

Psychology-Pedagogical Basis of Forming Pupils Healthy

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Abstract: The article deals with psychology-pedagogical basis of forming a pupils (younger pupils, teenagers, and senior pupils) healthy lifestyle. The authors analyzed the literature on psychology and pedagogy on the given topic and performed the work on organizing of the experiment. In the experiment 516 pupils participated in age from 6 to 17 years. The article gives the concepts and a concrete schedule of upbringing of a healthy lifestyle in the process of out-of-school activity. Pedagogical project of the system of complete upbringing of a pupils healthy lifestyle in the course of out-of-school activity it is provided the definition of specific objectives developing literacy about a healthy lifestyle, sensibleness of a healthy lifestyle and the behavior corresponding to a healthy lifestyle, in unity of the contents, forms and methods of their development and self-development in the activity directed on keeping a healthy lifestyle. The article also shows the results of the carried out experimental work among schoolchildren.

[Daniyarov TA, Berkimbaev KM, Bimaganbetova AK, Moldaliev MS, Djazykbaeva MB, Tokkulova GT, Sultanbek MZ. **Psychology-Pedagogical Basis of Forming Pupils Healthy**. *Life Sci J* 2013;10(11s):9-15] (ISSN:1097-8135). <http://www.lifesciencesite.com>. 2

Keywords: school, a pupil, a healthy lifestyle, sports, a habit, self-education, psychological-pedagogical concept, innovation, people.

1. Introduction

One of the propriety directions defined in the Message of the President N.A. Nazarbayev to the people "Kazakhstan - 2050" is to promote a healthy lifestyle as a condition and a factor of social-and-economic strengthening of society and welfare of citizens. The affirmation of need of a healthy lifestyle takes an essential place in the Message of the President and is a part of the state policy [1].

In conditions of deep social-and-economic transformations in the country becomes sharp the contradiction between growing need of society in active healthy people and catastrophically worsening health of children. Data of the National center of problems of forming a healthy lifestyle affirm a high incidence of schoolchildren and its significant increase on separate indicators. So, there are some problems which many schoolchildren face to: disharmonious physical development, growth of incidence by tuberculosis, virus hepatitis, sharp intestinal and venereal diseases. The diseases of nervous, endocrine, digestive, respiratory systems, kidneys, sight violations are most widespread among children of the school age. Early familiarizing of schoolchildren with nicotine, alcohol, narcotics also renders harmful influence on the growing-up generation state of health [2].

The state of health of children is influenced by many negative factors: decrease in standard of living as a whole about the country, deterioration of

ecological situation, negative changes in finance and educational potential of a family. Unfortunately, today the share of fault for the current situation is assigned to school which doesn't meet modern requirements of hygiene and natural-science bases of age physiology, causes chronic overfatigue and provokes growth of number of diseases at schoolchildren.

Thus, there is a contradiction between growing demand of the society in improvement of the state of health of younger generation and insufficient readiness of scientific-and-methodical bases of the education organization of a pupils healthy lifestyle in out-of-school activity, real unavailability of teachers to implement the process of education of a pupils healthy lifestyle in modern conditions. Overcoming the mentioned contradiction and identification of the psychological-and-pedagogical conditions providing successful education of a pupils healthy lifestyle in out-of-school activity is a problem of this research.

The analysis of the empirical data obtained from psychological-and-pedagogical researches about formation of valeologically oriented personality (A.S. Imangaliyev), about pedagogical system of actions on development of valeological culture in schoolchildren (A.M. Mityaev), about the theory of the personality development (L.S.Vygotsky, A.N. Leontyev, A. Maslow, S.L. Rubinstein), about sequence of pedagogical actions in educational process (T.A. Ilyina), and our own supervision over the process of

upbringing of a pupils healthy lifestyle, allowed us to build structural model of good breeding of a pupils healthy lifestyle (figure 1).

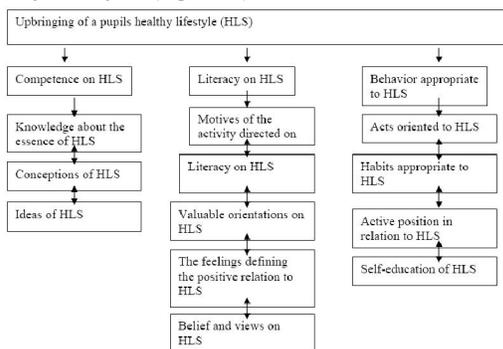


Figure 1. Structural model of good breeding of a pupils healthy lifestyle

From this structural model it is visible that the main and interconnected substantial elements of good breeding of a pupils healthy lifestyle as we assume are competence about a healthy lifestyle, sensibleness of healthy lifestyle and behavior, appropriate to healthy lifestyle.

