preservation technologies, such as physical activities and exercises to improve students' emotional state, in the teaching of their discipline (Hnatyuk, 2021).

The aim of the paper is to define the theoretical and methodological foundations for the integration of health preservation technologies into the process of teaching English in general secondary education institutions. To achieve this goal, the following tasks were set: to analyze and systematize scientific literature on the issue of forming health preservation competence in students of general secondary education institutions; to develop techniques for forming health preservation competence; to experimentally substantiate the effectiveness of integrated health preservation technologies in English language lessons.

The article contributes to the realization of three key UN Sustainable Development Goals: health and well-being (3rd Goal), quality education (4th Goal), and partnership for sustainable development (17th Goal). The development and integration of health preservation technologies into the educational process are aimed at supporting the physical and emotional health of students, which is key to their successful socialization and self-determination. This corresponds to global efforts to improve health and well-being at all stages of life. Additionally, the article highlights the importance of quality education that integrates health preservation practices, making learning more effective and meaningful. Finally, by emphasizing the importance of pedagogical experimentation and scientific research in this area, the article paves the way for partnership and cooperation in the fields of education and health care, thereby contributing to sustainable development.

Materials and Methods

In the current conditions of war, when there is an increase in the load on the psycho-emotional state of students, the issue of integrating health preservation technologies into the educational process gains special relevance. The ability for effective adaptation in society, improving the level of physical and emotional health of students, are key factors in their successful socialization now and self-determination in the future. The research focuses on the analysis and synthesis of existing pedagogical, psychological, and methodological approaches to health preservation education in general secondary education institutions and is based on the provisions highlighted in the works of such Ukrainian scientists as Kholchenkova N.M., Sheyan M.O., Denysov I.G., Zahrunnyi S.V., Lun'kov D.I., Berezhna T.I., Alexandrov Yu. V., Pasichnyk O.S., Skrypchenko O.V., Dolynska L.V., Ohorodnyichuk Z.V., Liulchenko V.H. The works of such foreign researchers as Cefai C., Camilleri L., Bartolo P., Grazzani I., Cavioni V., Conte E., Ornaghi V., Agliati A., Gandellini S., Tatalovic Vorkapic S., Poulou M., Martinsone B., Stokenberga I., Simões C., Santos M., and Colomeischi A.A., Calderón M., Slavin R., Sánchez M., Harrison L., Malone K. A.,

Bhatnagar R., Many J. have shaped the understanding of the state of problem development outside Ukraine.

The study employed a complex of methods: general scientific theoretical methods (analysis and synthesis of scientific literature, generalization, explanation, and classification of the theoretical foundations of the research) and empirical methods (pedagogical experiment of integrating health preservation technologies into the process of teaching English); as well as special methods (selection and justification of scientific recommendations and modeling of situations of including elements of health preservation technologies in English lessons).

It has been proven that physical exercises integrated into educational institutions, including English lessons, positively affect attention, concentration, and the overall success of students (Lindt, 2017). It is emphasized that the integration of physical exercises in lessons not only helps to achieve the goals of physical education but also increases students' interest and motivation for learning, activates concentration and discipline of students, thereby improving the educational environment and successful assimilation of the curriculum (Vodjanik, 2019). Overall, the integration of physical education and English language lessons increases motivation to learn the language and promotes a healthy lifestyle. We propose universal techniques for integrating physical activities that can be used in the educational process of any discipline, not only English.

Mindfulness and relaxation techniques have been identified as effective methods for reducing stress and improving the emotional well-being of students, thereby enhancing their learning abilities (Jahan, 2020). For example, research on the application of mindfulness to overcome stress and anxiety among teenagers has shown significant improvements, suggesting that mindfulness training can be a valuable addition to the educational process. Studies also demonstrate (Jain, 2007) that relaxation can not only reduce stress and improve the state of positive mood but also increase students' well-being. Programs based on mindfulness (Modrego-Alarcón, 2021) reduce the perception of stress, simultaneously improving well-being and academic results.

Including health preservation technologies, such as physical activity and mindfulness and relaxation techniques, in the process of teaching English in general secondary education institutions offers a holistic approach to education. These strategies are not only aimed at improving physical health and emotional well-being but also contribute to improving academic performance, increasing student engagement, and reducing stress levels. Implementing these technologies requires thoughtful integration into the curriculum, ensuring that they not only complement educational goals but also simultaneously care for students' well-being.

