

SOVIET PERIOD OF DEVELOPMENT OF THEORY AND PRACTICE IN CHILDREN'S AND TEENAGERS' HEALTH FORMATION

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Abstract: *In the article the progress of the first steps of the Soviet authority concerning the creation of the Central Pedological high school in Moscow (1921) is elucidated, which became the famous centre of the science of children with its regional and district links and development of physical movement. However, in terms of Y. Stalin's struggle for power, formation of the totalitarian regime, Pedology examining the parents' biography (but the leader of all nations had a criminal past), Pedology was liquidated by the resolution of CC A-UCP (the Central Committee of All-Union Communist Party of Bolsheviks) "About Pedological Misrepresentation in the System of People's Commissars" as harmful, pedologists were subject to repression or were shot. In terms of the totalitarian regime the matter of the physical training and children's and teenagers' health developed in the pedagogical activity of A. S. Makarenko and V. O. Suchomlynskyi. However, on the one hand there are many pedagogical acquisition and on the other hand, the totalitarian regime and colonial system hindered the implementation of these ideas in practice of the school work. After the breakup of the Soviet Union in terms of the destroyed nature, environmentally polluted territory and awareness of people appeared the necessity of seeking ways and means of saving and strengthening the rising generation, preparing it for the healthy life-style including the usage of famous domestic teachers' heritage.*

Keywords: *pedology, "exclusive" children, health, healthy life-style*

Introduction

Statistic data show that population in Ukraine totaled 51,994 million people at the time of the breakup of the USSR and was 46,372 million in January, 1 2008. The natural population growth was -39,1 in 1991 and -290,2 thousand people in 2007. Meanwhile the duration of women's life shortened from 74,18 in 1991-1992 till 74,06 in 2005-2006 and correspondingly of men from 64,2 to 62,38 years. Meanwhile the total number of the dead was 669,9 thousand in 1991,762,9 was in 2007. The mortality of diseases concerning the blood circulation system increased from 349,6 thousand to

580,6 thousand and composed 349,3 thousand in 1991, but 480,6 thousand in 2007. Correspondingly 105,1 and 90,0 thousand died in the result of morbid growths including malignant tumor, 6,4 thousand and 10,6(in 2004, there is no data of 2007)in the result of temulence. From 2001 to 2006 the nominal gross domestic product increased from 200490 mill. to 544153 mill., the salary (in total) did accordingly from 67389 to 205120 mill., public assistance from 23978 to 103092 mill. hryvnas. But the minimal salary is 100 hryvnas lower than the subsistence level.

Thus the increase of population with the sign of minus was about 742% from 1991 to 2007 in Ukraine. The death rate totaled 113,8%. Where the mortality in the result of diseases concerning the blood circulation system and morbid growth, the main reason of which is smoking, obesity, alcohol abuse and other totals 570,6 thousand(486+90,0) at present, that is 74,8 per cent from the whole number of the dead.

Taking into consideration that person's health depends on the gene pool of the nation and heredity on 18-20%, on both social – economic and ecological conditions on 18 -20%, on health protection system and medicine on 8-9%, on life – style on 51- 53%, we can make a conclusion that the reason of the demographic crisis is an unhealthy way of people's life starting from the school age. Proceeding from this, there was a necessity to make an analysis of education quality in the former USSR and heritage of the teachers of our country over the latest period – Makarenko and Suchomlinskyi, so what we offer further is to look for ways and means of curb or just softening the demographic crisis in Ukraine on the ground of the results of this analysis.

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The aim of the research is to study and analyze the papers of CC A-UCP (b) (the Central Committee of All-Union Communist Party of Bolsheviks) and CPSU, heritage of Makarenko and Suchomlinskyi concerning children's and teenagers' health formation, preparing them for lead a healthy way of life.