Competence on a healthy lifestyle represents "the condition of a pupil caused by understanding of essence of health and a healthy lifestyle, accurately expressed motivation to maintaining a healthy lifestyle, moral readiness to keep a healthy lifestyle, create, keep and strengthen the health along with realization of the interests, tendencies and abilities and careful attitude to other people health" (V.V.Kolbanov). Competence about a healthy lifestyle is based on concrete attitude a pupil to assimilation of knowledge system of a healthy lifestyle and includes in itself a complex of the corresponding ideas, concepts, opinions and the abilities concerning its healthy lifestyle and relationship with himself and environment.

Literacy on a healthy lifestyle expresses "the personal relation of the pupil to a healthy lifestyle and is embodied in its valuable orientations, feelings, views and belief directed on preservation and reformation of own health" (A.M.Mityaeva). The analysis of researches of A.Maslou gave the chance to rely on his idea about human organism requirements from which we distinguished, in connection with our subject, the idea "requirements to keep a healthy lifestyle". Motives of activity directed to a healthy lifestyle, being a concrete expression of need of the pupil, induce him to do deeds directed on keeping a healthy lifestyle [3]. Valuable orientations to a healthy lifestyle possess an incentive force to do deeds directed on keeping a healthy lifestyle as concentrate in itself conscious, relatively steady relation to healthy lifestyle values.

In a course of developing the feelings defining the positive relation to a healthy lifestyle, the pupil develops the corresponding views and belief of a healthy lifestyle which reflect his resistant belief in necessity and opportunity to keep a healthy lifestyle [4].

The behavior appropriate to a healthy lifestyle, can "be various in forms of the manifestation, includes the active action of the pupil demanding a big expense of energy, strong-willed tension of sincere forces, knowledge, abilities directed on careful attitude to the health, activity manifestation in the activity helping improvement of an organism and keeping a healthy lifestyle" (A.M.Mityaeva).

Being guided by knowledge that the behavior consists of acts and actions, we in structure of the behavior corresponding to a healthy lifestyle, allocate its components - the acts focused on a healthy lifestyle, and the habits corresponding to a healthy lifestyle. Active position in relation to a healthy lifestyle is an internal indicator with which it is possible to characterize good breeding level of healthy lifestyle at the pupil. As a healthy lifestyle self-education at the pupil we realize the activity directed on developing and improving such qualities which are the fullest and very detailed characteristics of his formed comprehension and behavior corresponding to a healthy lifestyle [5].

Thus, under **breeding a pupils healthy lifestyle** we understand the process connected with formation at schoolchildren of competence about a healthy lifestyle, sensibleness of a healthy lifestyle and behavior corresponding to a healthy lifestyle. Out-of-school activity is defined by us as a component of a complete teaching-and-educational process at school, and one of important forms of the organization activity directed on healthy lifestyle formation in free time.

Personal conditions of the organization of this process which provide active participation of the schoolchildren in work on healthy lifestyle self-education are objectively distinguished from psychological-pedagogical conditions of the process of education of a pupils healthy lifestyle on out-of-class lessons. Their observance by the teacher assumes, at first, activation of self-education of a healthy lifestyle, including a full-fledged mode, a rational organization of leisure, and reasonable combination of various forms of activity by the pupil. Secondly, especially important is development of such reflexive abilities as the ability to analyze the actions, to evaluate the ability to keep healthy lifestyle, to objectively self-assess and self-regulate the communication with schoolchildren. All of it have to provide healthy lifestyle in interpersonal

relations and hence education of pupils healthy lifestyle.

As objectively there are stages of biological maturing of an organism, its nervous system and organs, and also the related development of informative forces, reasonably organized education of a pupils healthy lifestyle at out-of-class lessons has to adapt to age features, be based on them. Besides, the consideration of age features of schoolchildren will allow the teacher to think over influence mechanisms being the most effective for this age group [6].

