

CHILDREN HEALTH SAVING TOPICAL CONCEPTIONS IN THE CONTEXT OF EDUCATIONAL AND PEDAGOGICAL HISTORY

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Abstract: *This article focuses on the main ideas of health keeping in the context of the history of education and pedagogical thought. The main attention is concentrated on the disclosure of the ideas of Czech pedagogue Yan Amos Komenskiy and Russian pedagogues: Peter Frantsevich Lesgaft, Konstantin Dmitrievich Ushinskiy, Vasilii Alexandrovich Sukhomlinskiy, Shalva Alexandrovich Amanashvili. Nowadays the address to the ideas of famous pedagogues is not only actual but also necessary for bringing them into life during the search for the solutions of the problems of preserving the health of the children.*

Keywords: *The conservation of health (health conservation), the principle of the responsiveness of the child's individual peculiarities, problems of psychophysical formation of personality, research monitoring of children's health*

The dictionary by Ozhegov treats the notion of health as normal and regular organism activity. It is obvious that our understanding of the word "health" makes it the corner stone of human wealth. Only a healthy person can be the master of his or her destiny and be successful in private and professional life. Due to this fact the preservation and improvement of children health should become the major task of any state. However contemporary states of things demonstrate the worsening of pupils' health. It causes the concern of teachers and parents of the pupils.

It should be mentioned that the federal decree about education which guarantees the right of education says: 'An educational institution is to create the appropriate conditions to provide the preservation and improvement of pupils' health. According to the Russian legislation and the institution regulations the officials of the educational institutions are responsible for creation of appropriate conditions of studying, work and rest. Unfortunately the guaranteed by law right of health preservation is usually not expressed in a practical way. We think that it is caused by the fact that the education in this country is still not orientated on the shaping of the priority of health as one of the most important human values. And so a pupil has to pay an extremely high price for his or her education. The students of pedagogical specialties of Vitus Bering Kamchatka State

University in the course of their pedagogical practice demonstrate strong emotions after their acquaintance with the medical records of the pupils containing the information about their chronic diseases. The primary perception of the problem of pupils' health by the future teachers brings the students to the assumption that medics should give more serious attention to the issues of children's illnesses prophylactics. Gradually, analyzing the lessons they attend, the students recognize the crucial role of the educators themselves in children's health conservation.

At the same time, most of the teachers consider that only are responsible for children's health. However the system of health services makes an emphasis on the illness, but not on health. We are sure that the education and upbringing of children should become health-preserving and health-improving on the basis of purposeful cooperation of physicians and teachers.

We think that the educational process should be organized so that at each lesson the teacher could favor the preservation of pupils' health. To achieve this we should develop pedagogy in the stream of health-preservation. There are a lot of solutions of this problem in the history of pedagogy.

The Great Didactic by Yan Amos Komenskiy we can learn that it is very important to organize the process of education so that "all young people of both sexes could study sciences, master their knowledge of rights, get suffused with piety so that to learn everything which is important for life. Briefly, pleasantly, well." We think that a pupil enjoys it when the teacher tries to diminish the negative influence of educative process on children's health. To do it he or she tries to change kinds of activity during the lesson, to appeal to personal experience of his or her pupils, to create "situations of success", but what is the most important the teacher should go by the principle of conformity to nature. It is not a secret that for the majority of children the process of studying is not motivated enough and so it turns out to be forced, tedious and leading to the worsening of health.

It is important to emphasize that Yan Amos Komenskiy was the first among the educationists who successively justified the principle of nature-congruity based on the humanistic principles of his predecessor. This principle was successively described in Komenskiy's Didactics primarily in the conception of nature imitation (the so-called natural method of education) [2]. This idea implies putting into correspondence the pedagogical laws and laws of nature. The works of Ya. A. Komenskiy are full with the faith into human personality whose blossom had always been the sacred dream of the outstanding Czech's educationalist. Assignably he writes in the first lines of his Great Didactics: "A human being is the most supreme, the most absolute, and the most perfect creature" [2]. The Czech's educationalist confirmed that human entity possessed the independent and automotive force. On this basis the scientist couched as the pedagogical requirement the principle of educatee's independence in the apprehension and active absorption of the out world. Rethoughting at present these ideas in the context of children's health conservation we are to mark the necessity of operation of active educators-teachers interaction in the processes of education and upbringing. The most important here is the Socratic Method in education stipulating the self-maintained pupil's search in the educational process.

We would like to mention that the systems of Vasiliy Alexandrovich Sukhomlin-skiy and Shalva Alexandrovich Amanashvili created in Russia contribute to the preser-

ving of pupils' health. These systems are considered as "the seats of humanistic culture of Russian education of the 60-80Th. Speaking about the humanization of education we should put the stress on the fact that among its factors should be the attention paid to the psycho physiological peculiarities of children, which presupposes considerable joint work of psychological and pedagogical services. Unfortunately, modern educationalists have got limited knowledge in this field. This fact could be treated as the obstacle standing on the way of children's health conservation. It is important to revise currently the names of the scientists from the history of pedagogics who gave the priority to the teachers' education in the issues concerning children's physical development.

We would also like to mention that Peter Frantsevich Lesgaf't takes his place among the most important figures of Russian pedagogy.