Ways of solving the problem

The period from the end of the 19th till the beginning of the 20th century was the characterized by a rapid industrial development, construction of large plants and factories. The uneven development as well as a series of contradictions between the labor and the capital provoked a crisis this covered all aspects of the society life. M.D.Yarmatchenko pointed out that the conventional school with the predominance of text books in teaching, scholasticism and formalism contradicted life demands. There arose a school crisis. That's why the best pedagogical intellects of Europe and the USA started strenuously seeking a way out of that crisis. And in such complicated conditions the search still continued. Scientists and teachers followed attentively the development of pedagogical thoughts in the West. Translations of the main works of E. Meyman, A. Lay, H. Kershenshteyner, H. Sharrel'man, F. Hansberh, B. Otto, D. D'yui and other teachers were published in Russia. This enriched Russian and Ukrainian Pedagogy and had a positive influence over their further development.

In addition to this, there was also a social crisis in the Russian Empire, which led to the downfall of tsarism, breakup of the existing state structure. Under such con-

ditions the colonies of Russia - Finland, Poland, Baltic Republics, the Caucasus states and others tried to break free from the colonial and national oppression. Ukraine gained sovereignty. However all those countries except Finland were sooner or later united into a new colonial system one by one – the Soviet Union, a new colonial state with the totalitarian communist regime.

The first decades of the soviet rule were marked by the democratic innovation in Pedagogy. Attention was paid to the issues of children's health improvement, teaching them the factors which contribute to this.

The decree of CC A-UCP (b) (the Central Committee of All-Union Communist Party of Bolsheviks) "About sports movement" (1929) led physical training to the state level. In 1930 All- Union Council concerning physical culture at the CEC (Central Executive Committee) of the USSR was created, it initiated the introduction of the complex "Ready for work and defense (RWD)" for adults and in 1934 "BRWD" (Be ready for work and defense) was created (for children and teenagers). Since 1928 there have been held All-Union sports contests, international sport relations were arising, range of institutes of higher education and technical secondary schools on training specialists in physical culture were developing. Sportsmen took an active part in the Great Patriotic War. But since 1948 the Soviet sport entered the international scene and became one of the leading in the world step by step. However, at the same time with high achievements of the Soviet sportsmen, the level of sports enthusiasm among children, teenagers and young people remained low. It could not be different because in the process of forming of the totalitarian regime (Gendarme – prison system, starvation, Stalin's repressions, armament drive and aspiration for creation of the superpower) the matter of children's health was constantly getting in the background. Popular schooling, medicine, environmental protection, physical training and sport were developing according to the leftover principle. There were many mottos such as "People's health is a public wealth" in various resolutions, party and state papers, but there was no further development. Interests of the powerful state were in the foreground, but not interests of an individual and his health.

In the comprehensive schools of the tsarist Russia the anthropometric research were held. They included the measurement of growth, weight, chest size, vital capacity and some data from kephalometry (measurement of head size, length and width). The measurement of the head circumference of boys and girls in the age of 7,5 – 8,5 was held in this way and analyzed with their progress at school.

The abovementioned measurements were held at the beginning and at the end of the school year with some reservations drawing conclusions concerning the level of intelligence [30,167-177].

The further development of practice of anthropometric measurements of development and children's health got in the USSR and especially after the creation of Moscow Central Pedological Institute (1921), which became a scientific center in the field of children's science.

The anthropometric measurements included such measurements and indices: 1) growth in the sitting and in the standing position; 2) length of lower extremities; 3) height of the skull and its horizontal circumference; 4) head length and width; 5) chest circumference in the calm state during inhalation and exhalation; 6) front and back chest diameter and their side diameter; 7) vital capacity; 8) muscular power; 9) weight.

These data were written into pupil's individual anthropometric card. Meanwhile the indication of proportionality (index of the correlation of body length to the general height in centimeter, which depends on child's age) was determined. By the age of 12 it approximated 53%, the same as of an adult. The chest circumference of a healthy child, composing a half of his growth, is an indicator of the norm of health and of a harmonically developed child. The determination of the level of child's physical development was held comparing the received data with the existing standards for each age. The level of intelligence was determined with the help of proper tests.

