



PEDAGOGICAL CONDITIONS FOR THE FORMATION OF PSYCHOLOGICAL RESILIENCE IN PRESCHOOL CHILDREN THROUGH PHYSICAL EDUCATION

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Abstract. *The article examines the impact of physical education on the development of psychological resilience in preschool children. It substantiates pedagogical conditions that promote emotional stability, self-regulation, and adaptability. Contemporary approaches are analyzed, and a model integrating motor activity and psychological development within preschool educational environments is proposed.*

Keywords: *preschool children, physical education, psychological resilience, self-regulation, adaptation, emotional development, pedagogical conditions, motor activity*

Introduction. In the context of the transformation of the preschool education system and the growing attention to children's mental health, the issue of developing psychological resilience at early stages of ontogenesis is gaining particular significance. Contemporary socio-economic and informational factors increase the psychological burden on children, which necessitates the search for effective pedagogical tools aimed at enhancing adaptive capacities and emotional stability [3, 5].

Psychological resilience in preschool age is considered an integrative personal quality that includes the ability for self-regulation, control of emotional states, overcoming difficulties, and adequate responses to environmental changes [1, 4, 6]. This quality serves as a foundation for successful socialization, the formation of learning motivation, and the child's further personal development.

The development of psychological resilience as an integrative personality trait provides a number of significant advantages that form the basis for successful socialization, the development of learning motivation, and further personal growth.

Firstly, well-developed psychological resilience contributes to the child's successful social adaptation. Children possessing this quality establish interpersonal relationships more easily, demonstrate resistance to stressful situations, and are capable of constructive interaction with peers and adults. This reduces the risk of conflict behavior and promotes the formation of positive social experience [2, 3, 7].

Secondly, psychological resilience acts as an important factor in the formation of learning motivation. Emotionally stable children demonstrate higher cognitive activity, a stronger interest in learning, and the ability to complete tasks they have started. They are less prone to fear of failure, which contributes to the development of intrinsic motivation and a sustained interest in educational activities [10, 12].

Thirdly, these qualities ensure the development of self-regulation and volitional characteristics of the personality. Children acquire skills of behavioral control, emotional regulation, and overcoming difficulties, which are essential for the successful acquisition of learning activities at subsequent stages of education [8, 11].

Moreover, psychological resilience contributes to an increased level of emotional well-being. Children become more self-confident, demonstrate a positive attitude toward the surrounding world, and possess the ability to maintain inner balance under changing conditions [1, 5, 9].

Finally, well-formed psychological resilience serves as a foundation for further personal development, including the development of responsibility, independence, and goal orientation. This creates prerequisites for the child's successful realization in both educational and social environments in the future.

Thus, the development of psychological resilience through physical education has a comprehensive effect and represents a key direction within the system of preschool education.

An analysis of scientific literature indicates that the issue of developing psychological resilience is actively explored within psychological and pedagogical research. Both domestic and international scholars emphasize the role of motor activity as a significant factor in mental development. Studies in developmental psychology and pedagogy demonstrate a close relationship between levels of physical activity and children's emotional well-being. It has been established that regular motor activity contributes to reduced anxiety, improved mood, increased self-confidence, and the development of volitional qualities.

A number of studies emphasize that the foundations of voluntary behavior and self-regulation are established precisely in preschool age. In this context, physical education functions not only as a means of developing physical qualities but also as a pedagogical tool for shaping personal characteristics. Particular importance is attached to active games, play-based exercises, and elements of competitive activity, which contribute to the development of persistence, initiative, and the ability to overcome difficulties.

At the same time, an analysis of the literature reveals certain contradictions. On the one hand, the high potential of physical education in developing psychological resilience is widely acknowledged, on the other hand, pedagogical conditions and methodological approaches that ensure the purposeful formation of this quality in preschool educational practice remain insufficiently developed. There is evidence of a fragmented use of motor activity for psychological and pedagogical purposes, as well as an insufficient integration of physical and psychological components in the educational process.

Thus, a scientific and practical problem arises, consisting in the need to systematize and substantiate pedagogical conditions that ensure the effective formation of psychological resilience in preschool children through physical education. Addressing this problem will enhance the quality of the educational process and contribute to a more harmonious development of the child's personality.

The methodological foundation of the study should be based on an interdisciplinary approach integrating the principles of pedagogy, developmental psychology, and the theory of physical education. As core scientific approaches, it is advisable to employ the systemic, personality-oriented, and activity-based approaches, which allow the process of forming psychological resilience to be considered as a holistic pedagogical phenomenon.

Within the framework of the study, the following methods may be employed:

- theoretical methods: analysis, synthesis, and generalization of scientific literature on the research problem, comparative analysis of domestic and international approaches;
- empirical methods: pedagogical observation of children's activities during physical education sessions, psychological and pedagogical diagnostics of the level of psychological resilience (assessment of anxiety, self-regulation, and emotional stability);
- pedagogical experiment: development and implementation of a set of physical exercises and active games aimed at enhancing psychological resilience;
- methods of mathematical data processing: quantitative and qualitative analysis of the obtained results.

The organization of the study may include diagnostic (ascertaining), formative, and control stages. At the formative stage, it is recommended to introduce specially designed pedagogical conditions, including variability of motor activity, the use of play-based technologies, emotional support from the teacher, as well as the individualization of physical load.

The obtained results should be interpreted from the perspective of their impact on the development of key components of psychological resilience, namely emotional stability, self-regulation capacity, and adaptive behavior.

Conclusion. The conducted theoretical analysis and synthesis of scientific sources make it possible to assert that physical education possesses significant

potential in the formation of psychological resilience in preschool children. Motor activity, when organized in a pedagogically appropriate manner, contributes to the development of emotional stability, reduction of anxiety levels, and the formation of self-regulation skills and adaptive behavior.

It has been established that the effectiveness of this process largely depends on a set of pedagogical conditions, including the creation of a development-oriented motor environment, the use of play-based and variable forms of instruction, the provision of emotionally supportive teacher-child interaction, and consideration of individual developmental characteristics. The integration of physical and psychological components of education serves as a key factor in achieving sustainable outcomes.

The scientific novelty of the study lies in the systematization of pedagogical conditions for the formation of psychological resilience through physical education and in substantiating their comprehensive application within preschool educational practice. The practical significance of the research is determined by the possibility of applying the developed recommendations in the design of educational programs and in the organization of physical education sessions.

Prospects for further research are associated with the development of diagnostic tools for assessing the level of psychological resilience in preschool children, as well as with conducting experimental studies aimed at verifying the effectiveness of the proposed model in various educational settings.

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