Discussion

The present times we live in are extremely challenging. Ukraine is suffering from Russian aggressors who have brought war. Adults experience anxiety, but what teenagers feel... As of now, 75% of children in Ukraine have experienced trauma to their psyche against the backdrop of war (Yatsina, 2022, p. 557). It's frightening to imagine the emotions they are going through, considering their psychological age characteristics. The adaptation of teenagers to society in the current realities of war in Ukraine has many complex characteristics. This process becomes more complicated, as, besides assimilating new knowledge and skills necessary for successful learning, teenagers must constantly adapt to unpredictable changes in life. Teenagers undoubtedly contemplate their place in society, the ability to cope with stress and uncertainty (Skrypchenko, 2009). During the war, teaching teenagers methods of psychological self-help becomes especially relevant, as well as forming their awareness of the importance of mutual support. For effective adaptation of students to the new realities, a safe educational environment must be created, in which students can feel valued, protected, and engaged in the learning process (What is adaptation). Special attention should be paid to educational programs that need to be adapted to current realities and integrate themes reflecting contemporary issues and helping teenagers navigate the changing

world. What do teenagers feel during this time? Firstly, instability: the war separates friends and relatives, thus complicating social communication; forced changes in daily life; as well as interruptions in the educational process, which can negatively affect the student's level of success. Secondly, constant worries: primarily fear for their own lives and those of loved ones, stress for a teenager about safety; also the loss of stability, i.e., normal life, the war can take away loved ones, homes, and a sense of certainty; especially, there are worries about the future, this unpredictability causes anxiety.

As teachers, we must teach children mutual assistance. In our opinion, common challenges can unite and strengthen relationships among teenagers. Recall how at the beginning of the full-scale invasion, songs united the kids, helping them overcome stress. Supporting each other becomes especially important. Teenagers must understand that faith in a better future can inspire overcoming difficulties and peace will surely come, where people can live without fear.

Health is the key to success, as strong health is the foundation of a happy and full life, a guarantee of psychological comfort and socio-emotional well-being, which is especially relevant today when we all (especially teenagers) are in constant stress. Teachers play an important role, who, thanks to their knowledge, experience, and ability, can create conditions for preserving and enhancing the health of children. Teachers need to adhere to strategies that can be implemented in English language lessons. Special attention should be given to developing critical thinking, where teenagers can learn to analyze information about health and well-being. Reading articles, research, and discussions motivate teenagers to think about their lifestyle. Practices such as meditation or breathing exercises can be performed at the beginning or end of a lesson; they can help students manage their own stress and anxiety. Physical activity exercises are also important. For example, active breaks or physical warm-ups during lessons, as well as games aimed at supporting physical health and reducing tension (Liulchenko, 2017).

Research Results

Health preservation competence is an integrative quality of personality that includes a set of knowledge about the individual and their health, a healthy lifestyle; motives with a health-preserving orientation towards oneself and the surrounding world that encourage leading a healthy lifestyle; the need to master ways to preserve one's health, oriented towards self-discovery and self-realization (Osadchy, 2022, p. 111). Health preservation competence is an integral part of the professional work of a foreign language teacher. It is based on knowledge of psychology, medicine, valeology, and labor protection, as well as on practical skills that allow organizing the educational process considering the needs and capabilities of students. The development of health preservation competence in students encompasses mastering skills that promote the maintenance and improvement of their health, as well as developing a mindful attitude towards their own well-being.

Health preservation competence enables teachers to organize the educational process considering the age, psychological, and physiological characteristics of students; develop health-preserving content for lessons; use health-preserving technologies in lessons; create a favorable psychological climate in the classroom; and foster in students the motivation to preserve and enhance their health.

Health-preserving technologies have three key groups that are interconnected and contribute to the preservation and enhancement of students' health. The first group – organizational and pedagogical technologies, includes planning the educational process considering sanitary and hygienic standards and age characteristics, involving students, teachers, and parents in active participation, and creating a psychological atmosphere of mutual support. The second group – psycho-pedagogical technologies, is oriented towards individual and differentiated approaches that consider each student's needs. This group also includes psychological support to help overcome difficulties and develop self-regulation skills. The third group – life support technologies, includes labor protection, fire safety, and civil defense preparation, helping students learn safety rules and act in emergency situations.

