

## INTRODUCTION

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General goal of the Research Intent SCHOOL AND HEALTH FOR 21<sup>ST</sup> CENTURY is to interconnect tasks of contemporary school and health care, to point to an array of identical tasks that differ often only in using different terminology of each individual field and in varied context. Differences arising from this situation can impact both positively and negatively. The negative consequence is that solutions of problems are often doubled; individual specialists are closed in their own profession and feel the lack of information on very near problems of a non-associated field. The positive consequences can be various and often rather extensive; here the so called redefining could be mentioned when the same problem defined in other terms can be comprehend in a new creative context.

These considerations should introduce the publication *Contemporary Discourse on School and Health Investigation* which contains results of studies prepared by the solvers (and other interested persons/co-workers) involved in the Research Intent SCHOOL AND HEALTH FOR 21<sup>ST</sup> CENTURY in the third year of the research intent solution i.e. in the first half of the planned period. The publications comprises primarily contributions of the authors that deal with school and health issues theoretically or in research works and bring theoretical conclusions or illustrations.

In our work we are inspired by the important and to some extent principle materials, namely the document of the World Health Organization (WHO) Health 21 - Health for all in the 21st Century and the MŠMT document Framework Educational Programme for Basic Education, mainly the chapter Man and Health. These issues are discussed in the contributions of the authors V. Kernová, J. Holčík, J. Maňák and E. Marádová. It is important to emphasize that teachers and school workers must be informed on preventive health programs because consequences of the unhealthy lifestyle and environment impact much more seriously on children than on adults. It is necessary to study implementation of health into school curriculum and parallelly to watch limits and bottlenecks in creation of school educational programs, both from viewpoint of comparative pedagogy and by means of own research of curricular documents or questionnaire research as performed by L. Mužíková. Frame educational programme items were also discussed by D. Fialová and D. Feltlová focused on the education field Man and Health from perspective of the school subjects "Health education" and "Physical education" as presented here; R. Kohoutek and K. Melicháková paid attention to the concept of "healthy school" and "mental hygiene" from viewpoint of students of teaching.

Ideas concerning health and school are not principally new in history of school systems, pedagogy and health care or culture in common sense. Contemporary conceptions should follow up to historical experiences as emphasized by F. Čapka, M. Marečková and J. Vaculík. Besides history, also philosophy can enhance the health topics;

philosophical results should be integrated into health education concepts, too. This fact is noticed by R. Rybář, whose contribution tried to show a way to philosophy of health. Philosophical aspects were underlined also by I. Šolcová in overview of H.G. Gadamer's book on health and by M. Gluchmanová, who highlighted importance of ethics in teaching. Terms describing the health area must be specified with high precision in order to further develop health psychology as one of supporting poles of health education; so A. Prokopová elaborated pro-sociality, M. Blahutková and J. Dan studied well-being, L. Holý and J. Šibor discussed problems of stigmatization of mental illness. I. Ruisel studied wisdom as a category of contemporary positive psychology which substantially enriches health psychology and ethics. Health at school can be significantly developed by application of individual pedagogical conceptions; in this connection J. Řehulková showed the leisure time concept in Salesian pedagogy.

When solving our problems we are also in contact with specialists from abroad. J. Pehofer, our colleague from Austria, prepared a separate study describing details of health education in his country. Because of interdisciplinary character of our solution team, also the topic of nanotechnology (V. Navrátil) and importance of demographic factors in health research (M. Palát and O. Králík) were included into this publication as a perspective enhancement.

The publication *Contemporary Discourse on School and Health Investigation* demonstrates a further stage of the research issue „School and Health“; the texts are continuously related with the previous collections (School and Health 21/1, Brno 2006, School and Health 21/2, Brno 2007 and other studies) and will be coherently developed in the following years. In this title we emphasized theoretical considerations in focusing on discussion and generation of new context and concepts. In any case we do not intend to provide final rules for solution of the complicated intersection “school“ and “health“; in the present phase of solution of our research project, we consider formulating questions as of the same importance as formulating answers.

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MSM0021622421