The pedological measurements were held to determine "norms" and "exclusive children". The children of the first group, "normal children" attended the usual comprehensive school. To "exclusive children" referred physically disabled children: cripple, blind, deaf, not enough gifted, nervous, problem child, shy, undetermined, with neuropathic and psychopathic constitutions. In this connection one of the reasons of having exclusive children pedologists viewed in social-economic conditions: results of the First World War and Civil War, devastation, poverty, unsanitary conditions, malnutrition in poor families, homelessness and so on. To this category referred extremely talented children with special mentality, memory and in general child prodigy [23,178-214].

The pedagogical measurements included the study of development conditions as a result of interaction of both factors – heredity and life conditions. They used the following data: 1) child's heredity (genealogical materials – "the ancestor's table"; 2) life conditions; 3) child's development process itself. Meanwhile it was emphasized that the conclusions on heredity and child's development level must be made quite attentively and deliberately [23,151-178].

On these grounds the National Commissariat of Education of the RSFSR created research institutes, regional and district pedological cabinets, which on the basis of anthropometric measurements determined normal children and a great amount of groups with different aberrations ("exclusive children"), which required a great number of special classes and schools to be opened for such children.

All this had a positive influence on the development of the Soviet comprehensive school. But together with the positive experience there were shortcomings and mistakes in pedologists' works. Probably the greatest guilt of pedologists was that it contradicted views of the then leading Bolshevik authorities.

1. The most part of scientists and teachers in their views and actions freely referred to bourgeois authorities. Besides in the pedagogical press gave statistics about spending on popular education. So the pedagogical encyclopedia [23, 10-50] provided such data: spending on popular education were 6,3% in 1918, 8%-in 1919, 10,4%-in 1920, 8%-in 1921, 4,2%-in 1922 of the state budget. That number might cause speculations that Moscow authority was taking less care of the rising generation.
2. To provide conditions for study and upbringing of "exclusive children" with different aberration in the development, it was necessary to open a great amount of different schools and classes; appropriations on the education were shortening year in year out. A delay in deciding this question cast a shade on CC A-UCP (b) (the Central Committee of All-Union Communist Party of Bolsheviks) and the Soviet government.

3. There is evidence that Stalin's private interests were also affected. As it's well known, the pedological measurements, besides other parameters, included the study of child's genealogy that made people study parents' biography.

At that time the cult of Stalin was forming in the USSR. But it's well known that his genealogy was not an ideal one. To tell the truth he was not an ideal of fidelity, honesty and decency, these qualities had been apprized since time immemorial in the rural regions in Russia. Besides, to fill up the party cash desk J. Dzhugashvili (Stalin) carried out a criminal attack with hijacking of money collector vessel and shot to death his accomplices. Besides, according to H. S. Kostyuk our psychologist's evidence, one of Stalin's relatives gave low results of test [16, 22] and this lowered the authority of "the leader of all nations". So the best solution in this situation was a liquidation of Pedology. On July, 14 1936 with Stalin's initiative CC A-UCP (b) (the Central Committee of All-Union Communist Party of Bolsheviks) adopted the resolution "Of pedological twisting in the system of National Commissars", in which Pedology was severely criticized. It was called an unscientific theory, ignorance, and its law of fatal conditionality of children's fate by biological and social factors, influence of heredity and environment was considered as strongly contradicting with Marxism and practice of socialism construction. That's why pedologists' activity was labeled as harmful. And with the existing lawlessness in the country at that time, Pedology was liquidated as science and tens of thousands of scientists and pedologists - practitioners were repressed as inimical elements, sent to Siberia or even killed.