Already at the end of the 19th century in his work "Family education and its importance" the scientist paid attention to the necessity of thorough study of children's peculiarities in school and family educative work. Peter Frantsevich Lesgaf't could be called by right the founder of school hygiene and medical-pedagogical control in physical education, the fact, which emphasize again the crucial role of the educationalists themselves in their educatees health protection.

In his work "The Guidance to physical education of schoolchildren" P.F Lesgaf't proposes a highly original system of physical education based on the principles of gradual development and the principles of harmony. The interaction of physical and intellectual upbringing is the major idea of Lesgaf't's theory of physical education. According to the Russian scientist physical exercises contribute to the practical mastering of theoretical knowledge and improve the general level of children's readiness to act on their own. The anthropological principal lays the foundation of the theoretical pedagogics of P.F. Lesgaf't. Its goal is to specify the importance of child's personality as the greatest value for the educator. The basic assumption of educational theory of Russian educator, anatomist, and doctor was in the unity of human's physical and mental development [4].

The whole system of P.F Lesgaf't is devoted to four pedagogical tasks of personality shaping. They are : 1. to train to doing physical exercises and to familiarize with their importance for difficult work ; 2. to form persistence in long activity and the ability to control oneself during work processes which need a lot of effort; 3. to train to greater amount of independence in the actions; 4. to contribute to the expressions of will. Peter Frantsevich offers a lot of advice which has not lost its actuality. According to Lesgaf't a teacher should remember that each monotonous action becomes tedious for a person, all commands of the teacher should be simple and clear, all required actions should be expressed in words and not in motion as this demands a more deliberate work and more attention; the school years should be the period of idea, the time when the moral values of the child and his or her ideas of a person who can control him- or herself form. In this context we would like to mention that only the person who control his- or herself is able to understand the importance of healthy way of life and preservation of health which demands special organizational conditions.

Among the most important conditions we could mention the following:

1. the improvement of professional skills of the teachers in the problems of the preservation of pupils' health;

2. the active drawing of the children into the process of health preservation (the keeping of “health diaries” where a child can at the beginning with the help of his or her teacher mark the successes in the process of physical training, form the plan of conditioning to the cold);
3. the development of special courses for children aimed at shaping of views and the necessity of healthy life;
4. the health monitoring of children with the help of medical workers;
5. the long-term cooperation of school and family in the questions of health preservation;
6. the organization of out-of-school forms of physical education.

If we look at the period of the formation of soviet pedagogy we can see that the main attention was devoted to labor upbringing of the rising generation in its organic tie with intellectual, physical and esthetic ones. A child’s health was viewed in the light of realization of manual labor (Blonskiy, Shazkiy, Makarenko). There appeared a wide chin of heath institutions of the new type, health playgrounds, outdoor schools-in the forests, in the field, at the coast. This experience is almost forgotten but due to the general deteriorating of children’s health it is important to remember it to support the younger generation.

It should be mentioned that in his work “ the ways to the labour school” S. Shatskiy emphasizes the idea of the importance following the principle of “bringing childhood back to children” during cooperation with children. S. Shatskiy wrote: “Even the elementary analysis of children’s life can show the sufficient differences between an adult and a child. The main difference is that childhood, adolescence and youth are the periods of development, while we have already finished the process of growth. The characteristic trait of children is their ability to move. To deprive a child of movement is like to dam a river. Another characteristic trait of children is their desire to play, to realize life experience in the form of play. The play is the life laboratory of the childhood”. Taking into consideration the idea of reasonable school according to its contribution to the development of the child S. Shazkiy adds: “School is a place where the the results of individual experience are systematized and shaped and where they get bound to the experience of other people. Thereby the possibility of important intellectual activity is created, the natural forces are developed and mastered”. We would like to add that these natural forces of the child are important for active transformation of World and the person as a part of this world which can contribute to preserving of heath of contemporary children.

The famous Soviet educationalist set a high value on the children’s ability to unite the efforts in the sense of common deed in the processes of education and upbringing. We treat this idea as an important one in the context of children’s health conservation as the common interesting work fastens children, motivates them to the high-grade outcome, develops their activity and initiative affecting children’s general emotional tune. In the final, as Ya. A. Komenskiy notes: “... in the youth age one could study all he/she needs for present and future life. Shortly, pleasantly, thoroughly” [2].

There are many conceptions related to the issue of children’s health conservation, therefore, this article does not pretend to the exhaustive solution of this problem and could have further development.

Literature

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AKTUÁLNÍ KONCEPCE OCHRANY ZDRAVÍ DĚTÍ V KONTEXTU HISTORIE VZDĚLÁVÁNÍ A PEDAGOGIKY

Abstrakt: Tento článek se zaměřuje na hlavní myšlenky ochrany zdraví v kontextu historie vzdělávání a pedagogického myšlení. Hlavní důraz se klade na objevy českého pedagoga Jana Amose Komenského a ruských pedagogů Petra Franceviče Lesgafta, Konstantina Dmitrijeviče Ušinského, Vasilije Alexandroviče Suchomlinského a Šalvy Alexandroviče Amanašviliho. V současné době je návrat k myšlenkám významných pedagogů nejen aktuální, ale také nezbytný pro hledání řešení problémů ochrany zdraví dětí.

Klíčová slova: ochrana zdraví, princip reakce na individuální rysy dítěte, problematiky psychofyzického formování osobnosti, výzkum zabývající se zdravím dětí