On the basis of the account of the above considered psychological-and-pedagogical conditions, diverse experience gained by schools of the Southern Kazakhstan area, continuous search of new forms and the methods considering new tasks, growing needs of schoolchildren, we have developed the structural model of a complete educational system of the healthy lifestyle (HL) at schoolchildren in the course of out-of-school activity (figure 2).

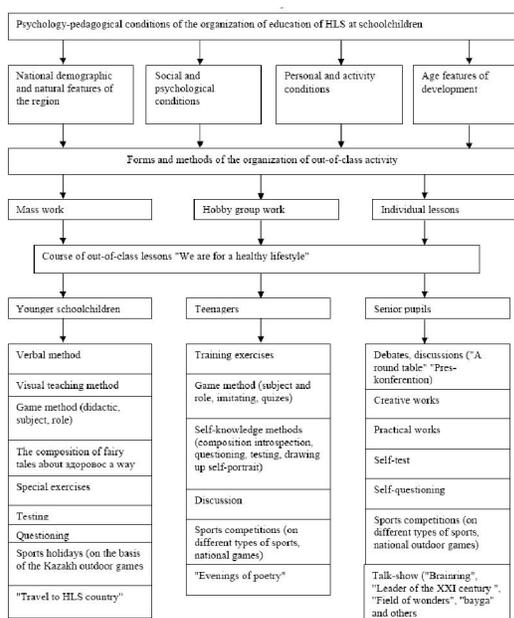


Figure 2. Structural model of a complete educational system of a pupils healthy lifestyle in the course of out-of-class activity

Pedagogical design of the system of complete upbringing of a pupils healthy lifestyle in the course of out-of-school activity it is provided the definition of specific objectives developing literacy about a healthy lifestyle, sensibleness of a healthy lifestyle and the behavior corresponding to a healthy lifestyle, in unity of the contents, forms and methods of their development and self-development in the activity directed on keeping a healthy lifestyle. Under the system of an organization of activity in out-of-

class time providing a healthy lifestyle education, we understand a consecutive and purposeful order of joint activity and actions in communication of teachers and pupils which forms of the organization in the unity and communication naturally lead to development of good breeding of a pupils healthy lifestyle [7].

On the basis of theoretical conclusions of bases of education of a pupils healthy lifestyle it was developed the program of experimental work on healthy lifestyle education of schoolchildren which was carried out stage by stage: the stating and forming stages.

The purpose of stating experiment consisted in diagnostic research of the condition of level of good breeding of a pupils healthy lifestyle. Proceeding from the purpose of stating experiment, the following tasks were formulated: to determine literacy level about a pupils healthy lifestyle; to define level of sensibleness of a pupils healthy lifestyle; to define level of behavior appropriate to a pupils healthy lifestyle; to carry out comparative-and-pedagogical analysis of literacy level about a healthy lifestyle, sensibleness of a healthy lifestyle and the behavior corresponding to a pupils healthy lifestyle.

The purpose of forming experiment consisted in approbation of the developed technique and check of its productivity. The problems of forming experiment were determined: to develop and introduce the system of actions for healthy lifestyle education of schoolchildren; to reveal the most effective forms and methods of work on healthy lifestyle education of schoolchildren; to define the level upbringing a pupils healthy lifestyle after forming experiment, having revealed thus dynamics of level of upbringing of a pupils healthy lifestyle.

During experimental work the three various levels of upbringing of a pupils healthy lifestyle were allocated. **High level** is characterized by steady type of directing behavior of the schoolchildren to a healthy lifestyle, independent ability to support conscious concepts about a healthy lifestyle by means of examples from lives, and active aspiration and internal continuous need to keep a healthy lifestyle acts as the main motives of behavior [8]. **Average level** is distinguished by a conscious and steady directing behavior to a healthy lifestyle which is shown in typical vital circumstances, in understanding of the vital importance of basic elements of a healthy lifestyle, but thus a steady and active position on a pupils healthy lifestyle in a number of situations isn't shown. **Low level** of upbringing of a healthy lifestyle is characterized by unstable type of directing behavior to a healthy lifestyle, the extremely limited knowledge and concepts of a healthy lifestyle which have

unsystematic, separate character, and the real experience of behavior corresponding to a healthy lifestyle, at schoolchildren is incidentally weak and unstable.