Thus, the notorious resolution of CC A-UCP (b) (the Central Committee of All-Union Communist Party of Bolsheviks) "Of pedological twisting in the system of National Commissars injured the development of Pedagogy and school practice in our country. For several decades Pedagogy, psychology and school were deprived from using questionnaires, tests, and different methods, which would give idea about the level of children's development, physical and spiritual health, because all Soviet children were, so to say, equal. Equal but not identical. There has always been a problem abnormalities especially in our time, when even in mother's womb, consequences of Chernobyl Atomic Power Station Catastrophe had a negative influence over child's development, results of activity of other atomic electric power stations, environmental pollution by production residues and domestic waste. And it cannot be a secret any more that a great number of anomalous children are born every year. But because the repressive against Pedology and other science, there emerged authoritarian Pedology based on this school practice formed in our country. That's why no theoretically based methods for educating and upbringing of anomalous children were developed. And questions of measurement of the level of the physical development and Children's Health were forgotten.

In the terms of the totalitarian regime issues of physical training, children's and teenagers' health found its development in the pedagogical activity and scientific work of A. S. Makarenko, V. O. Suchomlyns'kyi and other outstanding teachers.

The innovatory activity of A. S. Makarenko marked strongly the guidance over the labour colony for juvenile delinquents, and then in the labour commune. One of his accomplishments was the development of the theory and practice of educating and upbringing of homeless children in the community and with the help of this community. In "the Pedagogical Poem" and "Flags on the Tower" he showed the meaning of phys-

ical training among children and young people, unity of intellectual, labour and moral upbringing. A. S. Makarenko considered the physical training of his pupils as a condition of preparing them for labour activity.

A. S. Makarenko worked out and implemented in the colony and the commune a comprehensive system of physical training, preserving and strengthening pupils' health which included such elements:

1. creation of necessary hygiene and sanitary conditions in school, in the industry and as well as in the everyday life. In the colony and in the commune there were appointed sanitary commissions with a doctor who explained to the members of the commission the hygiene and sanitary requirements. On the base of this the hygiene and sanitary conditions of the whole institution, pupils and teachers, rooms and surrounding territory were maintained.

The Sanitary Commission controlled the cleanness of the room, classrooms, bedrooms, canteen, kitchens, corridors, flats of the staff, yards, warehouses; observed the cleanness of the pupils' bodies, their basing, laundry changing, work of the bathhouse. Every day one of the Sanitary Commission Members (MSCoD) was on duty. In the morning he controlled how pupils bathed, made their beds, cleaned the tables, cleaned bed-rooms, check the conditions of suits, shoes, stockings (particularly of young pupils) before breakfast, dinner and supper – hand cleanness, before the beginning of the lessons the cleanness and airing the classrooms and before going to bed – airing bedrooms and washing of pupils' feet.[7,26-30]

2. Culture and regime of nutrition.

3. Following requirements of scientifically grounded life regime, its accuracy, consistency, obligatory status for everybody [7, 36-39;12,131].

In the practice of his educational work A. S. Makarenko solved the questions of proper ratio between mental and physical work. The analysis of his pedagogical heritage shows that pupils' physical work in agriculture and cattle breeding, in the farm of the colony lasted 6-7 Hours in summer and spring , 1-2 Hours in winter. And the ratio between physical and mental work was 1:1 (2,5), during exams 1:3 (3,5).

4. Complete self service [2,249-250].

5. The system of physical training; classes of physical training [11,144], military exercises [9,176-177], everyday physical exercises in any weather, gymnastics, acrobatics, football volleyball, hockey, tennis, riding, skiing and water sport, gorodki (similar to skittles), parachute jumping, tourism and so on. [12,187-188].

6. The organization of pupils' active leisure: work of drama, literature, vocal [9,262-272,271-272;11,180-184,266-268,275-277], imitative chess and draughts circles and a brass band. [11,206;7,64-66].

7. The use natural factors (sun, fresh air, water, warmth, cold) as hardening. Gymnastics and physical work in the fresh air, sunny and air bathes, pouring over bathing caused joyous mood, cheerfulness, enthusiasm, working capacity, that positively influence health strengthening.

