

ON THE FINAL OUTCOMES OF THE HEALTH RESEARCH

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Abstract: *The essence of healthy lifestyle in the 21st. century needs to be defined with greater accuracy and promoted with greater effectiveness. Health is the basic system-forming element of the quality of sustainable human life. The more pervasive and universal in nature is the crisis that we go through, the more important is the need to protect health and other essential life-giving, cultivating and life-direction values. What we frequently see is undesired reduction of the sciences concerned with man and society to mere examination of what they are, without sufficient promoting of what they should be. The pedagogy after the November 1989 has almost abandoned the ancient ideal of harmonious development of each personality as well as the whole society in harmony with nature.*

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The results of the research and remedial effort focusing on human health are remarkably comprehensive and hope-giving. Apart from continued learning they also enable realistic recovery of our physical and spiritual life. Its potential also corresponds to the present-time efforts pursuing sustainable development of the human world. The essence of healthy lifestyle in the 21st. century “only“ needs to be defined with greater accuracy and promoted with greater effectiveness. The self-preservation importance of the healthy lifestyle in the present-day world of changeability as well as its system-forming factors and wider context therefore need to be highlighted in the final outcomes. The more pervasive and universal in nature is the crisis that we go through, the more important is the need to protect health and other essential life-giving, cultivating and life-direction values.

Health is the basic system-forming element of the quality of sustainable human life and this quality becomes one of the three main criteria for the measurement of general social progress within the ongoing project of the OECD countries, started in 2006. Since last year France has been an important centre of this systemic research with some prominent Nobel Prize laureates involved. It is therefore needed and judicious to consider this holistic and open context. Inspirational in this respect may also be the work “Živé hodnoty Masarykova Československa“ (“Living values of the Masaryk Czecho-

slovakia“) (Blížkovský, B. et al., CCB, Brno 2009, 266 s., see the enclosed information) published this year and now reprinted, concentrating on the vital values for the 21st. century. It is actually a summarization of the conclusions of six interdisciplinary international conferences striving to find a “cure“ for our society.

Mainly I would like to support your norm-setting and realization trend. Good therapy, however, must be preceded by the correct diagnosis. We are living in a civilization advanced one-sidedly to such a point that it itself is noticeably ill and much criticised. There is enough evidence showing that risks and existential threats tend to increase rather than decrease. For a example a well-known American futurologist A. Toffler warns of a pandemic of functional illiteracy, i.e. the growing incapability to solve problems of some complexity. There are already more than enough victims of this affliction – “universal dilettantes“, who know something about everything and there is nothing they are really good at, “professional idiots“, who to the contrary have such a narrow speciality that they possess almost complete knowledge of nearly nothing, and the most dangerous kind, “universal conformists“, whose lack of morality has reached such a point that they can “justify“ anything at any time, they just need to know the price – including this country.

Mankind probably has the last chance to grow wiser. The need for remedy is acute in this country. Hardly anywhere the population has been afflicted with such massive historical destabilization of the continuity of the good as it happened in the twice ruined Czechoslovakia. Let us just bring to mind the shattering turning points in our history within the two thirds of the past century : 1938, 1948, 1968, 1992.

Even our science has not yet fully ridded itself of excessive succumbing to a variety of one-sided approaches. The deficit of reliable “direction-giving“ axiological perspectives has now become self-destructive. What we frequently see is undesired reduction of the sciences concerned with man and society to mere examination of what they are, without sufficient promoting of what they should be. The pedagogy after the November 1989 has almost abandoned the ancient ideal of harmonious development of each personality as well as the whole society in harmony with nature. The vitally important, i.e. definition of the basic educational values to cope with the challenges posed by the 21st. century, has been given the least attention. The country of Komenský does not even have the nationally defined requirements for the school-leaving examinations (relating to secondary education) in place until now. Although we have the “Framework educational programmes“, there is still no nationally verified curriculum implemented for the secondary education. Not even the “pedagogical standards“ defining the minimum educational objectives and results have been adopted yet. The same applies to the “final state examinations“, specified more or less independently by most of the fields of study at the individual faculties of universities. Such confusion is unparalleled in our modern history. Along with that, regrettably, there is no up-to-date, simple and functional definition of and adequate adherence to standards of healthy lifestyle, corresponding with the general needs of the 21st. century.