Level of upbringing of a healthy lifestyle was defined proceeding from level literacy about a healthy lifestyle, sensibleness of a healthy lifestyle, the behavior corresponding to a healthy lifestyle, and was estimated by the following criteria: completeness of knowledge, understanding and concepts about essence of a healthy lifestyle; depth of understanding of social and personal importance of a healthy lifestyle; behavior directing to a healthy lifestyle, its stability (table 1).

Table 1. Indicators of manifestation and criteria of level of upbringing of a healthy lifestyle (HLS) at schoolchildren

Criteria	Indicators of manifestation and levels of a upbringing of HLS at schoolchildren students		
	High	Average	Low
1. Completeness of knowledge, conceptions and ideas about essence of HLS as basis for development of upbringing of HLS at schoolchildren.	The most important principles of HLS are known, the main concepts about HLS correctly revealed. These are able to support the ideas with examples from life.	The most part of knowledge, ideas and concepts about HLS essence, but not everything is correctly revealed or revealed improperly accurate.	Extremely limited knowledge, ideas and concepts about HLS which have nonsystem separate character.
2. Depth of awareness of the social and personal importance of HLS.	All the main principles of HLS are realized at the same time as the personally necessary and become his belief. Propagandizes keeping to HLS, only arises. The relation HLS among around people by means of the personal example and explanatory actions.	There is understanding of the social and personal importance of basic elements of HLS. The ideal of behavior corresponding to HLS, only arises. The relation to HLS is insufficiently steady.	The informative knowledge which isn't relying on understanding of social-and-personal importance of value of the health, lack of the formed ideal of the behavior corresponding to HLS.
3. Behavior orientation on HLS and its stability.	It is shown in existence of steady and positive experience of the behavior corresponding to HLS, it is observed the unity of intellectual, physical, moral-and-psychological training to activity in the field of HLS formation.	Insufficiently steady nature of behavior corresponding to HLS, self-control is present, but activity in HLS is shown not regularly. Experience of behavior is regulated by requirements of sensors and other external incentives.	Behavior experience, corresponding to HLS, self-control is absent, is situational. HLS values are practically not used in the activity.

During stating experiment it was carried out the comparative-and-pedagogical analysis as a result of which the following tendency was revealed: the level of behavior corresponding to a healthy lifestyle, in comparison with literacy and sensibleness level of schoolchildren on factors determining a healthy lifestyle, is late a little. The exception makes only the refusal for the majority of younger schoolchildren of addictions (having alcoholic drinks, narcotic substances and tobacco smoking). It is connected, first of all, with the periods of maturing of the person, more precisely, with features of their development of need-and-motivational sphere. Considering that one of serious problems of teenagers is a inconsistency of belief, moral ideas, concepts, on the one hand, with acts, actions and behavior, with another hand, during stating experiment it was revealed the following feature: behavior level at teenagers on the factors defining a healthy lifestyle has some specific selectivity and respectively lags behind on

comparison with literacy level about a healthy lifestyle and sensibleness of a healthy lifestyle [9]. Besides, at the seniors who are to make a choice of the future profession, the conscious motives of behavior corresponding to a healthy lifestyle strengthen, the critical relation to the offered ways of keeping a healthy lifestyle is developed, and valuable orientations differ with sharp differentiation on interests and intentions.

The forming stage of experimental works is characterized by approbation of the program of the course of out-of-class lessons "We are for a healthy lifestyle" which unlike the analyzed practical programs "How to Be Healthy" (A.S.Adykhanov, Z.G.Brusenko, S.T.Seydumanov), "A basis of pedagogical valeology" (A.S.Imangaliyev), "School valeology" (G.K.Zaytsev), "Health pedagogics" (V.N.Kasatkina) and others focused on healthy lifestyle education at schoolchildren in the course of in-class activity, is directed on education of a pupils healthy lifestyle in the course of out-of-class activity as a special sphere of creative life of each pupil. Out-of-class activity at its proper organization will create to every pupil a new idea of himself, opportunities to realize and approve himself, to endure the feeling of success, confidence of own forces that, as a result, intensifies healthy lifestyle self-education, promote involvement of schoolchildren in the activity directed on studying and research of the problems connected with a healthy lifestyle [10]. The program of the course of out-of-class lessons "We are for a healthy lifestyle" realizes the designed system of the complete education of a pupils healthy lifestyle in the course of out-of-class activity taking into account the typical for each school age certain level of physical, mental, social development and main needs. Besides, this program is developed taking into account features of the southern region of Kazakhstan and directed on healthy lifestyle education at schoolchildren by means of the Kazakh national pedagogics: oral national creativity, Kazakh national games, traditions, ceremonies.