Adhering to these rules, the use of health-preserving technologies will help create conditions for preserving and enhancing the health of students, as well as forming a strong motivation for leading a healthy lifestyle (Berezhna, 2014, p. 4). We suggest example techniques.

The "Crocodile" Game

Goal: Improve students' mood and concentration. Reduce stress through a moving game. Engage students in the learning process through a physical game, as they perform tasks both physically and intellectually. The technique fosters a dynamic and healthy learning environment, positively affecting students.

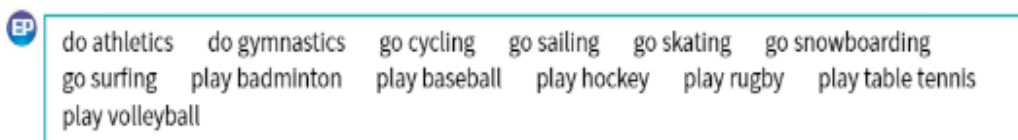
Description of the Technique: One participant demonstrates a word without saying it. The rest of the participants try to guess the word. After the word is guessed, the participant changes.

Example (Exercise 1, p. 10, topic "Sports and Games", textbook by Costa J., Williams M. English Language (6th Year of Study): Textbook for 6th Grade of General Secondary Education Institutions. Kyiv: "Linguist" Publishing House. 160 p.)

Goal: To develop students' lexical skills by associating names of sports and physical activities, represented by words, with corresponding actions.

Task: Guess the word the student is showing.

Procedure of the Exercise: Students take turns coming forward and show a word



without saying it, while the class tries to guess. The time for each word is limited, for example, one minute. To increase physical activity, students can perform an action, such as imitating playing badminton or gymnastic movements. Even when one student is performing, others can do simple movements in place or mimic the movements of the performer to maintain a high level of energy, thus engaging all students. After the word is guessed, participants switch places.

The "Claps" Technique

Goal: To maintain an active state of attention among students, using a game activity with a physical component. Students better absorb information through physical movements. Physical exercises make lessons interesting and help increase students' attention and concentration.

Description of the Technique: Through physical movements (one clap – two claps), participants differentiate sounds, words, etc.

Example (Exercise 3, p. 10, topic "Sports and Games", textbook by Costa J., Williams M. English Language (6th Year of Study): Textbook for 6th Grade of General Secondary Education Institutions. Kyiv: "Linguist" Publishing House. 160 p.)

Goal: To develop phonetic skills in recognizing sounds, as well as to increase attention and concentration through the inclusion of physical activity. Students learn to distinguish and pronounce two diphthongs, /ei/ and /ai/, which are an important element of phonological education.

Task: Listen to words and divide them by the diphthong you hear: one clap if you hear /ei/ and two claps if you hear /ai/ in the words.



Procedure of the Exercise: The teacher pronounces several examples of words with both sounds and claps accordingly: once for /ei/ and twice for /ai/. Students listen and determine which sound they hear. Students start clapping their hands when the teacher pronounces the words. They clap once for the sound /ei/ and twice for the sound /ai/. By clapping and pronouncing the words, students practice the ability to react quickly and distinguish sounds.

The "Dance" Technique




Goal: Relieve fatigue, promote mood improvement.

Description of the Technique: The teacher asks to stand a bit narrower than shoulder width so that you can touch the feet of your neighbors, put your hands on the neighbors' shoulders. Close your eyes, sway slowly clockwise to calm, relaxing music. Then stop, assume one position and mimic movements under phrases voiced to the children (e.g., about positive moments of different seasons: In summer, the warm sun shines, embracing me by the shoulders, cheeks. In autumn, leaves rustle beautifully, falling in a dance from trees. In winter, snow crunches underfoot, and we, stepping slowly on this snowy carpet, catch snowflakes. In spring, snowdrops break through the snowy blanket. And we, like these snowdrops, wake up from hibernation. Again, the summer breeze with the smell of the sea tickles my hair, giving us a massage. And we, like spring flowers, stretch up to the sun, thanking it for warmth, strength to grow). Dance with the children, you can show them the movements to do.

Example (Exercise 7, p. 63, topic "Weather", textbook by Korshunova A., Mikhaylova Y., Frolova D., Yakushko V. English Language (5th Year of Study): Textbook for 5th Grade of General Secondary Education Institutions. Ternopil: Textbooks and Manuals. 2022. 192 p.)

