

Health Creation as Priority of Educational Policy of Russia in the Third Millennium: Tendencies, Searching, Perspectives of Development

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Abstract: In the article the essence of the health creating functions of education is revealed, the mechanisms of its implementation on the basis of the conceptual ideas of a holistic approach are presented. The Definition of health as a multidimensional phenomenon is given and the theoretical-methodological foundations of the characteristics of the organization of the health creative education for modern schools are discussed. Special attention is paid to the health creative activity of the subjects of the educational process and the description of its mechanisms. Theoretical analysis and generalization of domestic and foreign psychological-pedagogical concepts of health conservation activities are given and their role in building the health creative education for modern school is shown.

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Introduction

For Russia as for many other post-Soviet states a special role in changing strategical development of education is allotted to form health culture of the subjects of the educational process, principles of healthy way of life. Into the Law of Russian Federation "On Education" (2007) an amendment, defining the person's spiritual and moral forming is inserted. It orients towards the healthy and safe way of life as one of the main general demands to the content of education. In the "Conceptions of the long-term social and economic development of the Russian Federation till 2020", in "The National doctrine of educational development of RF till 2025" is said that the primary task in the system of education in our country is education of a person to be responsible for his health and the health of the others as the utmost social value, forming rather high level of children's and student's health in all its aspects – spiritual, psychological, physical.

Now in pedagogical practice a tendency of the transition from unificational education to the education considering personal peculiarities and abilities of any individual and the level of his/her health is marked. Now, educational points displace the focus of attention from forming knowledge, skills and habits to the holistic personal development, stimulating valuable attitude to the health, defining in future realization of life aims and meanings.

Modern researches point to the fact that traditional educational process has negative influence

on children's health state. According to M.M. Bezrukikh (2003), V.R. Kutchma (2009) about 25-30 % of children entering the 1st forms have some deviations in health. While studying at school the number of healthy children is reduced 4 times. To the time of finishing school the third part of the school leavers have problems with cardio-vascular system, the number of myopic students increases from 3% till 30%, nervous and mental disorders from 15% till 40%, gastroenterological illnesses – 3,8 times. The number of children being registered in health centres for the prevention and treatment of diseases reaches 50% in some schools [1].

We have to ascertain that in its present state education is directed to form cognitive sphere failing to take the development of a person as a whole reasonable and emotional creature into account. For all this sometimes the balance of temporary insanity (affect) and intellect is even called the criterion of psychological health. According to this criterion the present school educational system in the country can't be called health creative. Educational specialists themselves are not able to form necessary emotional contact, to choose correct psychological distance in order to collaborate with their pupils during the academic process. All the results in the pupils' problems of psychological and behavioral aspects, exerts deforming influence on personality and in future prevents from effective execution of social roles.

In the context of our investigation we

consider a person to be a bio-psycho-social being and that's why affirm that in the process of realization of education health creative function holistic approach is considered to be more significant (V.A. Ananyev, H. Leventhal, A.Maslow, Ya. Smats, D. Stokols, C.R. Rogers, etc.) [2, 3, 4, 5, 6 and 7]. It intends not only taking down the opposition between spiritual-psychological and material-corporal basis in person, but it also accents man's subjectivity as a health carrier, his responsibility for his state and health development as life potential sphere and finally provoking vegetative nervous system disbalance, localizing vital (that is on physical and corporal level) and imposing a man certain limitations in self-realization. So *holistic health definition* includes man's optimum functioning and development in *spiritual* aspect (deliberated responsibility in social and wider systems of life capability right up to biosphere and noosphere), *cognitive* sphere (reasonable optimism and availability of health creative aims) and *psychoemotional* sphere (emotional balance), and in the aspect of its *biological body* (energy and physical abilities). According to holistic understanding of health man's high systems levels are leading, so psychic factors influence the man's psychic mood.

Therefore only holistic approach to the health let us realize educational health creative function in full measure. Forming school health creative system must be the main aim. Key concepts "health", "creating" and "education" help us reveal the content of the phenomenon "health creating education".

