

REQUIREMENTS FOR SOCIAL HEALTH OF STUDENTS IN TERMS OF BASIC EDUCATION CURRICULUM

Michal SVOBODA

Abstract: *The post is focused on the analysis of curricula from the perspective of social health. The post has the character of content analysis of a text document, which is the basis of the curricular reform in primary and lower secondary education in the Czech Republic. The analysed text document is the framework curricula for elementary education. The post is focused on the definition of social health and its classification. The content of social health in the context of school educational system consists of personality development, interpersonal relationships, self-cognition and self-acceptance, which are based on the holistic concept of the health of an individual. The social health of pupils and youth is a current priority, which has been emphasized in the document of the World Health Organization WHO – Health 21. Social health of children and youth can help to eliminate social-pathological phenomena, which have recently been increasing in school environment.*

Key words: *social health, framework education programme for primary education, personal and social development*

Basic Characteristics of a Social Health Concept

One of the areas of current health care approaches concerns Social Health undoubtedly. Along with physical and mental health, it forms one of the three pillars of most definitions of health. This could be substantiated by the general definition of health by the World Health Organization (WHO): “*Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.*”¹

The issues of social health can be seen from several areas; one of them is related to socio-economic aspects. These aspects are based on the belief that coping with high morbidity and mortality it is necessary to systematically exploit the elements of social control, such as law and legislation, education, economics, mass media, etc. From that point of view, the concept of social health can be characterized as a condition in which

¹ <http://cs.wikipedia.org/wiki/Zdrav%C3%AD>. N.p., 20 Sept. Web. 20 Sept. 2010.

people live with the ability to care for their health with the help of the health system.

Another view of the social health concept may be approximated by the idea of W.A. Russell, who believed that *“human health is subject to not only personality-physiological factors but also how the individual can relate to other people and cope with social institutions.”*²

Quoted concept of social health contains conditions which relate not only to the socio-health system, but mainly to the personality of a man as a social being. This implies that an individual needs optimal interpersonal relationships managed by their social competencies. The social competencies could be described as a cluster of knowledge, skills, attitudes, and values that enable a man to manage various social tasks in an optimal manner. The key social competencies supporting the social health of an individual are considered as follows:

Effective communication competency, cooperation competency, prevention and conflict resolution competency, and empathetic and pro-social behaviour competency. The above-mentioned competencies will be shortly characterized:

Effective communication competency:

Effective communication can be considered as an important personality and social condition of an individual relating to the social health. Social communication is defined by J. Mareš and J. Křivohlavý from the point of view of the narrow and wide approach. *„From the narrow point of view, the social communication is comprehended as a bare communication, i.e. the information exchange. From the wide point of view, during a common activity people exchange each other’s ideas, moods, feelings, attitudes, etc. All of this could be understood as information.”*³

Co-operation competency:

Co-operation is an important condition for successful problem solving process during the interaction with the others. H. Kasíková⁴ states that the co-operative ordering of group interaction is based on the principle of co-operation in achieving common goals. Individual results are supported by the whole-class activity, and the whole class benefits from the activity of one individual. The fundamental notions of the co-operative ordering are sharing, co-operation, and support.

Prevention and problem solving competency:

The content of human social competency comprises mostly of preventing and solving interpersonal conflicts. The interpersonal conflict (external, interpersonal) is an encounter between two (or more) individuals or groups with different interests, needs, beliefs, motives, etc.

Empathetic and pro-social behaviour competency

The competitive behaviour in the area of helping, and showing empathy belongs to the major assumptions of human social behaviour. B. Buda considers empathy as *“the*

² <http://www.answers.com/topic/social-health>. N.p., 20 Sept. Web. 20 Sept. 2010.

³ MAREŠ, J., KŘIVOHLAVÝ, J. *Komunikace ve škole*. 1. vyd. Brno : MU 1995, s. 15.

⁴ KASÍKOVÁ, H. *Kooperativní učení, kooperativní škola*. 1. vyd. Praha : Portál 1997, s. 32.

ability that enables to the subject to empathize with other subject in immediate situation.”⁵ I. Slaměnik defines the prosocial behaviour as “*behaviour that is characterized by deeds and actions done in favour of another without expectation of reward (material or financial) or social approval. These acts of behaviour have neither the nature of providing selfless assistance when there is no expected benefit nor reciprocation of assistance in the future.*”⁶

Social Health Requirements Analysis from the View of Curricular Document for Elementary Education