The purposes of the program of the course of out-of-class lessons "We are for a healthy lifestyle" consist: in creation of motivation of a healthy lifestyle; in formation of an individual way of physical self-improvement, a mental self-control and sexual behavior; in training of methods of self-knowledge, self-checking and programming of the activity on health strengthening; in instilling interest to the Kazakh national traditions, customs, ceremonies and the oral national creativity, opening features of education of a healthy way of life at younger generation in the Kazakh family; in involvement into research activity in the field of

formation of a healthy lifestyle and upbringing of a healthy person.

Proceeding from the program purposes, the problems of the course of out-of-class lessons "We are for a healthy lifestyle" were defined too: formation of bases of hygienic behavior; ensuring physical and mental self-development; development of negative attitude to harmful habits; instilling in schoolchildren of the feeling of own responsibility for the correct development of an organism on the basis of a balanced diet; to teach pupils to develop and keep an individual day regimen; to acquaint with physiological and psychological regularities and features of puberty at boys and girls; to open biological and social bases of love [11].

The content of the program consist of 7 sections; 1. Learn himself and others. 2. Day regimen. 3. Healthy food. 4. Hygiene of a body. 5. Precautions of tobacco smoking, alcoholism, toxic mania and drug addiction. 6. Physical development and organism hardening. 7. Sexual culture and health. Efficiency of the program of the course of out-of-class lessons "We are for a healthy lifestyle" confirms the data on changes in structure of literacy about a healthy lifestyle, sensibleness of a healthy lifestyle and behavior corresponding a pupils healthy lifestyle what are shown by the results at the time of the beginning and finishing of experimental works. Development of understanding and concepts about essence of a healthy lifestyle; extent of awareness of the social and personal importance of a healthy lifestyle; existence of a steady position in an orientation of the behavior corresponding to a healthy lifestyle are indicators of the developed level of upbringing of a pupils healthy lifestyle (tables 2,3,4 and figures 3,4,5).

Table 2. Dynamics of development of level of upbringing of a healthy lifestyle at younger schoolchildren from the beginning by the end of the experimental work (in abs. numbers and %)

Criteria and indicators	Levels	Younger schoolchildren							
		Experimental group (n=67)				Control group (n=58)			
		Beginning		End		Beginning		End	
1. Completeness of knowledge, understanding and concepts about essence of HLS	High	5	7,9	9	13,4	5	8,4	6	9,6
	Average	27	40,9	42	62,2	24	41,4	25	43,6
	Low	35	51,2	16	23,5	29	50,2	27	46,8
2. Depth of understanding of social and personal importance of HLS	High	4	6,2	11	16,6	4	6,9	5	8,9
	Average	24	36,4	38	56,5	21	36,9	22	38,4
	Low	39	57,4	18	26,9	33	56,2	31	52,7
3. Orientation behavior on HLS and its stability.	High	12	17,7	17	25,2	11	18,7	12	20,2
	Average	20	29,4	23	34,7	20	34,0	21	36,5
	Low	35	52,9	27	40,1	27	47,3	25	43,3

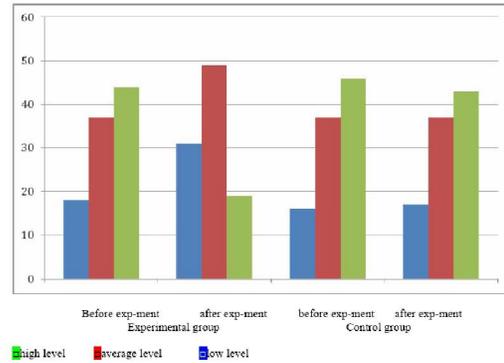


Figure 3. Levels upbringing a healthy lifestyle at younger schoolchildren from the beginning to the end of experimental work

Table 3. Dynamics of development of level of upbringing of a healthy lifestyle at teenagers from the beginning by the end of experimental work (in abs. numbers of m %)

