

## RUSSIAN MODELS OF “HEALTH SCHOOLS”

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**Abstract:** *Health of pupils in consciousness of majority Russian teachers is connected mainly with exclusion or prevention of disease or indisposition. Hygienic security of educational process is a basis for the most of “Schools of health”. Other ideas and models are: educational institution for weak and ill pupils; centre of assistance to strengthening of pupils health; school, assisting to conservation of children health. All these models are insufficient for the ensuring pupils many-sided development and health. Author demonstrate his own model as the model of healthy life forming for any school.*

**Keywords:** *common education, pupils health, health school, model, self-analysis, motivation, passport of health*

School of health – what is it? School in which all pupils are absolutely healthy? But it is non-really.

School, where anybody is teaching pupils to be healthy?

Educational program for different groups of population (ill and healthy, both) as a course of elementary medical knowledge?

Medical training centre for adult men, where prophylactic programs are realizing?

We imply the second of four versions: School, which is teaching pupils to be healthy.

In frames of International conference “Health, training, upbringing of children and youth during XXI century” (Moscow, 2004) one of speakers was said opinion: “Thou it is heard paradoxially, but common education in contemporary Russia is dangerous for pupils” [2].

These words are actual today.

“Education and...or health?” – it is one book title. This book edited by Center “Education and Ecology” in Moscow and put on discussion two questions: who is contemporary teacher and who (which person) is pupil today [4].

What we must do today for pupil’s health? Government of Russian Federation connected decision this problem with work of Health Ministry in traditional key medical treatment and prophylactic of diseases. Attempts of some scientists directed on search other paths. These attempts are reflected in publications some periodic editions. The journal “School of health” is edited in Moscow since 1994. This journal was planned as

an inter-disciplinary scientific periodic edition, but really its main contents have a prophylactic or rehabilitation direction of medical or psychological character. Journal give not any answers on teachers questions. Such tendency is typical and for other editions. Other journal “Valeology” edited by Rostov University, its publications more promote decision of school-children problems, but valeology as science about health is persecuted non-official in contemporary Russia.

Notion on health in a majority of people is connected with the absence of any disease. Therefore pupils health in teachers consciousness is connected mainly with exclusion or prevention of disease or indisposition.

Hygienic security of educational process is alone decision of problem in school today. This thesis mostly is a basis for the “School of health”. Such choice was proposed many years ago. Extremely permissible total daily mental educational loading (6–6,5 hours per day for teenagers) was proposed by the V Congress on School and University Hygiene (Prague, 1967). This standard was impossible in the USSR, it is non-real today in Russia.

Other ideas and models were proposed during a few last year.

1. Educational institution for weak and ill pupils. All educational process in this variant is subordinated to medical requirements and use some medical technologies for health. As a rule it is correction school.
2. Centre of assistance to strengthening of pupils health. This unit in school was permitted by Ministry of education of Russia (Order No 1418 in 2000, May, 15). It may have several specialists (psychologists, valeologists, social teachers etc., which is absent in usual schools and whose work is paid by school administration, not by government).
3. School, assisting to conservation of children health. Actualization of health as a basic component of education directed on optimal level competence and development. Lessons of health are included in educational plan of such schools, but they oriented mainly on the sport and physical culture.

Our model of healthy life forming for any school.

Components of model:

- Organization (planning and ensuring).
- Cognitive (health education).
- Methodical (educational methods).
- Diagnostical (objective and subjective data).
- Analytical (analysis and self-analysis).
- Behavioral (way of healthy life forming).
- Informational (data bank).

**Organization** component included next measures complex:

- teachers qualification increase in sphere of healthy life;
- advising of children and their parents on question of healthy life by all speciality teachers;
- school service of health;
- lessons of health;
- active rest arranging for children and teachers as a means for fatigue prevention.

Service of health is a structure unit of educational institution; it is organization form of interaction of specialists on ensuring a conditions for a forming, preservation, strengthening of health and for a many-sided development of pupils by means of healthy life style. Health service guarantee a realization of pupils rights on development during whole educational process.

Organization principles of health service:

- service has been created by order of institution director;
- leader of health service is a vice-director, assigned by director's order;
- specialists of service are bound to take a training course on the basis of healthy life style;
- director introduce changes in post instructions for specialists of service.

Service doesn't identical or alternative to medical service but consolidate efforts of different specialists for pedagogical, psychological, medical, social, juridical etc. help in rights realization for creating, security and strengthening of pupils health.

Purpose of health service is allround assistance to pupils in education acquisition without waste of health and help in choice of ways of individual activities for health life.

Tasks of health service are:

- Building the educational process in confirmity to pupils individual possibilities;
- Co-operation of all specialists activity in educational institution (school) for realization health programs;
- Creation the condidions, adequate to educational process and maximally favourable for pupils self-development and health in school.
- Main directions of helth service activity
- Diagnosty and forecasting (pedagogical, psychological, medical etc.);
- Prophylactic measures;
- Pedagogical and psychological correction;
- Health education;
- Scientific-methodical ensuring.

An advancement from ideal to real model is performed as a spiral gradually becoming complicated process, including program elements of healthy life style. This is a planning of individual program, its approving and correction step by step.

**Cognitive** component is began with obligate study of positive and negative factors, having an effect on a human health and prolonged by scrutiny of basic concepts of life stile and scheme of individual health program realization.

