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## The Influence of the Integrated Education Program on the Psycho-Physical Readiness of Children for School Education

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## Wpływ programu kształcenia zintegrowanego na gotowość psychofizyczną dzieci do edukacji szkolnej

### Streszczenie

Modernizacja przedszkolnego wychowania fizycznego jest przedmiotem badań wielu naukowców. Rozwój i wprowadzanie innowacyjnych technologii rekreacyjno-zdrowotnych do praktyki wychowania fizycznego w placówkach wychowania przedszkolnego są konieczne w związku z intensyfikacją obciążenia edukacyjnego w procesie systematycznej edukacji przedszkolnej, co zwiększa składową statyczną i negatywnie wpływa na kondycję fizyczną dzieci i ich gotowość do podjęcia nauki szkolnej. Wdrażanie istniejących technologii kultury fizycznej i zdrowia w praktyce wychowania fizycznego przebiega powoli.

Celem pracy jest wdrożenie i określenie wpływu kompleksowego programu rozwoju osobowości na poziom rozwoju zdolności fizycznych, poznawczych i mowy 6-letnich dzieci. Aby osiągnąć cel, zastosowano następujące metody: analizę teoretyczną i uogólnienie literatury naukowej i metodycznej, metody pedagogiczne, medyczne i biologiczne, psychodiagnostykę, metody statystyki matematycznej.

Doskonalenie treści zajęć z kultury fizycznej i pracy prozdrowotnej ze starszymi przedszkolakami w ZDO odbywało się poprzez wprowadzanie innowacyjnych technologii wychowania fizycznego, metod pracy psychoprofilaktycznej, elementów zajęć turystyczno-historycznych, elementów wychowania fizycznego o charakterze sportowym. Podejścia te realizowane były poprzez cztery bloki form zajęć ruchowych: zajęcia z wychowania fizycznego, zajęcia z kultury fizycznej i zdrowia w ciągu dnia, aktywny wypoczynek, zajęcia z zakresu turystyki i historii lokalnej. Na podstawie określenia sposobów łącznego rozwoju cech motorycznych i umysłowych opracowano materiał programowy do kompleksowego rozwoju zdolności fizycznych i poznawczych starszych przedszkolaków w procesie wychowania fizycznego.

**Słowa kluczowe:** integracja, technologia, przedszkolaki, gotowość psychofizyczna.

### Abstract

Modernization of preschool physical education is the subject of research by many scientists. The development and introduction of innovative recreation and health technologies into the practice of physical education in preschool education institutions is necessary in connection with the intensification of the educational load in the process of systematic preschool education, which increases the static component and negatively affects the physical condition of children and their readiness to school education. The implementation of existing physical culture and health technologies into the practice of physical education is slow.

The purpose of the study is to implement and determine the impact of the comprehensive personality development program on the level of development of physical, cognitive abilities and speech of older preschoolers. Theoretical analysis and generalization of scientific and methodical literature, pedagogical, medical and biological methods, psychodiagnostic methods, methods of mathematical statistics were used in the study.

Improvement of the content of physical culture and health work with older preschoolers in establishments of preschool education took place by introducing: innovative technologies of physical education, methods of psycho-prophylactic work, elements of tourist and local history activities, elements of sports-oriented physical education. These approaches were implemented through four blocks of physical exercise classes: physical education classes, physical culture and

health activities during the day, active recreation, tourist and local history activities. Based on the determination of the means of combined development of motor and mental qualities, program material for the complex development of physical and cognitive abilities of older preschoolers in the process of physical education was developed.

**Keywords:** integration, technology, preschoolers, psychophysical readiness.

## **Introduction**

One of the main tasks defined by the Law of Ukraine «On Preschool Education» (2001) is the preservation and strengthening of the child's physical, mental and spiritual health.

For the current state of development of preschool pedagogy, the concepts of preschool education are of great importance as they define the decisive directions of work on updating the system of education and training of preschool children – humanizing pedagogical work, creating favorable conditions for children and teachers in kindergarten, ensuring continuity in all areas of physical education, mental and social development of the child.

The State National Program «Education» («Ukraine in the 21st century») presents the development strategy for the coming years and the future perspective. In particular, the main directions of reforming preschool education include: comprehensive study of the problems of family and social education in modern socio-cultural conditions, establishment of age norms of physical, mental and spiritual development of children, creation of an organizational and methodical family service, optimal scientific and methodical conditions for the activities of preschool education institutions of various types, updating the content, forms and methods of children's education and development (Panhelova, 2014).