In order to understand the meaning of a word "health" it is necessary to analyze different approaches to the man's health phenomenology:

1) the notion "health" as a sphere of man's culture includes three components in unity : body, soul, and intellect, so health is the aggregate of physical culture (the ability to manage own motions, own body); physiological culture (the ability to manage physiological processes in the organism and develop their reserve power); psychic culture (the ability to manage own feelings, senses, emotions); intellectual culture (the ability to cope with own thoughts); spiritual culture (the ability to manage own valuable-reasonable sphere and realize life aspirations connected with spiritual self-perfection)

2) man's health is the result of own activity;

3) the level of health is defined by a man's reserve of life strength; the way of health is the way of accumulation, conservation and reinforcement of life strength;

4) health is the level of adaptive abilities of organism, its ability to react adequately to the outside influences and to adapt to arising life conditions, it is the extent of stability of man's life strength in

changing conditions (ecological, social, etc.)

5) health of any person depends on the health of people surrounding him;

6) the system of mass education is one of the child's health creating mechanisms and the whole humanity for almost any person is connected with it during his life : when he studies himself, when his children and grandchildren study;

7) health is the result of upbringing and not only treatment, and the main means of teaching health way of life is educational activity.

On the basis of the analysis done with the approaches given above the essential characteristics of health as pedagogical phenomenon presenting multidimensional integral personal forming in which the culture level of person's attitude to the world surrounding him is reflected, the level which is determined by the degree of man's efforts in accumulation of life strength and provides with forming steady models of health creative behavior and activity directed to harmonize his relations with himself and is considered to be a defining condition in forming readiness to health creative activity of the persons in the educational process.

An adjective "creative" means "creating new", and presupposes mutual activity (being) of a pupil and a teacher as subjects of educational activity. Creative processes of mutual activity touch upon the pupil's and teacher's personalities, their interactivity, active position in creative work gives an opportunity to develop personality further. Therefore the notion "health creative" accumulating in itself such notions as: "creation", "conservation", "development", "protecting", "strengthening" is more capacious than the notion "health protecting".

The term "*creation*" we interpret as *active, processional phenomenon, attended by self-actualization and forming health creating personal position*. Important components of health creating activity are: self-reflection (state of body, spirit and intellect); self-target setting (revealing new "the I, the ego"); self-programming (the development of succession of self actions to realize selfness and search resources in self); self-realization (implementation of the process to enter a new image of "the Ego", "the I"). Health creative activity is the activity motivated by spiritual demands in self-creating and creating ecologically healthy (sound) subjectively-spatial (vast), natural and social media around self.

The important condition in realization of health creating function by education is compiling health creating educational system. As we think *health creating education is a permanent process directed to forming productive experience of health conservation in ecologically-personal and*

educational space, on the basis of which reconstruction and overcomprehension by a person of valeological arrangement are possible just as making new life and activity strategies concerning own health [8].

Therefore health creative education is a quality characteristics of a particularly organized whole (entire) pedagogical process aimed at forming readiness of pupils and teachers to follow health creative activity, which presents person's quality, conditioning healthy way of life and providing thanks to this making (that in conservation, maintenance, strengthening and accumulation) their health, that finally promotes valuable decision of educational tasks [9 and 10].

It is necessary to mark that in the process of health creative activity not consciousness determines man's activity in connection to his health, but personality of a doer. Its spiritual active interrelations with a world of people, a world of ideas and a world of things. Health creative activity results in personality creating valuable senses. Such personality doesn't master the culture of community as a whole, but it learns only that what is connected with really practical activity. From our point of view health creative activity is made up by a subject of activity but not the subject's acts. So, personality possessing developed health creative potential is characterized by the following peculiarities: developed creative abilities, absence of disharmony in the system of self psychosomatic modus, making spiritual-valuable sphere. In the context of health creative activity the process of creativity and personal development (the development of physical and intellectual abilities) prevail over pragmatic result. A man creating health of his own masters intellectual-spiritual and somatopsychic methods of health creativity in the systems of physical body, organism and personality. Here "man's steps" are transcribed – transferred into the product and the result of the creativity. So far a man must not only adapt to subjective medium ("to become as all") – he must surpass oneself to transform the personsphere of his own, realize as personality (that is to show the essence to the world and first of all to self). Such understanding means actualization of man's potential in the field of health creation among others due to revealing present and creating new possibilities to display man's essence in the world. Conditionally health creative education

can be presented in the following formula: health creative education = health forming education + teaching skills of health creation → competence of health creative conduct, providing mastering intellectual-spiritual and somatopsychical methods of health creativity in the systems of a physical body, organism and personality.

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