There are carried out:

- lessons of health according to education program, passed an consultant's investigation (specially trained teacher may be permitted to carrying out these lessons);
- teachers and parents education planning in sphere of health and healthy life style with using of different educational forms (lectures, seminars, consultations, joint activities);

- elective studies of cognition cycle “A health”, which permit to receive the practical experience in healthy life.

Particular attention is paid on predominant significance of life style among other factors, having an influence on human health.

Results of this activity have been evaluated by means of questionnaires. Cognitive component yet don't form a healthy life style, but create first premises for its shaping.

**Methodical** component is directed on development of qualities, determining basic properties of individual pupil's health. We distinguish next aspects of pupils well-being in methodical work: moral, physical (motion activity), psychical, somatical (all organism well-being), sensory, reproductive and social.

**Moral aspect** signify the responsibility for own health and attentive relation to other people health.

**Physical aspect** have a basic principle of “nearest development zone”, proposed by L.S.Vygotskiy [3].

**Psychical well-being** of pupils is created not merely by psychological comfort, but at first by forming a stress-safety.

**Somatical status** is provided by nutrition full value, optimal hygienic conditions and hardening procedures. Medical technologies are addition to health-improving educational process.

**Sensory sphere** have a fixed teachers attention (there are visual load optimization, gymnastics for eyes, vestibular training).

Teachers care about **reproductive potential** of individual health have two sides: instruction to hygienic self-care about intimate parts of own body and gender education with orientation on male or female behavior forms in family and society.

**Social aspect** has main accent on communicative culture and ability for social adaptation.

Teachers methodical work consists of common educational methods and methods for training to behavior, assisting to a healthy life.

**Diagnostical work** main purpose is a monitoring of pupils health and life style with purpose of correction and promotion educational system for successful children development. At the same time level of teachers professional authority is observed and improved.

**Informational component** is aimed at data accumulation according to problems and achievements monitoring. Data bank is a foundation for correction process in a school health-saving activity. It is a feedback in a model work.

Important peculiarities of **analytical component** is a development of pupils creative mentality in direction of healthy life way.

- First of all – analysis and ranging of personal values, comprehension of health value and healthy life stile.
- Secondly – construction the personal pyramid of needs (true, not invented).
- Forming the motivation of healthy life (step by step).
- Creation the individual passport of health and the diary of life style.

**Behavior component** is realized little by little after mastering other components elements. Specialists interaction in frames of health service permit to achieve success in healthy life forming simultaneously with common education.

Achievements in this component:

- Choice and using of technologies (medical and educational), promoting a health.
- Regulation of educational regimes and motion activity.
- Training for self-control.
- Avoidance from risk factors.

For a normal development child must realize himself not as passive executor or consumer, but as creator of own life and health, and also help to realize rights of other persons be same creators. Motives of self-creative activity is born on the basis true needs understanding. Non-stop search and utilization of adequate means serve to realization of needs. This search children and adult people (teachers and parents) fulfil together.

Community of education (or self-education) and health forming is main principle our model. If awared need is used by pupil independently in spite of all obstacles, stress of victory (eustress) generate some new abilities. In this case health and education are coming beside and help each other.

## **Pedagogical principles of healthy life forming**

1. At first, use positive pupils qualities for success achievement, and defects eradicating must be non-imperative.
2. Take bearing on pupil individual possibilities, but not on compulsory harmony achievement in development.
3. Work in “zone of nearest development”.
4. Complete comfort must be excluded. Studies must be difficult, but within pupil’s powers.
5. Appraise not the person, only actions.
6. Give not prepared truth, teach to find it.
7. Live and work in a confidence and co-operation.
8. Help in self-control.
9. Create an educational environment promoting pupils health and development.

## **Results of our model using**

Accumulated experience of our model using in St.Petersburg schools permit to affirm that health forming by pedagogical means give more sufficient results than now existing system of therapeutic-prophylactic measures. Our model using in schools give next results for pupils:

1. Availability of sustained motivation of healthy life.
2. Minimization or refusal of risk factors.
3. Increase of nonspecific resistance of organism.
4. Increase of individual physical and mental development indices and decrease of sick rate.

5. Increase of psycho-emotional stability and psychological protection in social environment.
6. Successful educational activity.
7. Maximal development of health and intellectual potential.
8. Getting over a passive, consumer's relation to own personality development.
9. Creating the feeling of responsibility for health not merely own and future posterity too.

Main principle in pupils activity for healthy life stile in our schools of health is such: "Own efforts, permanent and consider-able, are necessary in order to be healthy. Nothing can replace them". It is quotation from book of Soviet surgeon N.M.Amosov "Reflexions about a health" [1]. We confirm author point of view.

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## RUSKÉ MODELY ŠKOL ZDRAVÍ

**Abstrakt:** Zdraví studentů je v povědomí většiny ruských učitelů spojeno hlavně s odstraněním nebo předcházením onemocnění nebo indispozici. Hygienické zabezpečení vzdělávacího procesu je základem většiny „Škol zdraví“. Další možnosti a modely: vzdělávací zařízení pro oslabené a nemocné děti; středisko podpory upevnění zdraví studentů; škola, podporující zachování zdraví dětí. Všechny tyto modely jsou nedosta- tečné pro zajištění všestranného rozvoje a zdraví studentů. Autor by rád předložil vlastní model jako model formování zdravého životního stylu pro všechny typy škol.

**Klíčová slova:** obecné vzdělání, zdraví studentů, škola zdraví, model, sebeana- lýza, motivace, zdravotní průkaz