Criteria and indicators	Levels	Teenagers							
		Experimental group (n =92)				Control group (n =89)			
		Beginning		End		Beginning		End	
1. Completeness of knowledge. Concepts and ideas about HLS	High	15	16,1	26	27,8	15	15,9	15	17,3
	Average	36	39,3	55	60,2	35	38,0	35	39,6
	low	41	44,6	11	12	42	46,1	39	43,1
2. Depth of awareness of the social and personal importance of HLS	high	13	13,7	11	11,9	11	12,4	12	13,6
	average	33	36,2	52	56,7	31	34,9	33	36,5
	low	46	50,1	17	18,0	47	52,7	44	49,9
3. Orientation of HLS and its steady	high	13	11,5	22	23,5	9	10,2	10	11,5
	average	31	34,1	50	55,0	29	32,6	30	33,9
	Low	50	54,4	20	21,5	51	57,2	49	54,6

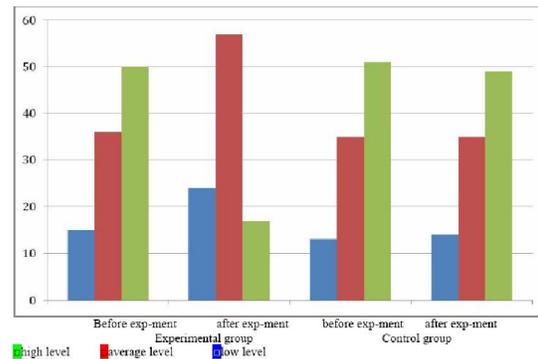


Figure 4. Level of upbringing of a healthy lifestyle at teenagers from the beginning by the end of experimental work

According to results of the experimental work it is revealed that at the majority of younger schoolchildren upbringing of a healthy lifestyle is at the initial stage, at a significant amount of teenagers is generally at the stage of the formation, and at seniors it passes to a new qualitative condition. As a result of the carried-out experimental work 25,2% of

younger schoolchildren, 23,5% of teenagers and 29,9% of seniors of experimental groups showed the steady directing on behavior on a healthy lifestyle. 13,4% of younger schoolchildren, 27,8% of teenagers and 33% of seniors showed the positive relation to concepts about a healthy lifestyle, there are complete ideas and concepts of essence of a healthy lifestyle. And 16,6% of younger schoolchildren, 25,3% of teenagers, 31,6% seniors perceive a healthy lifestyle as the vital value. However, the level of behavior corresponding to a healthy lifestyle, in comparison with literacy level about a healthy lifestyle and sensibleness of a healthy lifestyle on the factors defining a healthy lifestyle, for all age categories of school students delays a little as the ideal of behavior directed on keeping healthy lifestyle, only arises and is still the insufficiently steady.

Table 4. Dynamics of development of level of upbringing of a healthy lifestyle at seniors from the beginning by the end of experimental work (in abs. numbers and %)

#	Criteria and indicators	Levels	Senior pupils							
			Experimental group (n=114)			Control group (n=96)				
			Beginning	End	Beginning	End	%			
1. r 17	Completeness of knowledge.	High	23	20,4	38	33,0	18	19,0	19	20,2
		Average	44	38,8	57	50,5	37	38,7	38	39,7
	Completeness of	Low	47	40,8	19	16,5	41	42,3	39	40,1
		Average	21	18,6	36	36,56	31,6	16	17,7	18
	Depth of awareness of the social and personal importance of HLS	High	43	37,3	49,0	46,0	36	37,0	37	38,3
		Low	50	44,1	22	19,4	44	45,9	41	43,1
Orientation of HLS and its steady	High	19	16,9	34	29,9	14	15,0	15	16,0	
	Average	40	35,3	54	47,4	34	35,1	36	37,0	
	Low	55	47,8	26	22,7	48	49,9	47,0	47,0	

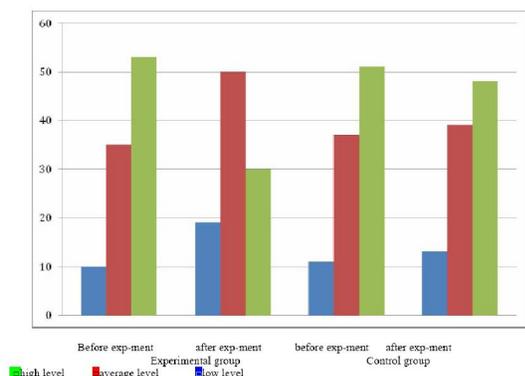


Figure 5. Levels of upbringing of a healthy lifestyle at seniors from the beginning by the end of experimental work

