

## EDUCATION AREA MAN AND HEALTH

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**Abstrakt:** *In National program of education development the principles of curricular reform was formulated. Framework education programs define binding education frameworks for particular periods of pre-school, basic and college education. School education programs are made by every particular school according to principles given in appropriate Framework education programs. These the school may modify according to its own conditions, character of the region and its specific aims. In Framework education programs for elementary and college education, they are given so called elementary education areas and cross-sectional themes. In education area “Man and health”, common for both elementary and college education, there are subjects like “Health education” and “Physical Education”. New conception will demand as well new approaches of teachers on all levels of schools including of pedagogical faculties.*

**Key words:** *health, health education, physical education, framework education programme*

### Introduction

In national programme of education development, principles of reform were formed. They introduces new model of two-degree curriculum – both state and school - into education system. The state level is represented by national programme of education and Framework education programmes. The school level is represented by school educational programmes. National programme of education limits binding education frame as a whole. Framework education programmes limits binding frame of education for its particular phase pre-school, elementary and high school education. School education programme is made by every particular school according to given rules and it may pay attention to specific conditions of every school (Výzkumný ústav pedagogický 2005, 2007).

Framework education programmes for elementary schools in Czech Republic will be set stepwise for first and fourth years of elementary schools since the school year 2007/2008. How the teachers will be prepared to manage this task is still a question.

Not all the Faculties of Education have opened the Educational programmes to enlarge teachers' qualification for all degrees of schools which could be the best way to prepare professionals for work. There is no accreditation for subject Health education at most of the faculties and that problematic is not classed in university basics. University

preparation is behind in that area. According to the fact that healthy lifestyle may have 50% share on positive affecting health state, it is necessary to treat professionally the health education since early childhood.

## **Education area *Man and health***

In valid school syllabi, a health problematic in such large is not included. Because of increasing demands on personal health care, the education in that area is necessary. Interventional programmes focused on improvement of health level – in area of nutrition, physical education, personal habits, etc. – prove that professional intervention and feedback increase adherence to these programmes. By the way also these facts support integration area *Man and health* as an individual area into educational curriculum.

In Framework education programmes there are fixed so-called basic educational areas. These are made of one or more educational branches of close area of knowledge (subjects). In educational area *Man and health*, which is common for both elementary and high school education, there are integrated subjects *Health education* and *Physical education*. Health education brings elementary knowledge of human body in relation with prevention health care. Physical education leads to understanding own motoric skills and aims.

Education area *Man and health* mingles with both the other education areas and particular branches. It is supposed to evolve key competences of students, to lead them to understand a human as a biologic individual, to knowledge and understanding health, to orientation in opinions on health, what helps us and influence and to influence health in daily regime. Further, it should lead to reception of experiences of movement, to understand prowess and good looking and also the happiness and active participation on activities supporting health. It is about getting responsibility for one's health and behaviour, about life-long learning life values.

## **Subject matter of domain of *Health education***

Domain of *Health education* is quite new, not yet taught subject. The theme of health has never been included systematically in school syllabi and appeared only from time to time in some subjects, without any larger context. Due to reasons mentioned here above, it is obvious that there will not be enough of qualified teachers who would fully manage this matter. It will be difficult to create a team of professionals for teaching even at Faculties of Education. When solving this problem, it appears that larger cooperation of Faculties of Education, Faculties of Medicine and Health Institutes would be convenient.

Content of learning comes out from basic definition of health as a state of complete physical, mental, psychological and social happiness. In therefore contents large pattern of knowledge, particularly from medical area, pedagogical and psychological area. For elementary education, "Health education "is divided into following 6 themes:

- Relationships between people and their coexistence
- Changes in human life and their reflection
- Healthy lifestyle and manner of health care

- Risks which endanger health and the prevention
- Value and support of health
- Personal and social development

For high school education is the “Health education” divided into 4 themes:

1. Health care, healthy nutrition
2. Partnership, parenthood and responsible sexual behaviour education
3. Habit forming substance
4. Protection in extraordinary events

All themes are further specified and distributed in Framework education programmes. It depends on a particular teacher how they pass this matter on students.

Most of the teachers have still been performing traditional concept of education. The matter is presented as a passive gaining of information, which is learned by heart. A model for nowadays school is new constructive conception. A teacher is in the role of initiator who makes the learning easier and tries to propose it in an amusing way. They use such methods of teaching which leads to key competences, which are understood as a complex of knowledge, abilities, skills, approaches and values which are important for personal development.