Basic Characterization of Curricular Document for Elementary Education

The Framework Education Programme for Elementary Education (FEP EE) developed by Research Institute of Education in Prague – VÚP ranks among the current education programs intended for elementary education. According to this program, the educational and training activities at elementary schools were institutes in 2007. General objectives for elementary education within this document are defined by Key Competencies. At the elementary stage of education, the following are considered as key competencies: communication competency, social and personal competency, civic competency, and professional competency. The key competencies are reflected in all educational areas in terms of expected outcomes. FEP EE consists of the following educational areas: Language and Language Communication (Czech Language and Literature, Foreign Language), Mathematics and Its Application (Mathematics and Its Application), Information and Communication Technologies (Information and Communication Technologies), Man and His World (Man and His World), Man and Society (History, Civics), Man and Nature (Physics, Chemistry, Natural Sciences, Geography), Arts and Culture (Music, Fine Arts), Man and Health (Health Education, Physical Education), Man and the World of Work (Man and the World of Work), Additional Educational Fields (Other Foreign Language, Drama, Dance and Movement Education, Ethics Education, Film / Auditory training). FEP EE comprises the following cross-curricular subjects: Moral, Character and Social Education; Civic Education for Democracy; Education towards Thinking in European and Global Contexts; Multicultural Education; Environmental Education; Media Education.

Social Health Requirements Analysis from the View of the Expected Outcomes in the Framework Education Programme for Elementary Education

Educational areas analysis:

Note: The analysis lists the expected outcomes related to the development of pupils’ competencies that contribute to higher levels of social health.

- Language and Language Communication (Czech Language and Literature, Foreign Language): At the lower elementary school pupils acquire the following social presumptions – competencies (expected outcomes): “*he/she respects the*

⁵ BUDA, B. In ŠVEC, V. *Klíčové dovednosti ve vyučování a výcviku*. 1. vyd. Brno : MU 1998, s. 78 – 79.

⁶ VÝROST, J., SLAMĚNÍK, I. *Sociální psychologie*. 1. vyd. Praha : ISV 1997, s. 339-362.

basic communication rules of conversation..., breathes properly and select an appropriate pace of speech in short oral expression..., selects suitable verbal as well as non-verbal means of expression in everyday situations both at school and outside of school..., correctly conducts a dialogue..., recognises manipulative communication in an advertisement or commercial;” an the upper elementary school pupils acquire the following social presumptions – competencies (expected outcomes): *”he/she participates in a discussion, run a discussion, and applies the principles of communication and rules of a dialogue.”*⁷

- **Man and His World (Man and His World):** A lower elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *”he/she expresses tolerance for his/her classmates’ natural differences, their strengths and weaknesses..., expresses, based on his/her experience, principal relationships between people, deduce and observes the rules of coexistence at school, among boys and girls, in the family, municipality (town)..., identifies the basic differences between individuals, defends his/her opinions during specific activities, or admits a mistake that he/she has made, agrees with classmates on a joint procedure and solution..., identifies conduct and behaviour in his/her surroundings that are beyond the limits of what is tolerable and that violate fundamental human rights or democratic principle..., behaves considerately towards the opposite sex.”*
- **Man and Society (History, Civics):** An upper elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *”he/she applies adequate forms of behaviour and communication in various real-life situations, resolves possible disputes or conflicts with others without violence..., explains how his/her more realistic knowledge and evaluation of his/her own personality and potential can positively influence decision making, relations with others and quality of life.”*
- **Man and Health (Health Education, Physical Education):** A lower elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *”he/she cooperates in simple team movement activities and competition..., acts in the spirit of fair play: observe the rules of games and competitions, recognise and indicate obvious violations of the rules and react accordingly; respect the opposite sex during movement activities;”* an upper elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *”he/she respects the accepted rules for coexistence among peers and partners; contributes, through positive communication and cooperation, to the formation of good interpersonal relations..., behaves towards the opposite sex in a cultivated manner..., applies the mastered social skills and models of behaviour when faced with sociopathic phenomena at school and outside of it; evaluates on the basis of his/her knowledge and experience the potential manipulative influence of his/her peers, the media, sects; applies the mastered defensive communication skills against manipulation and aggression..., refuses drugs and other noxious substances as incompatible with sports ethics and health; fulfils basic Olympic ideals in the school environment – fair competition, assistance*

to the handicapped, respecting the opposite sex..., agrees on cooperation and simple tactics leading towards his/her team's success and observe..., organises simple tournaments, contests."

- **Man and the World of Work (Man and the World of Work):** A lower elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *"he/she observes the rules of proper table manners and etiquette,"* an upper elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *"he/she observes the basic principles of etiquette..., shows in model situations the ability to present himself/herself when entering the labour market."*

A quantitative summary of the occurrence frequency of expected outcomes related to the social health:

Educational areas	Areas of social competency comprising social health				Total expected outcomes
	Communication	Cooperation	Preventing and solving conflicts	Empathetic and prosocial behaviour	
Language and Language Communication	6	0	0	0	6
Man and His World	1	0	3	4	8
Man and Society	1	0	2	0	3
Man and Health	2	3	2	8	15
Man and the World of Work	3	0	0	0	3
Total expected outcomes	13	3	7	12	35

Analysis of Additional Educational Fields:

Note: The analysis lists the expected outcomes related to the development of pupils' competencies that contribute to higher levels of social health.