8. The cheerful mood in the group, creating tomorrow's joy. [12,195-198,201].

I. P. Pavlov proved that emotions had important meaning in the person's life.

Especially it concerns children. Basing on this, A. S. Makarenko formed colonists' and communars' education in such a way that the real stimulus of their life was tomorrow's joy. The creation of the system of perspective lines in child's life (close, average, far perspective) makes its tomorrow's life better than today's [7,69-74]. It is also ensured by a cheerful mood in the community [7,75], constant good spirits, readiness for actions, sense of dignity and protection of each pupil in the group. A. S. Makarenko underlined that the tenderest boys and girls of 10-12 felt well protected [11,262; 7,77] if this protection was broken as it had happened with Wanda Stadnyts'ka, when the abusive note was sent to Wanda "We should ask Wanda what she had been doing before she got into colony, how she had earned money?" [11,258], the whole group protected her [11,259-263]. And with that the punishment used in the system of upbringing, did not cause physical suffering.

Besides education, labour education A. S. Makarenko also considered health improvement of his pupils as one of his tasks. The preparation of Summer encampments for leisure [11,319-324], trips of communar to the Crimea, Svyatogorsk, to the banks of the Dnieper. And starting from 1933 1,5 months holiday had been introduced with the aim of health improvement of communars, organization of leisure. [10,31-32, 2, 254].

9. Aesthetic design of rooms, production workshops, gyms, sport grounds and others, aesthetic relation to results of work and life.
10. A. S. Makarenko paid much attention to preparation of his pupils for creation of their future families. He wrote, that the sexual drive cannot be brought up correctly, if it would be considered separately from the development of an individual. Together with that, the sexual sphere cannot be considered as the basis of all human psychology and as the main sphere in upbringing of an individual, because bringing up the sexual feeling teachers do not bring up citizens [13, 404-405]. He paid attention to personal example of parents. The real love between the father and the mother, as he wrote, is their respect to each other, tenderness and endearment which happened between them from the first year of their life together, inspire respect to the serious relation between husband and wife. Spiritual aspects of love cannot appear just from "zoological" sexual drive. Meanwhile real relations between future husband and wife cannot form if a boy has never loved his parents, friends and comrades. [13, 405]. A serious and spiritual relation to the opposite sex, beauty of human feelings were brought up with the colonists [11,328-331; 8, 429-432]. But a considerable fault of A. S. Makarenko was that when Tchobit informed that he would commit suicide if Natal'ya would not go with him, the leader of the colony did not pay attention to this guy and did not prevent the suicide [9,357-359,363]. It can be considered as a criminal fault of the teacher. On the occasion of this the author of "Pedagogical Poem" writes that Tchobit's suicide was accepted by boys with restraint, because they treated him like a rook (backward peasant, a griddy person) only girls wept [9,363]. Only Maria Kindrativna made a conclusion: "Your colonists are bad! Your comrade is dead and they are laughing..." [9,364]

The abovementioned episode showed the value of human's life. What must be the value of life when for the sake of establishment of the Soviet Authority, construction of Socialism in Ukraine about 10 mill. people were killed. This situation and statements of some colonists helped A. S. Makarenko to make a conclusion: there was a break in development of the community, there arose a crisis. [9,364]

The outstanding teacher of our country V.O.Sukhomlyns'kyi placed great importance on the upbringing the healthy generation. In his pedagogical activity the questions of pupils' health, especially young pupils took an important place. Regarding the upbringing of healthy generation there can be pointed out the following areas of Pavlov Comprehensive School's activity:

1. Popularization of physiological-hygienic knowledge among parents. For the purpose of parents' participation in the competent approach to their children's health forming there was created a school for parents. There young couples with no children yet, parents of children under school age and parents of pupils of I-II; III-IV classes. The programme of this school included discussions of physical and psychological development of a child since the birth to 7 years, prevention of diseases of nervous system, regime of work and leisure, role of nature in the upbringing, dependence of a child's intellectual development on his health and so on. [29,444-445]