At the same time, the results of a number of studies indicate that one of the main problems of today in Ukraine is the significant deterioration of preschool children's health. Currently, almost 80% of children have one or more chronic diseases, every third child has deviations in physical or mental development (Maksimenko & Skrypka, 2020), which makes it difficult to prepare a child for schooling (Maliar, 2014).

It is known that a child's health is largely determined by a sufficient level of their motor activity (Panhelova, 2022), (Panhelova & Tsapuk, 2018). Any restrictions on the motor activity of children cause violation of their psychomotor development (Panhelova, 2020). Therefore, involving preschoolers in systematic physical exercises is a priority task. At the same time, it is observed that a significant part of children do not show interest in traditional physical education classes (Sukhomlinov, 2020), which justifies the search for ways to optimize the functioning of physical education and health work in preschool education institutions.

In recent years, the problems of increasing the effectiveness of preschool physical education have been the subject of research by Lakhno (2013), Loshytska (2020), Maliar (2014), Panhelova (2020), Pasichnyk (2014), Poliakova (2016), Maksimenko (2019).

The analysis of special scientific and methodological literature shows a significant interest in the development and implementation of innovative technologies in the process of physical education and health activities of preschool children (Vitos, 2015). This issue becomes especially relevant in connection with the intensification and increase in the volume of the educational load in the process of systematic preschool education (Starchenko, 2015), which increases the static component and negatively affects the physical condition of children and their readiness for schooling (Cheverda, 2021).

It should be noted that the introduction of already developed modern physical culture and health technologies into the practice of educational institutions is rather slow. Therefore, determining the influence of innovative recreational and health technologies on the psychophysical state of children justifies the direction of our research.

The purpose of the study is to implement and determine the impact of the comprehensive personality development program on the level of development of physical, cognitive abilities and speech of 6-year-old children.

## Materials and Methods

Research materials and methods: theoretical analysis and generalization of scientific and methodical literature, pedagogical methods (experiments, testing), psychodiagnostic methods (a standardized set of psychodiagnostic methods of cognitive processes and speech), medical and biological methods (anthropometry, spirometry, dynamometry, Ruffier's test), methods of mathematical statistics.

*Statistical analysis.* The processing of the research results was carried out by statistical methods on a personal computer using the STATISTIKA 6.0 package of applied statistics of automated data processing systems, as well as the EXCEL spreadsheet editor for MAC-2015.

*Participants.* 49 children of the senior group of the preschool education institution (24 boys and 25 girls) took part in the research. Children's participation in the research took place with the written consent of their parents.

*Research organization.* The pedagogical experiment was conducted during September-May 2018-2019 on the premises of the preschool education institution «Sonechko» in Pereoaslav, Kyiv region. The experimental study was carried out in three stages: during the first one (September – October 2018) an ascer-

tainment experiment was conducted, where the initial data of children's physical development and physical readiness were determined; the second stage (October 2018 – April 2019) consisted of a formative experiment, which involved the introduction of a comprehensive personality development program into physical education and health work with children, as well as determining its effectiveness. For this purpose, an experimental group (EG) – 21 boys and 18 girls, and a control group (CG) – 19 boys and 16 girls were created. In the experimental group, the content of physical education and health work was a program of comprehensive development of the child's personality developed by Panhelova (2014), and in the control group, children studied according to the basic State program «I am in the World» (2001). The third stage (April – May 2019) was devoted to the assessment of the level of physical development and physical fitness of the EG and CG children. Mathematical processing of the received data and their interpretation was carried out.

## **Results**

For the teacher, when solving educational tasks and tasks of physical development in the process of physical education, the methods of using the selected tools that will help to more successfully and productively achieve the set goal are of an utmost importance. This search is connected with the choice of effective methods to teach motor actions, develop physical abilities and personal qualities. The set of these various methods is called “methodology” in the narrow sense of this term (Krutsevich, 2002).

The method of organizing and conducting classes with educationally oriented physical exercises in the conditions of a preschool educational institution is based on the pedagogical strategy of education, which is the main objective of the educator's activity, providing conditions for the development of the spiritual, moral and intellectual sphere of the child's personality.

The modernization of current physical education of preschool children involves the creation of such an educational environment that purposefully orients the child's personality around self-determination, self-regulation, and self-development in order to fully express themselves in further life activities.