Goal: To automate students' lexical skills at the phrase level, specifically the use of lexical units that describe weather and natural phenomena.

Task: Using the given words, construct sentences about the seasons depicted in the photographs.

<ul style="list-style-type: none">• wet• dry	<ul style="list-style-type: none">• snow rollers• desert	<ul style="list-style-type: none">• strong winds• snowy ground	<ul style="list-style-type: none">• thick clouds• puddles
			
A: a rainforest, ...	B: snowy, ...	C: summer, ...	

Procedure of the Exercise: Students form a circle, holding each other's shoulders, and begin to sway slowly to relaxing music. The teacher leads a physical warm-up in which students depict various weather conditions through dance. For example, swaying can represent the movement of waves in the ocean for summer, rustling feet on the floor could be the falling leaves of autumn, and quiet steps replicate the crunch of snow underfoot in winter. The teacher encourages students to express these moments through dance movements. Students can alternate movements and emotions for each season. After the dance warm-up, students return to their desks ready to continue with the lesson. Students share their impressions of the dance.

The "Mood" Technique

Goal: Create a calm atmosphere in the class. Help students better understand their emotions and promote effective learning. Adjust to work and reduce stress levels and improve emotional state.

Description of the Technique: Students stand in a circle holding hands. The teacher asks them to say their name and describe what their mood is like today.

Example (Exercise 2, p. 50, topic “Weather”, textbook by Korshunova A., Mikhaylova Y., Frolova D., Yakushko V. English Language (5th Year of Study): Textbook for 5th Grade of General Secondary Education Institutions. Ternopil: Textbooks and Manuals. 2022. 192 p.)

Goal: To create a comfortable atmosphere; to set the tone for work; to introduce into the foreign language environment at the beginning of the lesson.

Task: Describe your mood now, using vocabulary from the topic “Weather”.

Procedure of the Exercise: Students form a circle and hold hands. The teacher assigns them the task of describing themselves through weather. Each student takes turns to say their name and choose a weather condition that reflects their mood at that moment. For instance, if a student chooses “sunny,” it might mean they feel happy and are in a good mood. The teacher may suggest students close their eyes as they talk about their feelings, during which time the children will feel calm and united with the class. At the end of the exercise,

2.a Write the weather for every season.

- hot
- windy
- sunny
- stormy
- cold
- warm
- cloudy
- dry
- foggy
- snowy

Summer	Winter	Autumn	Spring
		rainy	

2.b Write the adjectives. Then listen and repeat.

1. sun - *sunny*
2. cloud - ...
3. storm - ...
4. fog - ...
5. snow - ...
6. rain - ...

Listen here!

bit.ly/32Q3ZJE

Word formation

wind = a noun

windy = an adjective

Use it right!

students can discuss why they chose a certain weather condition and how it relates to their internal state or emotions. Then, the students perform an exercise where they identify the weather conditions for each season using the words from the exercise text, thus practicing new vocabulary.

Health-preserving education in schools plays a critical role in forming healthy habits and competencies among students, laying the foundation for their physical, mental, and socio-emotional well-being. By learning to understand and manage their health, students gain essential skills for an active and healthy life, contributing to their overall success and well-being.

Conclusions

The National Standard for Basic and Complete Secondary Education identifies health preservation competence as a key property that must be developed in students by the end of their schooling. Competence in health preservation includes essential knowledge, skills, and abilities that allow students to effectively care for their health and the well-being of others in various life circumstances.

Adolescence is one of the most important moments in a person’s life, shaping their psycho-physical, reproductive, and intellectual potential for the rest of their life. It is a period of rapid physical, psychological, and social changes, making it a unique and challenging stage of life. Teenagers strive to discover their identity and find their place in the world, trying to understand themselves. This period is characterized by increased sensitivity to physical and emotional stress, requiring a special approach to organizing the educational process, especially in teaching English. We, as future English teachers, must become mentors and friends for students, helping them navigate this challenging path.

The formation of health preservation competence is essential for the successful development of a harmonious personality capable of adapting to the realities of modern life. We believe adolescence is the most effective time to integrate health-preserving technologies into the learning process, as a balanced physical and emotional state will help students better understand themselves and others, improve communication skills, and learn to resolve conflicts effectively.

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