Thus, success of the out-of-class lessons on the course "We are for a Healthy Lifestyle" organized by us was experimentally confirmed, promoting increase of level of upbringing of a pupils healthy lifestyle. However, the results of experimental work are still insufficiently high that shows only the initial stage of formation of a healthy lifestyle at younger pupils, insufficient formation of their sensibleness of a healthy lifestyle and the behavior corresponding to

a healthy lifestyle. The perception of a healthy lifestyle at the teenager is more purposeful, systematic and organized, than the perception of the younger schoolchildren [12]. Results of experimental work show that, however, they are still insufficiently high that is caused by an insufficient forming their sensibleness of a healthy lifestyle and the behavior corresponding to a healthy lifestyle. Experimental work allowed to state positive changes in level of upbringing of a healthy lifestyle at seniors - participants of the experimental group. The majority of them raised the level of literacy about a healthy lifestyle, it is increased the number of the seniors keeping a day regimen and hygiene of a body, visiting sports sections, doing morning exercises, there were positive changes of personal qualities. All the above mentioned testifies to formation of steady requirement for activity directing on keeping a healthy lifestyle.

2. Conclusions.

The conducted research allowed to draw the following conclusions;

1. The leading idea of theoretical model of the complete educational system of a pupils healthy lifestyle in the course of out-of-class activity consists in updating of understanding by the pupil of value of health and a responsibility for it that allows to create the valuable relation to a healthy lifestyle.
2. Design and realization of the complete educational system of a pupils healthy lifestyle in an out-of-class activity proved that the process of education of a healthy lifestyle proceeds more effectively if the created system is based on structural model of upbringing of a healthy lifestyle where tasks and content of out-of-class activity system on its development follow from the principle of interrelation and trinity of the main elements of its development: literacy about a healthy lifestyle, sensibleness of a healthy lifestyle and the behavior corresponding to a healthy lifestyle.
3. The research has set up a complex of psychological-pedagogical conditions providing the effective organization of education of a pupils healthy lifestyle at out-of-class lessons, including: national, demographical and natural features of the region (providing close interrelation with centuries-old history, life and culture of the Kazakh people); social-and-psychological (providing more favourable, comfortable state of health of schoolchildren in the course of healthy lifestyle education at the expense of specially organized out-of-class activity); personal-and-activity (providing active participation of pupils in independent fixing in practice of own knowledge on a healthy lifestyle and ability to keep a healthy lifestyle) and age features of schoolchildren

development (allowing the teacher to apply such mechanisms of influence which solve contradictions and satisfy the main need in compliance with the age category).

4. Inclusion of the pupil in the process of mastering methods, ways of keeping a healthy lifestyle occurs on the basis of self-knowledge and guarantees preservation, strengthening and increase of health reserves supporting optimistic "I am-concept" [13].

5. The criteria of upbringing of a pupils healthy lifestyle in the process of out-of-class activity act on motivational, emotional, and practical-and-effective levels of schoolchildren ideas about health and a healthy lifestyle; responsible attitude to a healthy lifestyle; subjective experience on seizing skills, methods, and ways to keep a healthy lifestyle.

6. One of the conditions of effectiveness of realization of the complete educational system theoretical model of a pupils healthy lifestyle is a professional training of the teacher including understanding by him the essence of health and a healthy lifestyle, the expressed motivation of a health creation, moral readiness to keep a healthy lifestyle.

7. The model of education of a healthy lifestyle can be successfully realized in interaction of the teacher, parents and schoolchildren especially in the course of out-of-class activity.

The carried out research does not applies for the comprehensive settlement of the problem of education of a pupils healthy lifestyle, in view of its complexity and a polysemy in a new social-and-economical and social-and-psychological situation of Kazakhstan citizens' life. Special studying is demanded by the following questions: research of opportunities of the Kazakh national pedagogics in healthy lifestyle education at schoolchildren; studying the process of effective formation of a pupils healthy lifestyle from families of social risk; preparation of future teachers for the organization and realization of healthy lifestyle education at schoolchildren; differentiation and individualization of education of a healthy lifestyle; continuity implementation of pupils of elementary and secondary school and some other problems.

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9/28/2013

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