We put forward a hypothesis that the use of means and methods of mental education in the main forms of organizing physical education classes for preschoolers will contribute to the comprehensive development of the preschooler's personality, namely: morphological and functional improvement, strengthening of health, formation of motor skills and physical qualities as well as acquisition of elementary knowledge about the environment, life and work of people, social phenomena, not to mention the formation of abilities and skills

pertaining to mental activity, the development of cognitive processes, which in the aggregate will contribute to the formation of the child's readiness for schooling.

It is known that the content of mental education is the formation of a certain amount of knowledge in children about objects and phenomena, ways of thinking (the ability to observe, analyze, compare, generalize).

The content of mental education is implemented through the use of such means as:

- familiarization with objects and phenomena of the surrounding world,
- communication with adults,
- various types of children's activities (subject, speech development, games, creative activities, visual aids, labor),
- education (Panhelova & Krasov, 2014).

It is known that a given tool becomes effective in combination with adequate methods and methods of education.

Means and methods of mental education have found their application in our proposed approaches to the organization and conducting of educationally oriented physical exercises for children of older preschool age, namely: story and game physical education classes; methods of psychoprophylactic work; children's tourist and local history activities; sports and game physical training of older preschoolers.

These approaches were implemented in the following organisational work forms on physical education in the working conditions of a preschool educational institution: physical education classes, physical culture and health activities during the day, active recreation, tourist and local history activities.

In the classification of organizational forms of educationally oriented physical exercises in a preschool educational institution that we developed, four blocks were distinguished (Panhelova, 2014).

- *Physical education classes of various types* with the implementation of means and methods of mental education, namely:
  - educational and training classes, which are aimed at the formation and improvement of motor skills and abilities, the development of physical qualities,
  - story-based games based on a single story («Zoo», «Cosmonauts», etc.) based on a variety of moving games, relay games, and attraction games. The tasks of improving motor abilities and skills, developing physical abilities, fostering interest in physical exercises, promoting the formation of positive moral qualities are solved.
  - complex classes aimed at integrating various types of activities. The tasks of the child's physical, mental, and social development are solved.
  - physical education and cognitive classes, which have a syncretic (integrated) character and solve the tasks of ecological-physical, moral-physical, mental and physical development of the child, etc.,

- thematic classes, usually devoted to one type of sports games or exercises: skiing, swimming, elements of volleyball, football, etc. Here it is also possible to create conditions for purposeful pedagogical influences of an educational character.

Physical education classes are the main organizational form of teaching children physical exercises. They are mandatory for all pupils and are held daily. In the process of conducting physical education classes, health and educational tasks are most fully solved.

- *Physical culture and health activities during the day*, which have an educational focus, were represented by mobile games and indoor complex games, on the kindergarten's premises, using natural and social objects («ecological path», etc.).

Active games are an important means of comprehensive education of pre-school children. They contribute not only to the harmonious development of the child's body, the improvement of various skills in basic movement skills (walking, running, throwing, jumping, balance), the development of physical abilities, but also to the education of intellectual and moral-willed qualities.

There are several classifications of mobile games types depending on their characteristics that are the basis of one or another classification. We classified mobile games in terms of their educational potential. It was found out that mobile games contribute to the development of creativity, the formation of relationships in a group, and the motor development of a child. *The development of creativity* is manifested in the performance of a leading and mass role in the game, as well as in the identification of the child's initiative in the following aspects: role distribution, movements, behavior, actions, changing environment, independent variations of game options. *The formation of mutual relations* takes place in children's manifestation of moral and volitional qualities: manifestation of endurance, persistent overcoming of obstacles, compliance with established behavioural norms, conscious implementation of rules, ability to follow a positive example, ability to enjoy one's playmates' success and sympathize with their failure. *The motor development* of the child in the game is carried out in the process of formation: the ability to independently unite for the game, the need to independently organize mobile games, motor emotional activity in folk, plot and sports games, the ability to achieve a positive result, the optimal level of motor training.

- The most effective forms of active recreation for children, which have significant educational potential, are physical education holidays, health days, competitions-entertainment:
  - physical culture holidays are held two or three times a year (duration 50 minutes –1 hour 20 minutes) and they are the final form of work on physical education, where children demonstrate their achievements.

