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LAPBOOK TECHNOLOGY AS AN INNOVATIVE TOOL FOR DEVELOPING
HEALTH-PRESERVING COMPETENCE IN SENIOR PRESCHOOL CHILDREN

This study examines the use of Lapbook technology as an innovative educational tool for fostering health-preserving competence in senior preschool children. Health-preserving competence is defined as a structured and purposeful developmental process enabling children to solve health-related tasks in everyday life through the acquisition of knowledge, skills, and habits associated with a healthy lifestyle. The study analyzes the pedagogical potential of lapbooks and identifies a sequence of actions for their effective implementation: developing a set of thematic lapbooks with age-appropriate, health-related content; organizing systematic activities that ensure deep personal engagement and meaningful learning; and providing opportunities for initiative, independence, and reflection during the creation and use of lapbooks. Empirical findings indicate that children in the experimental group showed significant improvement in health-preserving competence compared to a control group, demonstrating enhanced knowledge, practical skills, and positive attitudes toward health. The study concludes that Lapbook technology is a multifunctional and effective tool for integrating cognitive, emotional, and practical components of health education in preschool settings. Future research may focus on the development of digital lapbooks and interactive platforms to further individualize learning and deepen engagement with health-promoting content.

Keywords: health preservation, health-promoting competence, lapbook technology, preschool education, senior preschool children, interactive learning.

Problem statement. Children's health in any society and under any socio-economic and political conditions remains a pressing issue and a priority area of attention, as it determines the future of the country, the nation's gene pool, and the scientific and economic potential of society. Together with other demographic indicators, it also serves as a sensitive indicator of a country's socio-economic development.

Educational reform in the context of health preservation requires a systemic approach aimed at developing students' value-based attitudes toward health and fostering an active life position. This can be achieved through the development of innovative educational programs, the creation of a supportive educational environment, and the implementation of health-preserving technologies that contribute to the development of children's physical, psychological, and social competencies.

In the context of the growing information load, increasing urbanization, and the decline in physical activity among younger generations, it is necessary to reconsider existing approaches to teaching and upbringing. These approaches should not only ensure knowledge acquisition but also stimulate practical engagement and motivation for a healthy lifestyle. Among modern innovative technologies that meet the requirements of contemporary preschool education, the Lapbook occupies a special place. As an interactive learning tool, it transforms the process of knowledge acquisition into an engaging activity and enables the implementation of a competence-based

approach by integrating knowledge with practical skills, personal experience, and children's creative activity. In this context, Lapbook technology represents an effective educational tool that combines interactivity, accessibility, and visual clarity, facilitating the development of children's knowledge about health and supporting the formation of health-preserving skills.

Analysis of current researches. The fundamental category of this study is health-preserving competence, which has been examined by a number of Ukrainian scholars, including T. Andriushchenko, V. Butenko, N. Basiuk, L. Molchanova, O. Havrylo, O. Kysla, and others. The integration of the concepts of *health*, *healthy lifestyle*, and *health preservation*, as well as the consideration of the scholarly contributions in this field, makes it possible to interpret health-preserving competence as a complex characteristic of senior preschool children. It is manifested in the ability to address issues related to health preservation in real-life situations by applying knowledge, skills, and habits associated with a healthy lifestyle. As follows from this definition, in addition to possessing theoretical knowledge about a healthy lifestyle, it is essential to develop practical skills, stable habits, and responsible behavior aimed at maintaining one's own health.

The use of Lapbook technology in working with preschool children has also been explored by contemporary researchers. In particular, S. Bader, V. Butenko, S. Kondratiuk, O. Kysla, A. Koshel, O. Maksymova, and others argue that the effective formation of preschool children's basic understanding of health is possible only under conditions of purposeful pedagogical activity that integrates both theoretical and practical components. In this context, the Lapbook serves as a tool that enables the integration of various sources of information into a single logically structured format that is accessible for children's perception and comprehension.

Research aim. The aim of this article is to investigate and verify the use of Lapbook technology as a tool for developing health-preserving competence in senior preschool children.

Presentation of the main material. Considering that children more effectively perceive information through visual learning tools, the use of illustrations, multimedia materials, interactive exercises, and role-playing games contributes to better acquisition of health-preserving skills. At the senior preschool age, children actively explore the surrounding world, strive for independence, and show curiosity about their own bodies, behavior, and living conditions. It is during this period that it is particularly important to lay the foundations for a conscious attitude toward health and to form basic knowledge about life preservation and physical well-being. The effectiveness of this process largely depends on the pedagogical approaches applied.

