

Health forming education as the priority of Russian state education policy: essence, content, prospects

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Abstract. In the presented paper author's understanding of "health forming education" is introduced. Essence and content of health forming education must be viewed as a process and a result of a purposeful activity of a pedagogical community in interiorization of values of healthy and safe lifestyle culture in standardized volume and content by a learner. Content-analysis of state educational policy normative documents allowed to determine requirements for continuous health forming education, factors that are impeding an achievement of its effectiveness and perspective directions of research in designated aspects.

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Introduction

It doesn't not require special evidence, that, in essence, health is a factor that is determining well-being of society, ensure national security of the state in the world community, and, as a consequence, meets growing demands for its "formation" [1-7].

A development of a system of understanding of "health" phenomenon in sociocultural aspect from one point of view, and from another point of view, an awareness of limits of health care and preventive measures in a formation nation's health, caused in social consciousness an understanding of potential capabilities of educational system in a reproduction of viable population [3,8-11].

To be fair, it should be noted, that scientific and pedagogical communities doesn't disregard problems of a preservation, strengthening and a formation of nation's health, as it evidenced by numerous scientific studies in the mentioned context [1,3].

However, we understand that any enumeration of persons and directions, potentially, could not be exhaustive, because of complexity and historical variability of problems of education and health, which are determining common grounds for a systematization of an existing mass of scientific-theoretical and empirical assets [2].

Main part

Analysis of scientific and pedagogical studies allows to state that, in pedagogical science there is a sufficient number of scientific researches for health forming education realization (issues of a practical realization remain open), a solution of problems of health forming education, presented in theoretical concepts, is haphazard, "it is possible to talk about a statement of a problem, rather than about its systematic elaboration" [12]. To date, researches

in that direction are still just at an initial stage, theoretical, methodological and didactic fundamentals of continuous health forming education is not fully defined.

In a process of health forming education study, we applied following forms of communication:

1. an implementation by pedagogics of basic ideas, theoretical points, summarizing conclusions of other sciences (in our case - humanities);
2. an implementation of research methods applied in those sciences;
3. an implementation of empirical research methods of anthropological problematics, related to specific measurements, calculations, classification [13, p. 4];

In a first approximation, according to historical tradition, education is understood as a *a process and a result* of a certain "image" – phenomenon, occurrence, quality by a specified model, giving a true form to something not formed: image of activities of an individual, human image, image of world or culture, etc.

For example, in Federal Law of Russian Federation "On education in Russian Federation" education is understood as "a single-focused process of education and training", which is "socially significant good", is "in interests of people, family, society and state", and a resulting aspect of that process is indicated in a set of obtained by a learner "knowledge, skills, values, experience and competence of a certain volume and complexity" in target priorities for a development of human "intellectual, moral, creative, physical and professional", "satisfaction of educational needs and interests" [14, p. 3].

Today's humanitarian approaches reflect an idea of a person finding his or her image in a determination of meaning of educational processes:

"...Education is realized as a practice of culture generation...", "Education is a basic process in culture...", "Quality of education...is measured by a quality of a person, which is trained by education" (E.V. Bondarevskaya) [15, p. 45].

"...Education is a process and a result of learners mastering a system of scientific knowledge and cognitive abilities and skills, a formation of world outlook based on them, development of creative forces and abilities" (Yu. K. Babanski) [16, p. 19].

"...Education as a special, social and personal determined, characterized by pedagogic goal-setting and pedagogic guidance of activities of human beings if a familiarization with life of society, in a course of which an assimilation by a person of social experience and his or her own development is realized". "As about psychological perspective of a contemplation of a person, that science is considering an establishment of a person's psychology in a context of an external, in particular, educational, activity" (V.V. Kraevsky) [13, p. 3].

"...Education realizes a function of a person's preparation to an adequate following sociocultural life. That means that a person must then be included in all types of beings (vital functioning related, social, socio-cultural, cultural, activities related, economic related, etc.), recognizing relevant normative forms for its morphologisation, and, then, if necessary, changing his or her position in a system of various "beings", changing types of obligations taken and behavior which appropriate for them" (O.S. Ansimov) [17, p. 6].

In highlighted contexts a modern understanding of education essence is dialogical: from one point of view, it is seen as a socio-resulting from externally defined focused formation of a person, finding its image, in accordance with a status of cultural being; from another point of view, a process of a continuous self-realization of a person of culture and society. Among the most important requirements for modern education is its continuity.

A specified semantic field allows to talk about health forming education in a broad sense, as a continuous connection of processes of: external focused, conducted in education system (with common reference points for building a system of pedagogical activity) and a person's internal continuous finding of an ability to preserve, strengthen his or her own health, building up and economical use of health forming potential in a process of life activity. From those positions, health forming education of a person plays a role of a

qualitative certainty of his or her identity attributes, determining assimilated and relevant custom for health forming cultural heritage, socio-historic positively significant experience for a given community.