Physical culture holidays are aimed at comprehensive implementation of a wide range of health and educational tasks. Participation in them helps to show independence and initiative in performing motor tasks, achieve better results in competition conditions, foster creativity, perseverance, responsibility, discipline, etc.

- Health Day is held once a month and the main goal is to reach all pupils with various physical activities. It is carried out throughout the day: in the morning – games of medium mobility (during the reception of children), morning gymnastics, physical education classes (other educational classes are not held on this day), during walks various competitions in games and sports exercises are planned, games – relay races, entertainment – rides, physical exercises (running, jumping, throwing, climbing). When organizing health days, it is necessary to take into account the climatic features of the season, possibility of using natural resources (forests, parks, meadows, water reservoirs, etc.), which are an effective means of mental education;
- Physical education activities are planned for the second half of the day, either indoors or on the playground and are held two or three times a month. Physical culture entertainment consists of mobile games, exercises and games of a sports nature, exercises on physical culture simulators. The main goal of physical education entertainment is to create a positive emotional background in children, improve their motor skills in a relaxed game environment, and involve them in the systematic performance of physical exercises.
- *Tourist and local history activities* were implemented in the following types and forms: crossings, walks-hikes, excursions, tourist holidays, weekend hikes with the participation of parents, during which children were familiarized with the rules of behaviour in nature, on the route, acquired initial orientation skills in the area, mastered some basic elements of tourism techniques.

Excursions and purpose-built walks were conducted on the following topics:

- military-historical (laying flowers at monuments to commemorate national heroes, visiting veterans, etc.);
- local history (the local history museum);
- natural science (seasonal excursions to the park, forest, reservoir);
- artistic (visiting exhibitions of children's works at an art school, participation in city festive events).

We developed plans-summaries of physical education classes, physical culture and health activities during the day, scenarios for various forms of active recreation and tourist and local history activities.

Based on the definition of tasks and means of complex development of motor and mental qualities of preschoolers, program material for complex devel-



opment of motor, mental qualities and speech of a child in the process of physical education was developed, the content of which is given below.

### **Senior group (6th year of life)**

#### ***The development task***

*Physical development:* forming the need to take care of one's health, systematically engaging in physical culture and improving stamina, forming motor skills, developing physical abilities (speed, dexterity, endurance, flexibility, strength), familiarizing with information on the development of sports in Ukraine and the world, the Olympic movement.

*Social and moral development:* promoting the formation of social competences, developing social emotions and motives, teaching to function in real-life social conditions, improving communication skills, encouraging to be guided by group interests in joint activities, learning to be tolerant.

*Cognitive development:* developing cognitive abilities (ability to analyze, draw conclusions, generalize), teaching to name the features of objects, compare, identify similarities and differences, developing the symbolic function of thinking, schematic thinking.

*Speech development:* improving prolonged pronunciation of soft consonants, pronunciation of sonorous consonants, preventing deviations from the literary norm caused by individual characteristics, the influence of other languages, the local dialect.

#### **Program content**

*Basic gymnastics:* general developmental exercises (GDE) with and without objects, lining up and rearranging, basic movements (walking exercises, running exercises, jumping exercises, throwing, catching, throwing exercises, crawling, climbing exercises, balance exercises).

*Movement games and elements of sports games:* basketball (tossing the ball to each other with two hands from the chest, from below, from behind the head, bouncing the ball with the right and left hand), badminton (hitting the shuttlecock with a racket), football (pumping the ball with the right and left foot in a certain direction, circling the ball around objects, passing the ball to each other in pairs).

*Sports types of physical exercises:* sledding, cycling, roller skating, skating, skiing, swimming (if there is a pool).

*Dance exercises:* trying to express the character of the music in movement, starting and ending movements in accordance with the musical phrase, using familiar dance moves.

Innovative technologies: psychogymnastics – simulation exercises (expressing various emotional states, i.e. «Ant is tired», «Night sounds», «Island of crying»), expressing moral feelings («Three Moods», «Queen Unsmiling», «Squirrel Glasses»), fairy tale therapy, eurythmic gymnastics, breathing exercises, children's tourism, elements of sports-oriented physical education, models of combined development of physical and cognitive abilities.

The organization and methods of conducting all forms of physical exercises with preschoolers took place in compliance with the main didactic laws, rules and principles, taking into account age-related characteristics pertaining to an average level of physical exertion.