Among modern innovative technologies that meet the requirements of contemporary preschool education, Lapbook technology occupies a special place. This interactive learning tool transforms the process of knowledge acquisition into an engaging and enjoyable activity and allows the implementation of a competence-based approach by integrating knowledge about health with practical skills, personal experience, and children's creative activity.

Within the framework of this study, particular attention is paid to the consideration of Lapbook technology as an effective means of organizing meaningful and interactive interaction between the teacher and the child; identifying the stages of working with a lapbook; and determining its pedagogical potential in the development of health-preserving competence in senior preschool children.

The essence of Lapbook technology lies in organizing the cognitive process through the creation of a thematic interactive folder that combines visual clarity, an individualized approach, creativity, and elements of play. As a didactic tool, a lapbook also serves as an effective means of integrated learning, enabling children - independently or in cooperation with adults - to structure knowledge, systematize information, and present it in a convenient visual form.

This technology has a clearly interactive nature, since a lapbook is created not only for viewing but also for active use within the educational process. Its elements allow children not merely to observe but to interact with the material, manipulate its components, and practically apply the acquired knowledge. Importantly, during the process of creating a lapbook, children engage in productive activities such as analyzing, comparing, classifying, modeling, and generalizing information.

The essential characteristics of a lapbook include its mobility, concise presentation of information, visual attractiveness, and flexibility for modification and adaptation according to the age-related and individual characteristics of children. In this sense, a lapbook is not merely a collection of materials on a particular topic but a comprehensive educational and developmental technology that implements the principles of active, interactive, creative, and learner-centered approaches. This technology is particularly relevant in preschool education, where knowledge is most effectively acquired through play, dialogue, visual support, and practical activity.

A lapbook not only meets these conditions but also promotes the development of cognitive interest, independence, communication skills, and the formation of initial research abilities and competencies, particularly in the field of health preservation.

Structurally, a lapbook consists of a cover page that includes the topic title, the child's personal information, and illustrative elements introducing the learning content. The internal section contains several tabs or sections filled with informational blocks, interactive pockets with cards, windows, movable elements (such as puzzles, arrows, or rotating wheels), drawings, and appliqué elements. An important component is the inclusion of game-based tasks that reinforce the material through didactic games, reflection questions, and creative assignments. The final section of the lapbook contains summaries and rules that help form a holistic understanding of the topic.

The pedagogical potential of lapbooks in developing health-preserving competence among senior preschool children is multifaceted and is determined both by their content and by their structural and organizational characteristics. As an interactive educational and developmental resource, the lapbook creates conditions for the systematic acquisition of knowledge, fosters a sustained interest in the topic of health, and actively involves children in the learning process through elements of play, modeling, and practical activity. Its application in the educational process of preschool institutions contributes to the implementation of the objectives of the Basic Component of Preschool Education [2], particularly within the educational domain "Child Personality".

The content of lapbooks aimed at developing health-preserving competence provides children with access to a comprehensive system of knowledge related to key concepts such as health, hygiene, safe behavior, daily routine, healthy foods, and physical activity. Within the interactive folder, educators can place illustrations, diagrams, and infographics that present information in a concise, visually appealing, and easily understandable form for children.

As noted by researchers (T. Andriushchenko [1]; O. Kysla, A. Koshel [6]; O. Maksymova [7], among others), the effective development of preschool children's basic understanding of health is possible only under conditions of purposeful pedagogical activity that integrates both theoretical and practical components. In this context, the lapbook serves as a tool that integrates various sources of information into a single logically structured format that is accessible for children's perception and comprehension.

One of the key functions of a lapbook is to provide opportunities for the development of practically significant skills. Through specially selected didactic elements (task pockets, rotating parts, interactive windows, puzzles, and mini-games), children not only acquire knowledge but also learn to apply it in specific real-life situations. For example, when completing tasks related to hygiene, children learn to determine the correct sequence of handwashing or tooth brushing; within the "Safety" section, they learn to recognize potentially dangerous objects or situations. As emphasized by researchers V. Butenko, S. Kondratiuk [3], O. Havrylo [4], S. Matviienko [8], and others, the effectiveness of health-preserving education significantly increases when learning is combined with play-based activities and practical interaction, which contributes to the formation of stable behavioral patterns.

Lapbooks also possess significant motivational potential, as they encourage children to explore knowledge through play, research, and creative activity. Participation in the creation and use of a lapbook evokes positive emotions, stimulates interest, and increases learning engagement. Since the child is not a passive recipient of information but becomes an active participant in the learning process, this approach contributes to deeper understanding of the material and fosters intrinsic motivation for maintaining a healthy lifestyle. Motivation is a central mechanism in shaping responsible attitudes toward health in children; therefore, any educational tool that stimulates interest should integrate cognitive, emotional, and activity-based components. Due to

its structure and content, the lapbook meets these requirements and performs an important motivational function within the educational process.