Taking into account that a process of institutional education has age and time constraints and a certain qualitatively determined result, forming in compliance with footsteps of its formation, essence and contents of health forming education must be viewed as a process and a result of teaching community focused activity for interiorization of values of culture of healthy and safe lifestyle in a specified level and content by learners.

Taking into consideration designated positions, content analysis of legal and regulatory documents of general education [18-23] allows identify requirements for health forming education, which are presented in:

- A strategy of a fundamental core content of general education, based on of principles of a fundamental nature and systemacy, a culturological approach, which declares a culture as its base, as a significant form of sociocultural experience and systematic activity approach, appearing in requirements for a structure of a learning activity of learners, basic psychological conditions and mechanisms of mastering of sociocultural experience, national values. Personal, metaobjective, objective results of an activity in that direction reflect a level of a formation of values, motives, knowledge, universal actions of learners in a field of health forming and security [18,19];

- Results of health forming education of a schoolchildren, which are reflecting components of environmental culture, culture healthy and safe lifestyle (values related, cognitive, activity related);

- Contents of health forming activities in mastering of subjects, extracurricular activities in order to promote a culture of healthy and safe lifestyle formation of schoolchildren, in which it is seen as a source of knowledge of methods, means of a preservation and strengthening of health, ensuring safety of life activity, building up (and economical using up) of health forming potential in a process of life activity;

- Health forming infrastructure of an educational institution, as a primary condition of learners health preservation [18, p. 161, p. 344];

- Means and methods of a realization of health forming education as a foundation of a realization by pedagogical specialist of health forming activities and operations, regulated by system hygiene requirements for a realization of a basic educational program in part of requirements for an organization of an educational process.

However, a realization health forming education, considering Russian reality, is inert for following reasons:

— A role of a particular teacher as a participants management organizer of educational process interaction in a realization of priorities of health forming education in a specified work is immanent, as a granted condition;

— A system of an evaluation of an achievement of planned results of a basic educational program mastering, as an implement for a realization of the standard requirements doesn't reflect results of health forming direction. Results of health forming education of learners (a level of a formation of values orientations, knowledge, universal actions, as a component of a culture of healthy and safe lifestyle, manifesting itself in self-determination, meaning formation, moral and ethical orientation) in a full accordance with requirements of the standard are not subject to a final evaluation. From that point of view, a responsibility for an achievement of results health forming education of schoolchildren is entrusted not on a teacher, but on educational system and educational institution in a whole. Thus, a responsibility for results of health forming education, realized in an organization of an interaction during lessons and extra curriculum activities, as well as from a quality of pedagogical tactics and skills to achieve them, is artificially removed from a teacher;

— Qualification characteristics of a teacher in a model MEP of general education (Model of an analytical table for an estimation of a basic competence of an educator) indicates that there are no direct requirements for a realization of health forming education in a competence format. In the discussed draft of the concept and contents of a professional standard for a teacher (from 15.02.2013) [20], health forming competence (as an ability to successfully act on a basis of practical experience, skills and knowledge in a case of a solution of professional tasks), are presented quite poorly: in a context of educational work - as an ability to effectively regulate behavior of learners in order to ensure a safe educational environment, in a context of a development - as an ability to design psychologically safe and comfortable educational environment, to know and to be able to prevent various forms of violence in school.

Those circumstances determine contradictions between:

— *a necessity of health forming education as one of leading priorities of educational policy and an absence of mechanisms for its organization and management by a teacher, who is a responsible subject for results of ecological culture formation, culture of healthy and safe lifestyle of learners;*

— *a need of educational practice in a teacher, who is ready for an organization and a management of health forming education of schoolchildren and an absence of regulatory requirements for a training of pedagogical specialists in the mentioned context.*

Conclusions

Summarizing aforementioned points, it is possible to draw following conclusions.

Health forming education is one of the priority directions of educational policy of Russia.

In normative documents of system of general education, requirements for health forming education in strategic, substantial, environmental and technological aspects are identified.

In a context of an achievement of results of health forming education, increases a role and a responsibility of a teacher, as an organizer of an interaction management of participants of education process of interiorization of healthy and safe lifestyles culture values.

Content analysis of legal and regulatory documents identifies a number of contradictions, related to a situation with an ambivalence regarding requirements for health forming education and a qualification of teachers.

Mentioned circumstances reveal a set of problems that require special investigations, which are related: with a training of a prospective teacher for health forming education, an increase of a qualification of specialists in an organization of health forming process, an organization of a systematic work on a formation of educational process subjects' health.

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