## Discussion

The developed method of forming the components of 6-year-old children's personality in the process of physical education, the content of which included both traditional means of preschool physical education and innovative technologies serving educational purposes, was experimentally tested in the process of conducting various organizational forms of physical education in the working conditions of a preschool education institution (physical education classes, physical culture and health activities during the day, active recreation, tourist and local history activities).

In the experimental groups, the process of physical education was built on the basis of the developed structural model of the formation of a harmoniously developed personality of a preschooler in the process of physical education.

We proposed to include elements of innovative pedagogical technologies of physical education, which contribute to the comprehensive development of the child's personality in combination with the program material for teaching and educating preschool children, to all organizational forms of work on physical education: story-game physical education classes (with elements of fairy-tale therapy, eurythmic gymnastics, «Theater of physical education», models of combined development of physical and cognitive abilities) were held at least once a week, physical culture and health activities including mobile games with an educational focus, elements of psycho-gymnastics, which were carried out during walks at least three times a week, active recreation including physical culture holidays (once in 3 months), health days (once a month), physical culture entertainment (2 times a week), tourist and local history activities implemented in the form of transitions, excursions, targeted walks, weekly weekend hikes with the participation of parents.

In the control groups, all organizational forms of physical exercises were carried out in accordance with the generally accepted methodology (Panhelova N.,

2022), where in the process of executing physical exercises there is no provision for the accentuated use of means and methods of mental and moral education of preschoolers. In the control groups, daily physical education classes, physical culture and health activities (morning gymnastics, mobile games, gymnastics after daytime sleep) were held, and children's independent motor activity was organized in accordance with the content of the program section «Ensuring motor activity» of the Basic Program for the Development of Preschool Children «I'm in the World» (*Basic program of preschool child development «I am in the World»*, 2009).

Physical education classes in the control and experimental groups were conducted by a physical education instructor. In the experimental groups, physical education classes using innovative technologies were conducted according to the methodology developed by us.

Both in the control and experimental groups, physical culture and health activities during the day, mobile walking games, which contributed to the development of cognitive processes and the moral and emotional sphere of children, were carried out according to the developed plans-summaries.

Active recreation of children in the experimental groups (physical culture holidays, health days, physical culture entertainment) and tourist and local history activities (walks, excursions, walks-hikes) were organized and conducted by educators, a physical culture instructor of a preschool educational institution and directly by the authors of the article.

Classes in the control and experimental groups were conducted in compliance with all methodical principles and rules for teaching movements and developing physical abilities.

In order to check the effectiveness of the introduction of the proposed technology into the process of physical education of preschoolers, we conducted a comparative analysis of the indicators of the morphofunctional state, physical fitness and cognitive processes of children in the control and experimental groups, which were obtained after the end of the main stage of the pedagogical experiment.

The criteria for the effectiveness of comprehensive personality development of a preschool child in the process of physical education were:

- dynamics of morphofunctional state indicators,
- dynamics of indicators of physical fitness,
- dynamics of indicators of cognitive processes and speech.

We assessed the children's morphofunctional state using anthropometry, spirometry, pulsometry, and the Ruffier test (Table 1).

Table 1

*Indicators of the morphofunctional state of 6-year-old children in the control and experimental groups*

Indicators	Before the experiment				After the experiment								Girls		Boys	
	Total (n=74)				Control (n=35)				Experimental (n=39)							
	Girls (n=34)		Boys (n=40)		Girls (n=16)		Boys (n=19)		Girls (n=18)		Boys (n=21)		t	p	t	p
	( $\bar{x}$ )	m	( $\bar{x}$ )	m	( $\bar{x}$ )	m	( $\bar{x}$ )	m	( $\bar{x}$ )	m	( $\bar{x}$ )	m				
Body length, cm	116	0.73	117	0.66	119.3	0.85	120.1	0.93	119.5	0.71	119.9	0.69	0.18	>0.05	0.17	>0.05
Body weight, kg	21.0	0.37	21.7	0.55	21.8	0.25	22.5	0.34	21.9	0.41	22.6	0.39	0.21	>0.05	0.20	>0.05
Circumference of the chest, cm	56.2	0.41	58.2	0.91	57.1	0.59	59.0	0.56	57.3	0.42	59.1	0.51	0.28	>0.05	0.13	>0.05
The vital capacity of the lungs, ml	1100	57.3	1200	43.9	1250	34.4	1300	43.6	1350	28.3	1400	54.3	11.2	<0.05	7.18	<0.05
The pulse of real peace, beats · min <sup>-1</sup>	87	1.56	87	1.25	86	0.73	85	0.36	84	0.36	83	0.42	2.46	<0.05	3.63	<0.05
Ruffier index, points	10	0.89	10	0.61	9.1	0.39	9.0	0.51	7.1	0.42	6.9	0.63	3.50	<0.05	2.59	<0.05

In the process of analyzing the results of the conducted formative pedagogical experiment, it was found out that such indicators of physical development as body length and weight, chest circumference in children of both the control and experimental groups were approximately the same.