An important component of health-preserving competence includes not only knowledge and skills but also an emotional attitude toward one's own health (T. Andriushchenko [1], M. Fedorova [9], among others). Work with a lapbook, which includes elements of role-playing activities, emotionally expressive illustrations, and self-reflection tasks (for example, "What do I like to eat?" or "How do I relax?"), contributes to the development of a positive image of a healthy child. Senior preschool children begin to associate health with pleasant experiences, comfort, and energy, thereby laying the foundation for healthy behavior in the future.

Lapbook technology is also well adapted to the individual characteristics of children, including those with special educational needs [5]. Its structured format, visual clarity, and the possibility of gradual content expansion ensure comfortable engagement of such children in educational activities. At the same time, it promotes the development of self-care skills, self-regulation, and orientation in everyday situations, which are essential for maintaining and strengthening health.

Thus, the lapbook, as an innovative educational technology, performs a multifunctional role in the development of health-preserving competence among senior preschool children. It integrates cognitive, motivational, activity-based, and emotional components of the educational process, enables the implementation of a learner-centered approach, and creates conditions for the development of value-based attitudes toward health. Such an approach corresponds to the challenges of modern preschool education and the need to foster a harmonious, physically and psychologically healthy personality.

In order to determine the initial level of health-preserving competence among senior preschool children, an experimental study was conducted. The implementation of diagnostic procedures made it possible to identify the baseline indicators of children's knowledge, skills, and abilities in the field of health preservation and promotion, which subsequently served as the basis for designing further educational activities.

The study involved the use of a set of methods, including observation, individual conversations, and diagnostic tasks, aimed at assessing the development of the defined components of health-preserving competence. One of the key methods for collecting empirical data was observation of children's behavior in their daily activities, which made it possible to record manifestations of health-preserving competence in natural life situations.

The purpose of the observation was to determine the level of children's mastery of hygiene skills, self-care abilities, adherence to daily routines, and compliance with safety rules within their familiar educational environment. This method was implemented through daily observations during key routine moments such as morning reception, washing, breakfast, educational activities, outdoor walks, lunch, daytime rest, and play.

The observation focused on several aspects of children's behavior: the performance of basic hygiene procedures (independent handwashing before meals and after using the restroom, use of handkerchiefs, and correct sequence of actions during tooth brushing); the level of self-care skills (neatness while eating, use of napkins, ability to fasten buttons or zippers independently, and dressing appropriately according to weather conditions); compliance with safety rules during outdoor activities (attentiveness, caution, initiative in physical activity, and interaction with peers); and attitudes toward the daily routine (readiness for daytime rest, adherence to rest rituals, and emotional responses to changes in routine).

The data obtained during this diagnostic process were recorded in a "Diagnostic Observation Chart for Assessing the Development of Health-Preserving Competence in Senior Preschool Children". This made it possible to draw conclusions about the practical level of mastery of health-preserving skills among children, the development of responsible behavioral patterns, and their readiness to consciously perform actions aimed at maintaining and strengthening their health.

The development of health-preserving competence among senior preschool children is one of the priority directions of modern preschool education. The effectiveness of this process largely depends on the consistency of the teacher's actions, taking into account the age-related, psychophysiological, and cognitive characteristics of children.

The first stage of the effective development of health-preserving competence involved the creation of a set of thematic lapbooks with health-related content adapted to the age and cognitive characteristics of children. This stage included the purposeful design of lapbooks covering the main aspects of a healthy lifestyle, such as personal hygiene, healthy nutrition, safe behavior, physical activity, and psycho-emotional well-being. The topics were logically structured, interconnected, and presented in an accessible and interactive format that allowed children, independently or in cooperation with adults, to acquire and systematize knowledge, model life situations, and reflect on their own experiences.

The second stage focused on organizing systematic activities that ensured children's personal engagement in the learning process through emotionally rich and meaningful tasks. This approach is based on the psychological characteristics of senior preschool children, including their emotional sensitivity, need for positive reinforcement, desire for independence, and active interaction with the surrounding world. In the process of developing health-preserving competence, it is important not only to transmit knowledge but also to ensure deep personal perception of information through meaningful and experience-based activities.

At this stage, pedagogical situations using lapbooks were created to encourage children's personal involvement in the learning content, evoke emotional responses, stimulate initiative, and promote reflection on personal experiences. In practice, this was implemented through meaningful and emotionally engaging activities with lapbooks, during which various pedagogical situations were created that corresponded to the age characteristics of senior preschool children and stimulated their cognitive and emotional activity based on initiative, independence, and reflection. Children were not merely provided with ready-made materials; rather, they were given opportunities to feel like participants, co-creators, and researchers in the learning process.

