

## INDIVIDUALIZATION OF FORMING HEALTH CULTURE IN SCHOOLCHILDREN OF POLISH SCHOOLS

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**Annotation.** *The aim* is to highlight the issues of gender education and individual characteristics of schoolchildren in the formation of their health culture due to school conditions. *Material:* content analysis of domestic and foreign authors. *Results.* Determined that the peculiarities of forming health culture of schoolchildren make for the specifics of school age (primary school age – 6/7 – 10/11 years; teen school age – 12/13 – 15/16 years). It is found that the level of formation of health culture in childhood will depend on the next person's lifestyle, the level of his personal potential. Gender approach in pedagogy can overcome entrenched negative gender stereotypes, to develop a set of approaches aimed at helping children to easily go through the process of socialization and gender identity. *Conclusions:* information about formation schoolchildren health culture should be provided necessarily considering age and individual characteristics of schoolchildren, because otherwise it can be confusing for them and as a consequence is not only beneficial, but also harm.

**Key words:** health culture, schoolchildren, forming, peculiarities, age, gender approach.

### Introduction

At present stage of society's formation there appears a question of changing of not only economical life but also of deep transformations of human being himself. Economical reforms are possible in a society if there are fundamental changes of values and ideas of people, which would result in new ethic and new attitude towards people and surrounding world. That is why in context of modern social-cultural and ecological situation the problem of personal health as well as the health of society becomes not only medical category but acquires philosophical and cultural aspects.

Protection and recreation of health directly depend on level of health culture. Formation of personality's health culture starts from first steps of a person in social world. One of efficient factors, which influences on development of human social and biological principles, is formation of own health culture.

The existing domestic pedagogic space is called for fulfillment of special function in formation of personality, his (her) intellectual and spiritual potential. At present stage our society completely depends on success of its educational system. That is why nowadays in modern educational process rather important attention is paid to consideration of age and individual features of schoolchildren both in teaching of them and in education. In traditional pedagogic the problem of relation between two sexes has not been elucidated sufficiently and for long time it was "sexless", in spite of the fact that sex plays very important role in life and activity and is a natural basis of "person's individuality" (B. Ananyev).

For scientists of Ukraine, Poland and other countries the problem of formation of schoolchildren's health culture, considering age and individual features, is rather urgent (Yu. Arkin, P. Blonskiy, O. Bogdanova, P. Briant, Yu. Burtseva, B. Vounarovska, M. Zebrovska, Ye. Mayvska, A. Mudryk, M. Pshelonchikova, B. Sava, Ye. Kharlok et al., consideration of gender characteristics (S. Vykhov, V. Dudukalova, O. Kikinezhdy, K. Konazhevskiy, V. Kravets, T. Kuznetsova, T. Mashikhina, L. Stoliarchuk, M. Tolstykh, O. Tsokur, K. Charnetskiy et al.) and considering general problems of health improvement and reduction of negative environmental influence on youth (Aggio D., Bohn A., De Paula J.S., Entwistle N., Guthold R., Maatoug J.M., Mayorga D., Onyango-Ouma W., Rice P., Seabra A., Zou J. [17-27])).

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### Purpose, tasks of the work, material and methods

*The purpose of the work* is elucidating of gender education's problems and consideration of schoolchildren's age and individual characteristics with formation of their health culture in school conditions.

*Material:* analysis of foreign publications.

### Results of the researches

Formation of personality's health culture starts from first steps of a person in social world. One of efficient factors, which influences on development of human social and biological principles, is formation of own health culture.

Analysis of psychological-pedagogic literature sources (P. Briant, Ye. Mayevska, B. Sava et al.) witnesses that peculiarities of formation of schoolchildren's health culture are, first of all, conditioned by *specificities of school age*: junior age– 6/7-10/11 years old; adolescent age – 12/13-15/16years [4, 10, 13, 14].

Starting point of formation of children's health culture is considered to be *junior school age* (6/7-10/11 years; I-VI form). Junior school age is a period of very intensive psycho-physical development of a child, of formation of their

moral ideas and conceptions. Children start to appreciate physical strength, quickness, brevity, kindness, empathy. But they have no clear idea about what qualities they have themselves [12].

With entering school it is possible to realize purposeful pedagogic influence on personality. But there exists a necessity to consider peculiarities of organism's development. At this age health related education helps a child to understand changes in his (her) organism, emotions (in pedagogic circles it is called "Education about oneself", B. Vounarovska, 2007), to adapt to school, to prepare for health preservation and for period of puberty.

In process of formation of junior schoolchildren's health culture it is necessary to consider such factors as physical, psychic and social development of organism. For example, in junior school age rate of children's growth is up to 5 cm and body mass 3-3.5 kg annually that result in normal constitution of some children and extra weight of other. Already in 3<sup>rd</sup> form girls are a little higher than boys (by height and body mass). Not proportional body constitution becomes still oftener a trouble for parents and teachers. That is why this period of organism's physical development is very important [11].

Concerning development of children's mobility period of junior schoolchild is called "Fullness of childhood" or "stage of perfect child". At this stage a child is the most mobile; there exists demand ("hunger") in movement; it is difficult for child to sit still at lessons that is why children compensate it by high level of mobility during breaks. Boys already have higher physical strength and are interested in sport achievements and outdoor games. Girls prefer gymnastics and also outdoor games. So, for development of schoolchildren's mobility this period is the most favorable (gymnastics, skating, skiing). Alongside with it there is a need in involving of schoolchildren in observation of rules of personal hygiene [7].