2. The creation of healthy natural micro-climate in the school.

The school was situated at the outskirts of the village. The building of the school was surrounded by walnut, cherry, apricot, chestnut trees, fir trees, which create specific forest micro-climate. Besides, some lesson in the primary school are held in the fresh air. All this contributes to pupils' health improvement. [25, 91-92; 194]

Near the school the pupils laid out a large fruit garden, built a hothouse and laid out research areas, where pupils from different classes did tasks according to their age.

3. As the results of pupils' education depend on physical development and health state, so the teachers started teaching future pupils' from introduction of their health. Basing on this an individual regime of work and leisure was determined for every child.

Child's physical development level, his health, results of school progress of pupils were subjects of every day's teacher's attention during the whole school period. [25, 193; 24, 126]. Teachers, doctors, members of paternal committee study the level of children's tiredness, their load of homework. Periodically questions of pupils' health were discussed at the pedagogical school council.

4. Scientifically grounded teaching.

Child's brain is the most sensitive and delicate organ [25, 193]. V. O. Sukhomlyns'kyi believed that parents should treat it careful and prudently. It can't be loaded with too complicated tasks turning the education into a race, because it can lead to worsening of pupils' health, especially in primary school.

5. The regime of work. Alternation of mental work and leisure [25,194-196; 28, 48]. Alternation of mental work and leisure contributes to health support, cheerful mood, success in education. That's why V. O.Sukhomlyns'kyi offered that

pupils got up at 6 o'clock a.m. and did home tasks after physical exercises [25; 133]. It takes twice less time than after classes. If classes were held in the first shift, so the second part of the day children spend in the fresh air [25; 134], where they have a rest, take part in active creative work.

6. Active leisure, sleeping in the fresh air.

Many years' observation of V. O. Sukhomlyns'kyi showed that 85% of backward pupils, as a rule, are children with bad health (diseases of heart vascular system, respiratory tracts, stomach, bowels and so on). Slow thinking of some children, unhealthy – pale complexion, absence of appetite – all these are the result of long children's stay in the room and overload with lessons [25,125,131;28,94].

The regime of work and leisure is the main condition for children's health [25,133]. To ensure that it is followed the teachers required pupils to go to bed in time and get up at 6 a.m. to take off the weariness completely.

Children are sleeping with an open ventilator window and in summer only in the yard [28,103]. In village phitocides of crop and meadow plants kill the causative agents of lung diseases [25,135]. And if a child breezes this air all summer as a rule he doesn't catch cold.

Autumn, spring, winter and summer holidays pupils spend in the fresh air in the open country: in the forest, in the step, in the kitchen garden, in the garden, go barefooted, in shorts and T-shirts, bathing. The latter contributes to the hardening of the organism [28, 94].

7. The important part in the regime of work and leisure belongs to physical training.

In the morning children do morning hygiene gymnastics (physical exercises). During the physical training lessons, physical exercise [25,103-104] and physical breaks the considerable attention is paid to exercises which contribute to having good posture [27,140-141].

One of the means of children's physical development is hiking. That's why in the "School of Joy" the first 3 or 4 weeks V.O.Sukhomlyns'kyi had 2-3 kilometers hikes and gradually trained future pupils to longer trips (4-5 and even 6 kilometer).

In summer the pupils of the first and second classes had one-two days trip to the fields, forest, to the banks of the Dnieper. The pupils of senior classes had longer trips [25,143, 29, 618-620].

8. Hardening.

When V. O. Sukhomlyns'kyi gathered his pupils in the open air school, he was surprised that all children were dressed as if it was some holiday. But village children used to go barefooted in such hot weather since old times and this contributed to hardening and prevented catching colds. Nowadays parents create for children favorable conditions; they make them wear too much clothes in warm weather in such a way they prevent them from hardening. The latter is a reason that children catch a cold more frequently in winter.