As for the functional abilities of the studied groups of children, it can be noted that in the experimental groups of 6-year-old children, both the boys and girls, the indicators of spirometry, pulsometry, Ruffier tests were higher with a significant difference from the control groups ( $p < 0.005$ ).

This allows us to conclude that the developed program for the combined development of children’s motor and mental qualities in the process of physical exercises had a positive effect on the improvement of the body’s adaptation mechanisms of older preschoolers to physical exertion.

The physical fitness of 6-year-old children after the end of the pedagogical experiment was determined using the following tests: 30 m run, long jumps from a standing position, raising the trunk to a sitting position from the position of lying on the back, hands behind the head, leaning forward while standing on a bench, maintaining balance (tests of Bondarevsky E. Ya.), «shuttle» run 3×10 m with two obstacles, 90 m run (Figure 1).

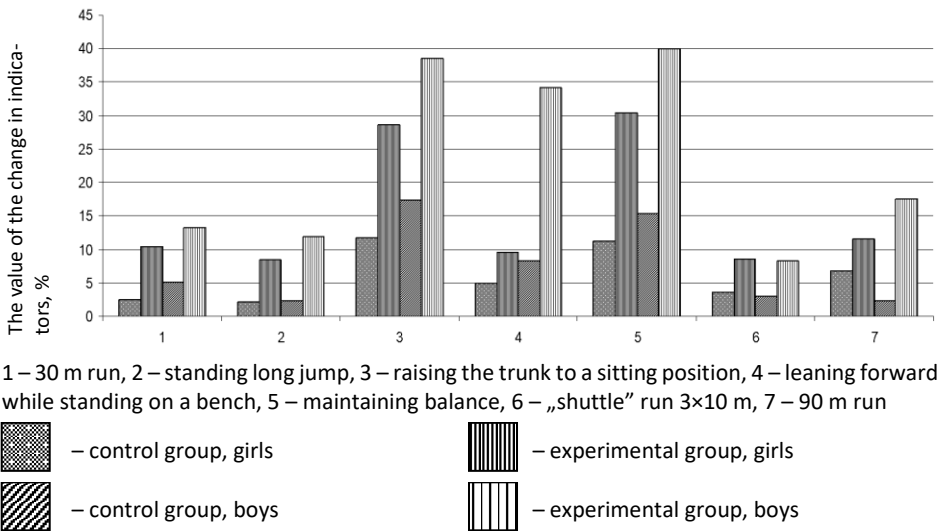


Figure 1 Changes in indicators of physical fitness of 6-year old girls and boys of the research groups after the experiment

The calculation of the pupils’ t-test allows us to talk about a significant advantage of the children of the experimental groups over their peers in terms of physical fitness, which is clearly observed in 6-year-old girls and boys in terms of coordi-

nation and speed-strength abilities, trunk muscle strength, speed and endurance. However, in the girls, unlike in the boys, the improvement of indicators of such a physical ability as flexibility in the experimental groups is not reliable ( $p>0.005$ ).

The obtained results testify to the positive influence of educationally oriented physical culture and health classes on increasing the level of physical fitness of older preschool children.

The study of cognitive processes (perception, memory, thinking, imagination, attention) and speech of preschool children was based on generally accepted psychodiagnostic methods.

The results of the application of a standardized set of psychodiagnostic methods during the pedagogical experiment allow us to assert a significantly higher level of development of all cognitive processes and speech in the children of the experimental groups compared to the control groups ( $p<0.05$ ) (Fig. 2).