- In terms of Drama Education, a lower elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *"he/she expresses basic emotions using voice and movement, and recognise them in the conduct of others..., explores themes and conflicts on the basis of his/her own actions..., identifies themes and conflicts in situations and stories; considers them from the viewpoints of different characters..., works in a group to create a short staged performance; presents his/her staged performance in front of his/her classmates; watches his/her classmates' presentations,"* an upper elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *"he/she makes use of cultivated verbal and body language expressions, observes the basics of vocal clarity and proper body posture..., combines physical skills during both verbal and non-verbal expression; shows specific examples of connection between experiencing and acting in his/her case and in the case of others..., explores themes from various aspects and identifies the main theme and conflict..., accepts responsibility for joint work and the final presentation of its outcome."*

- In terms of Ethics Education, a lower elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *”he/she addresses others by their first names, uses appropriate forms of greeting, listens to the others, communication follows the simple rules in the classroom, takes acknowledgment, apology, appropriate gestures; participates in creating the class community through acceptance of clear and achievable rules; learns the basics of positive evaluation and acceptance of others; deals with prosocial behaviour; helps others in common situations, shares with the others, expresses sympathy, interest in his/her classmates; express his/her feelings in simple situations, reflects the situation of the others and helps adequately;”* an upper elementary school pupil acquires the following social presumptions – competencies (expected outcomes): *”he/she reflects the importance of nonverbal elements of communication, removes rude expressions from verbal communication, manages to ask the appropriate question; is able to enjoy the happiness and success of others, expresses the participation in the joys and sorrows of others, evaluates others positively in normal conditions; identifies the basic emotions, leads a conversation with others about their experiences, on the basis of his/her empathy offers specific assistance; realizes creativity in interpersonal relationships through simple acts, especially in family and classroom groups; initiates peer relationships, can differentiate their offers for activity, and responds assertively to inappropriate ones. “*

A quantitative summary of the occurrence frequency of expected outcomes related to the social health:

<i>Educational areas</i>	<i>Areas of social competency comprising social health</i>				Total expected outcomes
	Communication	Cooperation	Preventing and solving conflicts	Empathetic and prosocial behaviour	
Drama Education	5	2	3	1	11
Ethics Education	9	0	3	10	22
Total expected outcomes	14	2	6	11	33

An analysis of the cross-curricular subject Moral, Character and Social Education:

The cross-curricular subjects Moral, Character and Social Education has not been elaborated into expected outcomes. The mentioned subject is characterized by words that *“the pupil him/herself, the particular group of pupils as well as more or less common situations of everyday life becomes the subject of instruction.”*⁸ From this characteristic point of view it is evident that Moral, Character and Social Education is not considered an independent subject but it is discussed as a part of most educational areas FEP EE.

⁸ *Rámcový vzdělávací program pro základní vzdělávání*. 1. vyd. Praha : VÚP 2005, s. 91.

Conclusion

Focused development of pupils' social competencies is an important condition for supporting social health of pupils in elemental schools. The following are considered key competencies: communication competency, cooperative competency, prevention and problem solving competency, and empathetic and pro-social behaviour competency. From the list of expected outcomes of particular educational areas related to the development of social assumptions, it is clear that all content areas of social health are covered in FEP EE. Among subjects in which the complex development of pupils' social assumptions are mostly covered in the expected outcomes, the following are mainly considered: Health Education, Drama Education, and Ethics Education. Nevertheless it is important to note that those subjects are primarily focused on development of pupil's language assumptions that have some space intended for purposeful development of pupil's social competencies.

Literature

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POŽADAVKY NA SOCIÁLNÍ ZDRAVÍ ŽÁKŮ Z POHLEDU SOUČASNÉHO KURIKULÁRNÍHO DOKUMENTU PRO ZÁKLADNÍ VZDĚLÁVÁNÍ

Abstrakt: Příspěvek je zaměřený na analýzu kurikulárního dokumentu z pohledu sociálního zdraví. Má charakter obsahové analýzy textového dokumentu, který je základem kurikulární reformy na primárním a nižším stupni sekundárního vzdělávání v ČR. Analyzovaným textovým dokumentem je Rámcový vzdělávací program pro základní vzdělávání. Příspěvek se nejprve soustřeďuje na definování sociálního zdraví a jeho kategorizaci. Obsah sociálního zdraví v kontextu školního vzdělávacího systému vychází z holistického pojetí zdraví jedince, je zaměřen na rozvoj osobnosti v oblasti mezilidských vztahů, sebepoznání, sebehodnocení a sebpřijetí. Sociální zdraví žáků je současnou prioritou, která je vyzdvížena v dokumentu Mezinárodní organizace zdraví WHO-Zdraví 21. Sociální zdraví pomáhá eliminovat sociálně patologické jevy, které se v současné době vyskytují u dětí a mládeže ve školním prostředí.

Klíčová slova: sociální zdraví, rámcový vzdělávací program pro základní vzdělávání, osobnostní a sociální rozvoj