That's why means of organism hardening: walking barefooted in summer [28,110-111], rubbing with snow in winter are propagandized among pupils, especially among young pupils and parents. This contributes to health hardening, increases its resistance to colds.

Senior pupils work in the open air during 10-12 days by moderate frost in winter [28, 106; 25, 134].

9. Promotion of physical culture and physical self– development.

The pedagogical staff of Pavlys'ka comprehensive school developed a series of guidelines for pupils popularizing physical self–development and health improvement [25, 137].

10. Physical work is a means of child's physical development, his health improvement. And it is so varied that some labour processes can be equaled to gymnastics. That's why taking into consideration age and individual children's peculiarities, their abilities and inclination, habit for certain physical work should be brought up in every person [26,195; 25, 138].

11. Complex nutrition.

The observations of children's physical development and their health showed that the main role in this is played by the combination of mental load with physical work, active leisure and complex nutrition [26, 193; 28,50-51,94,104-105; 25,136-137] .

12. Pupils' emotional sphere.

V. O. Suchomlyn's'kyi considered music as a means of its development. The beauty of music can change life through feelings, improve pupils' health.

13. Upbringing feelings: kindness, thoughtful attitude to nature, person (forming moral readiness for love, marriage, children's birth and upbringing, maternity and paternity) [26, 192], mutual assistance, empathy for other's happiness and grief, fulfillment of the obligations in good faith, which excludes malicious joy and other negative traits.

That's why the means of children's and teenagers' health improvement are:

- Promotion of physiological and hygiene knowledge among parents, preparing them for thoughtful forming of their children's health;
- creation of healthy natural microclimate of the school as well as sanitary and hygiene conditions in school and in the mode of life;
- study of children's physical development, health condition at the beginning and during the school year, level of their tiredness and determination of individual regime of intensity of mental work and leisure;
- scientifically grounded sequence of lessons, intensity of pupil's load, careful usage of intensified education;
- alternation of mental activity and leisure;
- active rest, sleeping in the open air, which contributes to the complete renewal of the pupil's physical and intellectual capacities;
- physical culture, hardening;
- physical work in the open air;
- complex nutrition;
- emotional sphere and culture of pupils' feelings;
- cheerful mood in the group, creation tomorrow's joy.

Their Optimal combination contributes to upbringing of a physically healthy generation.

Conclusions

So in Pedagogy, which was studied in the course of pedagogical history by students of pedagogical schools, high schools and universities of the USSR (now these are pedagogical colleges, pedagogical and state universities), the classics of Pedagogy of our country theoretically proved and tested in schools and other educational establishments of Ukraine a system of views on pupils' health keeping and its improvement. But the state bureaucratic school of the USSR, as a part of the totalitarian and colonial regime, carried out the main social order – forming the cogs in the machine. That's why the main task was not health but forming people's communist consciousness and loyalty to the socialist society. This approach to the problem of upbringing the rising generation and pupils' health remained until 1984, when the question about children's health was raised in the documents of the CPSU "About the reform in the comprehensive and professional schools" [22,195]. But this document was prepared in terms of totalitarian regime with the problem of health as well as other problems of school reform, remained just usual mottos. As it is well-known, the socialist system which underlined its peculiarity, supremacy in the world, its isolation from the whole world, and totalitarian regime hampered the development of the society including the development of views on nation's health and their implementation.

A new stimulus towards the review of the pedagogical heritage of our own and foreign teachers concerning their involvement in the process of developing the theory and practice of preserving, strengthening, forming and recreation of health of children, teenagers and pupils in comprehensive schools in Ukraine, emerged after the breakup of the USSR.

In general the history of the development of ideas of health forming and preparation for keeping pupils' healthy way of life in educational establishments of Ukraine can be divided into 4 periods.