The third stage involves providing opportunities for children to demonstrate initiative, independence, and reflection in the process of creating and using lapbooks. This stage is based on recognizing the active role of the child in the educational process and the importance of developing a subject-oriented position in cognitive activity. At the senior preschool age, children are already capable of expressing their own opinions, making simple decisions, evaluating their own actions, and emotionally responding to the results of their activities. Therefore, this stage involves the creation of an educational environment in which children not only consume knowledge but actively construct it through cognitive, research, and creative activities using lapbooks.

According to the results obtained in the study, after the step-by-step implementation of Lapbook technology as a tool for developing health-preserving competence in senior preschool children, the experimental group demonstrated positive dynamics in the indicators at all stages. Summarizing the average data, a significant decrease in the number of children with a low level of health-preserving competence was observed in this group by 15.7%. At the same time, the proportion of children with a high level increased by 23.2%. The proportion of children with a medium level remained stable (42.3%), which may indicate a gradual transition of some children to a higher level while maintaining basic knowledge among others.

In the control group, which did not experience systematic pedagogical intervention, positive changes were minimal. The proportion of children with a high level remained unchanged 17.1%, while the share of children with a medium level increased only slightly by 5.2%, and the proportion with a low level decreased by 4.8%. These changes may be explained by the natural development of children or situational environmental influences; however, they were significantly lower than those observed in the experimental group.

Conclusions and prospects for further research. In the modern world, the issue of preserving and strengthening children's health is becoming increasingly relevant. Rapid lifestyle changes, environmental challenges, reduced physical activity, and the widespread use of information technologies significantly affect the physical and psycho-emotional state of younger generations. Preschool age represents a fundamental stage in the formation of healthy habits, as children acquire behavioral patterns during this period that will shape their future lifestyle.

The effectiveness with which the foundations of a healthy lifestyle are formed during preschool years significantly influences children's further development, academic success, and

social adaptation. In this context, Lapbook technology represents an effective educational tool that combines interactivity, accessibility, and visual clarity. It enables the development of children's knowledge about health and promotes the consolidation of health-preserving skills, as confirmed by the results of this study.

Future research may focus on the development and implementation of digital educational resources, such as electronic lapbooks and interactive platforms, aimed at fostering health-preserving competence in senior preschool children. Such an approach would make it possible to combine traditional and innovative learning tools, expand opportunities for the individualization of the educational process, and provide deeper engagement of children in the topic of health preservation through modern formats of interaction.

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Kondratiuk S. M., Pavlushchenko N. M., Butenko V. H. Lapbook technology as an innovative tool for developing health-preserving competence in senior preschool children.

У статті представлено дослідження проблеми формування здоров'язбережувальної компетентності дітей старшого дошкільного віку засобом технології «Лепбук». Дефініцію «формування здоров'язбережувальної компетентності дітей старшого дошкільного віку» визначено як цілеспрямований і завершений процес розвитку інтегративної якості особистості дитини, що полягає в її здатності вирішувати завдання, пов'язані зі здоров'язбереженням у різноманітних життєвих ситуаціях, і здійснюється через оволодіння набором знань, умінь і навичок здорового способу життя. Досліджено потенціал технології «Лепбук» як засобу вирішення проблеми формування здоров'язбережувальної компетентності дітей старшого дошкільного віку. Визначено послідовність педагогічних дій: розроблення комплексу тематичних лепбуків зі здоров'язбережувальним змістом, адаптованого до вікових та пізнавальних особливостей дітей; організацію системної діяльності, яка забезпечувати глибоке особистісне сприймання інформації через створення педагогічних ситуацій із використанням лепбуків; надання можливостей для прояву ініціативності, самостійності й рефлексії в процесі створення освітнього середовища, в якому дитина має змогу не лише споживати знання, а й активно творити їх у процесі пізнавальної, дослідницької й творчої діяльності з використанням лепбуків. Пропонується впровадження технології «лепбук» як інноваційного засобу формування здоров'язбережувальної компетентності дітей старшого дошкільного віку в освітній процес закладів дошкільної освіти. Перспективи подальших наукових досліджень полягають у розробленні та апробації цифрових освітніх ресурсів, спрямованих на формування здоров'язбережувальної компетентності дітей старшого дошкільного віку.

Ключові слова: здоров'язбереження, формування, компетентність, засіб, лепбук, діти старшого дошкільного віку.

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