One of the possibilities of how to fulfil the constructive conception of education is a “project education”. “Project education” divides the learning matter into particular learning subjects, blocks in which there are active inter-subject relationships. Students do not memorize but they are forced to search for the information themselves, to suggest the processes of solution, to investigate and experiment, to note down and also carry the responsibility for the results of their work. Characteristic feature is a team work. Between the main features of a project is an aim task which is supposed to be investigated. Students suggest their own process and work out their own data. The result of a project depends on total large of knowledge, on individual and abilities of each student to apply knowledge when solving practical situation. When choosing a theme, it is useful to suggest the students several topics/themes, from which they choose or suggest their own theme. This system of education in the area of Health Education is very convenient because of the large context in that area. “Project education” is very demanding for teachers. It asks for detailed preparation of setting, for deeper muse of organisation, for material and technical support and also the way of evaluation. Experience shows that this way of education is very popular among students and that they find the learning more amusing and interesting. For creating a “project education” the personal experience of a teacher is very important.

## **Subject matter of domain of “physical education”**

Domain of *Physical education* follows the standard obligatory subject which was introduced to schools in 1869. This fact will probably complicate its transformation into “new coat”.

In simplified view on older concept of Physical education, there is mainly evaluation according to tables and limits and no respect to individual predispositions. Stu-

dents only fulfil demands of the syllabus without remarkable aim concerning the health or motivation for sport. Experience shows that evaluating students with marks leads to aversion towards the Physical education and often even to lose of motivation to play sports in leisure time. This approach of teachers has its own roots probably in the university education where credits for practical disciplines are the most important criteria for “successful sportsman”.

Current content of Physical education is concerned on health oriented prowess. Motorically and physically educated individual who understands movement activity as a necessary part of their lives, who includes appropriate health supporting movement activities into their daily regime and who has sufficient theoretical knowledge about physical loading and its effects onto organism, should be the main aim. (Mužík, Tupý 1999). Health oriented prowess is not given by efficiency standards.

Recent researches confirm contribution of appropriate and healthy movement and highlight need of movement at children. But they also confirm the fact that more than three quarters of the population do not perform any movement activity at all. One of the reasons is low and inappropriate motivation (Dobřý 2006). Convenient motivation should be gained just in Physical education lessons.

Content of subject matter of Physical education in Framework education programmes for both elementary and high schools is divided into three parts (Health education stands separately):

- health affecting activities
- activities affecting level of motoric skills
- activities supporting motoric learning

For each school degree there is expected output from single activities, adapted to the level of understanding and possibilities of application.

As a bright new, there is health affecting subject matter. It concerns knowledge of the sense of movement, theory in area of recreational and efficiency sports. The subject matter in area of activities affecting level of motoric skills contains classical load of Physical education lessons (gymnastics, athletics, games, swimming etc.). The subject matter in area supporting motoric learning is not a new thing either. It contains theoretical matter of syllabi of Physical education, which is nowadays divided into (Výzkumný ústav pedagogický 2005, 2007):

- communication in area of Physical education
- organization in space and of movement activities
- history and present of sport
- rules of movement activities
- principles of behaviour when performing any activity
- evaluating movement activities

## Conclusion

Education area “Man and health“ represents a new part of education. It fills the empty space in education programmes of schools of all degrees. The manner of realization of the new education will require increased demands not only on current teachers of both elementary and high schools but also (particularly) on university teachers of Faculties of education. However, there is no accreditation for subject Health education at most of the faculties in pre-gradual studies.

The same, in the domain of Physical education, the changes in education in all degrees of schools will be necessary. That’s why it is important to devote maximum effort to preparation of education programmes for completing professional qualification of physical education teachers and for introduction of appropriate attestation.

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## VZDĚLÁVACÍ OBLAST ČLOVĚK A ZDRAVÍ

**Souhrn:** V Národním programu rozvoje vzdělávání byly zformulovány principy kurikulární reformy. Rámcové vzdělávací programy vymezují závazné rámce vzdělávání pro jednotlivé etapy předškolního, základního i středního vzdělávání. Školní vzdělávací programy si vytváří každá škola podle zásad stanovených v příslušném rámcovém vzdělávacím programu, které může modifikovat. V Rámcovém vzdělávacím programu pro základní a střední vzdělávání jsou stanoveny tzv. základní vzdělávací oblasti a průřezová témata. Ve vzdělávací oblasti „Člověk a zdraví“, společné základnímu i gymnaziálnímu vzdělávání, jsou zařazeny předměty „Výchova ke zdraví“ a „Tělesná výchova“. Nové pojetí bude vyžadovat i nové přístupy učitelů na všech stupních škol, včetně pedagogických fakult.

**Klíčová slova:** zdraví, výchova ke zdraví, tělesná výchova, rámcový vzdělávací program