Even the whole of the Czech Republic has no longer-term, conceptual strategic priorities properly established for the 21st. century as yet, let alone implemented. Little wonder we often tend to totter from one extreme to another. The extreme regimentation

and “planning mania“ have frequently been replaced only by the limitless neoliberal deregulation, market-mania and arbitrariness of the cult of mammon and power.

There are three basic styles of living and its management: authoritative – emphasizing order, liberal – preferring freedom, and democratic – striving for “As much freedom as is possible and as much order as is necessary“, as concisely expressed by T. G. Masaryk. Each of these styles is justified in different degrees in specific situations. The most risky tends to be, however, ultra-authoritative absolutization of what is asserted to be the „order“ and ultraliberal absolutization of what is asserted to be “freedom“. Soon after the hopeful year 1989 we could only too frequently see this “overturn to the opposite extreme“ prevail. Therefore we are still a long distance away from the true humane democracy and following Masaryk’s quoted advice. The majority of citizens is frequently disoriented and disgusted to the point that they do not even go to the polls.

According to the STEM agency data this year, only one fourth of the population believes that we are headed in the right direction, more than one third believes that we are moving in the wrong direction and almost half of the population believes that our development is aimless. All kinds of disorders have probably reached some limit. We are dangerously underestimating the possibility that the whole society may become ill, that everything falls apart without the reliable “direction-setting“ common values. Small wonder that people are beginning to fear more extremes. As needless to mention in the academic community, the elementary need of every living thing is safety which can only be ensured through observing the necessary order. Wherever this art is lacking, despair, hazard, delusions or dangerous existential insecurity set in. “Poverty can make rogues of people“, as Voskovec and Werich already sang. “Power tends to corrupt, and absolute power corrupts absolutely“, L. Mňačko wisely observed already in the 1960s.

If not even the elementary universally human standard is recognized: “Do to others what you would have them do to you.“, this may lead to ruining the acceptable relationships between people and nations. For example in the Czech Republic as many as two thirds of the new marriages break up. Our adolescents are the most alienated generation of the whole of Europe, as they mostly grow up without being given the necessary common fundamentals of the national awareness. Nearly half of the lower-grade pupils at our schools are exposed to the bullying. Dealing with lack of discipline presents the greatest professional burden for teachers at elementary and secondary schools.

The facts described hopefully suffice to justify the urgent need of the healthy lifestyle to help us live up to the challenges of the 21st. century. This final statement is only seemingly simple, while in reality this involves responsible and demanding functional interconnecting of the interdisciplinary, international, systemic as well as stylistic dimensions. Of course there is not an excess of secondary details expected as would be the simulation of the present-day dysfunctional “legal jungle“, or formulations that may be interpreted in various ways. The advice by Komenský saying that good upbringing does not require many rules, but the adherence to only a few basic rules, aptly applies in this case. I believe that your promising project-operator team will succeed to the benefit of all.

K FINÁLNÍM VÝSTUPŮM VÝZKUMU ZDRAVÍ

Abstrakt: Podstatu zdravého způsobu života v 21. století nutno přesněji definovat a účinněji prosazovat. Zdraví je základní systémostvornou složkou kvality udržitelného lidského života. Čím pronikavější i všestrannější krizi zažíváme, tím více vystupuje do popředí ochrana zdraví a dalších základních životodárných kultivačních směrodatných hodnot. Často totiž dochází k nežádoucí redukci věd o člověku a společnosti na pouhé zkoumání toho, co je, bez dostatečného prosazování toho, co býtí má. Polistopadová pedagogika na klasický ideál harmonického rozvíjení každé osobnosti i celé společnosti v souladu s přírodou téměř zapomněla.

Klíčová slova: zdravý způsob života, hodnoty, společenská krize, polistopadová pedagogika