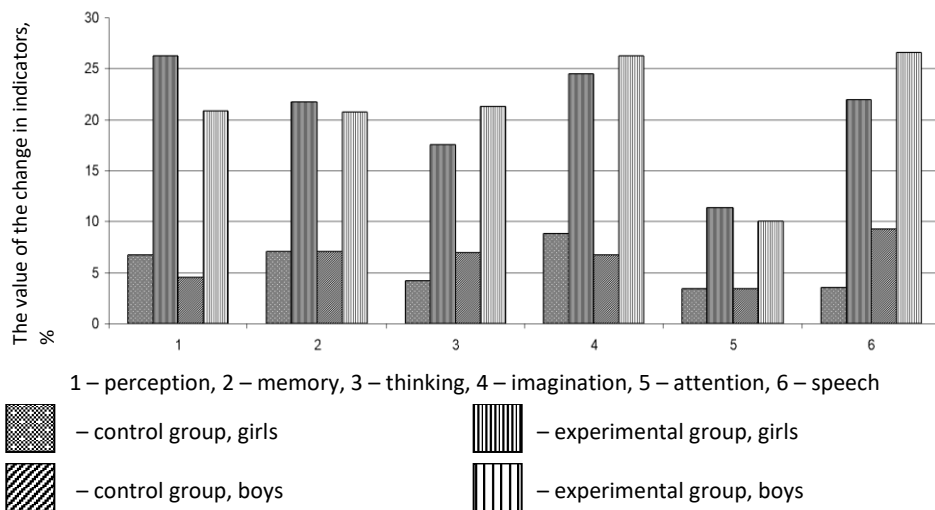


Figure 2

Changes in indicators of cognitive abilities and speech of 6-year-old girls and boys of the studied groups after the experiment

The most intensive development was found in the indicators of perception and imagination. In the experimental groups, it is 27.3% and 24.9% for girls, respectively, and 21.3% and 28.1% for boys. There are quite high rates of growth in the children of the experimental groups in the indicators of memory development (girls – 22.3%, boys – 21.5%) and thinking (18.2% and 22.0%, respectively). It should be noted that at the age of 6, the pace of age-related changes in the development of attention slows down somewhat (experimental groups – 11.2% – 10.0%, control ones – 4.3% – 4.1%, respectively).

The results we obtained during speech diagnosis indicate a higher level of its development in the children of the experimental groups (EG – girls 22.7%, boys 26.1%, CG – 9.1% and 4.5%, respectively).

Thus, the indicators of cognitive processes and speech development of 6-year-old children in the experimental groups indicate that the implementation of the proposed approaches to the comprehensive development of physical abilities, cognitive processes and speech in the process of physical exercises contributed to the increased level of children's readiness for future educational activities in institutions of general primary education.

## **Conclusion**

Improvement of the content of physical culture and health work with 6-year-old children in preschool education took place in the following directions: implementation of innovative technologies of physical education; implementation of methods of psycho-prophylactic work; application of elements of tourist and local history activities; introduction of elements of sports-oriented physical education.

These approaches were implemented in various forms of organizational work. In the developed classification of forms of educationally oriented physical exercises, four blocks were distinguished, i.e. physical education classes, physical culture and health classes held during the day, recreation, tourist and local history activities.

Having determined the means of combined development of motor, mental qualities and speech of preschoolers, program material for the complex development of motor and mental qualities of older preschoolers in the process of physical education was developed.

The analysis of the results of the pedagogical experiments shows that the proposed model of the formation of a harmoniously developed personality of preschoolers contributed to a significant increase in the level of their readiness for systematic schooling.

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### **STATEMENT OF ETHICS**

This study was conducted in accordance with the World Medical Association Declaration of Helsinki. The research protocol was reviewed and approved by the Council of the Faculty of Physical Culture, Sports and Health, Grigory Skovoroda University in Pereyaslav / Kuybida Vitalii – PhD in biology, Doctor of Historical Sciences; Kotsur Nadiia, Doctor of Historical Sciences, Professor; Panhelova Nataliia, Doctor of Sciences in Physical Education and Sports, Professor; Kokhanets Petro, PhD in Physical Education and Sports, Associate Professor/ №5, October 15, 2022, Pereyaslav, Ukraine/. All the participants provided

written informed consent to participate in this study entitled *The Influence of the Integrated Education Program on the Psycho-Physical Readiness of Children for School Education*.

### DECLARATION OF CONFLICTING INTERESTS

The authors declared no potential conflicts of interests with respect to the research, authorship, and/or publication of the article *The Influence of the Integrated Education Program on the Psycho-Physical Readiness of Children for School Education*.

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