The first period began when the families, teachers and schools appeared, from the prehistoric times to the Capitalism development in Europe, and the second period – capitalistic – which started in the 20th. In the result of the October revolution this stage ended.

The third one is called the Soviet Period of Development

Its marked by an idea of hygiene upbringing, developed by I. Mil'man among doctors at the beginning of the 20th century [15]. In the 1920s he published educational programs and textbooks for forming pupils' health on the basis of individual social hygiene.

A. S. Makarenko made much more achievements in the practice of upbringing juvenile delinquents. Into the organization of pupils everyday life A. S. Makarenko introduced the ideas of forming their health and preparation for healthy life-style. However advanced democratic ideas and their practical implementation at that time contradicted the gendarme colonial system of the totalitarian regime, A. S. Makarenko was dismissed which led to ignoring children's and teenagers' health questions.

The ideas of pupils' preparation for hygienic upbringing were supported in the post-war period, especially at the beginning of the 1950s. The significant contributor to

the implementation of these ideas was V. O. Suchomlyn's'kyi. The 1970-1980s witnessed the increase in the number of research concerning questions of hygienic education and upbringing, following requirements of hygiene in the organization of the educational upbringing process. But the Soviet and in particular Ukrainian Pedagogy didn't develop any further at all. Pupils' health problem was not considered pressing, as it was mentioned above, the socialist system hampered the development of views on nation's health and their implementation in the system of school work.

For the first time the question about nation's health including children's and teenagers' health arose after the catastrophe in Chernobyl Atomic Power Station. But the communist government kept silent about the importance of nation's health problem.

After the breakup of the USSR Ukraine inherited destroyed nature, ecologically polluted territory and people's conscience. Under such conditions it was necessary for life to seek ways and means of saving and strengthening health of the rising generation, its preparation for healthy way of life including the use of the national heredity and outstanding teachers of our country.

The new fourth period in our opinion started in 1991 in independent Ukraine.

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SOVĚTSKÉ OBDOBÍ VÝVOJE TEORIE A PRAXE V OBLASTI FORMOVÁNÍ ZDRAVÍ DĚTÍ A MLÁDEŽE

Abstrakt: Tento příspěvek se zaměřuje na první kroky sovětské vlády v souvislosti se vznikem Ústřední pedagogické vysoké školy v Moskvě (1921), která se stala proslulým centrem vědy o dítěti s vazbou na okresy a oblasti a zaměřením rovněž na fyzický vývoj (tělesné cvičení) dítěte. Avšak v podmínkách mocenského boje J. Stalina a ustavení totalitního režimu se pedagogie, která zkoumala životopisy rodičů dítěte (přičemž vůdce všech národů měl zločineckou minulost), dostala do nemilosti a byla „zrušena“ jakožto škodlivá usnesením výboru CC A-UCP (Ústředního výboru všesvazové komunistické strany bolševiků), nazvaným „O pedagogickém zkreslování skutečnosti v systému lidových komisařů“, pedagogové byli vystaveni represí a někteří byli zastřeleni. V podmínkách totalitního režimu se pak oblast fyzického vývoje (tělesného cvičení) zdraví dětí a dospívajících vyvíjela v rámci pedagogické činnosti A. S. Makarenka a V. O. Suchomlinského. Ta byla sice na jedné straně v mnohém přínosná, na druhé straně však totalitní režim a koloniální systém bránil zavedení těchto cenných pedagogických myšlenek do pracovní praxe ve školách. Po rozpadu Sovětského svazu se vzhledem ke zničené přírodě, rozsáhlým ekologicky znečištěným oblastem a přetrvávajícím důsledkům ve vědomí lidí ukázala nutnost hledat cesty a prostředky, jak ochránit a posílit novou vyrůstající generaci a připravit pro ni možnosti zdravého způsobu života, včetně využití dědictví proslulých domácích pedagogů.

Klíčová slova: pedagogie, „zvláštní“ děti, zdraví, zdravý způsob života