Concerning psychic development there is observed loss of infantile not productivity, which is intrinsic to pre-school age. Instead of impulsive actions child is able to analyze possible results and it is a necessary feature for meeting certain school requirements. Child already understands own emotions and emotions of surrounding people. Consequently child can independently express own ideas, feel own or classmates' successes and failures, child can even hide own emotions. That is why adults shall especially carefully control the child, pay greater attention to her (him), to speak with her (him) as much as possible, to give the child the sense of support [16].

There also happen changes in child's social life. Characteristic features of such changes are that parents are still the most important for children; that is why they feel demand in "creation of authority"; secondly, ability to take decisions helps for a child to communicate with classmates, to discuss, to change decisions; third – there is a demand in creation of friendly links out of school. Besides, in connection with the fact that child spends more time at school than at home parents have new obligations: satisfaction of child's demand in movement out of school and being in the fresh air, balanced eating, correspondence of working place at home to sanitary-hygienic standards, restriction of using PC and watching TV, making child familiar with safety behavior at home and outdoors [5].

Thus, demand in formation of junior schoolchildren's health culture is conditioned by understanding of the fact that only since early childhood it is possible to teach children to main knowledge, and skills in health culture, which would transform in important component of his (her) general culture and would influence on formation of society's health culture in the future. The level of formation of health culture in childhood will influence on person's future life style and on his (her) level of realization of personal potential.

Adolescent age (12/13-15/16 years, I-III forms) is characterized by transition from childhood to adult state. In this period there happens quick and partially not even physical, mental, moral and social development of schoolchildren. In all directions qualitative new formations, resulted from organism's reconstruction appear; relations with adults and peers transform, new means of social interaction are mastered, moral-ethic standards are changed, self-consciousness is developed as well as interests, cognitive and studying activity [3].

In physical development one can observe quick and strong changes, called "jump of growth". All organism of a teenager is reconstructed: growth of muscular system takes place, which results in quick tiredness; disproportion of cardio-vascular system appears, that is manifested in different functional abnormalities; central nervous system deeply changes and that is why it is not characterized by endurance; as a result teenagers are very excitable; their behavior is not stable, it is impulsive; their actions are often uncontrollable, rather reactive. That is why adults shall pay special attention to teenager's somatic health and take care of his observing of all hygienic requirements [2].

In psychic and social development adolescent age is the most important and vulnerable. Teenager starts to compete with conflicts, concerning different social aspects. Potential sources of external and internal conflicts are connected with parents and peers, with defense of own opinion, authority or image in peers' circle [9].

Emotions play important role in adolescent age. Self estimation of a teenager reduces in comparison with earlier stages of development. Teenagers see themselves mainly in black and white categories. There appear absence of interest in the future, actions and forms of actions become not concentrated. Main factor of a teenager personality's development is increasing of social activity. People, surrounding him, are at the first place for him and parents and school – at the second place. Teenager start to seek for other spheres of activity besides school: circles, sport clubs, groups of friends. Social functioning of teenagers is directed, first of all, on perception and mastering of standards, values and behavioral forms of adult world [15, 16].

Formation of schoolchild's health culture is facilitated also by researches of *gender characteristics*. Understanding of gender problems, mastering of main principles of gender conception has become an urgent task in sphere of youth's education. Gender approach in pedagogic permits to overcome negative gender stereotypes, develop

combination of approaches, oriented on making easier children's passing the process of socialization and gender identification.

For recent decades gender problem has been being in the center of attention of European Community, which forms gender-legal space, considering gender aspect of countries – members of EC. It is facilitated by international-legal gender legislation in Europe, in which demand in such transformations is reflected.

Appearing of gender researches, in particular in pedagogic sphere, is one of the most important and significant achievements of world pedagogic thought in the last quarter of 20<sup>th</sup> century, developed intensively in 21<sup>st</sup> century. As on to day application of gender knowledge in organization of educational process is a mandatory requirement.

In spite of long history of conception "gender", variety of its interpretation points at ambiguity of this term, which permits to understand it as difference between men and women by sex, by psychic characteristics and as a structuralized conception of social sex, which is a synthesis of biological and cultural in a person.

As it is noted by Polish scientists (Ye. Bilinska-Sukhanek, M. Zebrowska, M. Pshelonchnikova et al.) in Poland there is no such directions of educational theory as, for example, "education for boys" and "education for girls". Scientific works, which concern gender problem, as a rule elucidate gender distinctions in psychological, social and educational contexts. For example K. Charnetskiy in his works [6] concentrates on distinctions between boys and girls in respect to their general intellectual level and specific intellectual features; K. Konazhevskiy describes peculiarities of teachers' functioning in determination of gender roles [8].

Formation of schoolchildren's health culture, considering gender distinctions can be observed in sphere of physical education. Before reform of 1999 there was no distinction by gender characteristics up to forth year of study. To large extent this distinction was neglected in the following years of studying. In post-reform period situation changed. Differentiation became much deeper and it was reflected in curriculums, for example in such kinds of physical activity in schools as track and field events and team games.

School manuals, in general, differentiate world of a child corresponding to age. Gender polarization is also quite natural and inevitable. Modern school manuals stress difference between two sexes. Stereotypes of masculine and feminine behavior are created in texts for reading and exercises by descriptions of behavioral schemas, intrinsic to these two sexes. Concerning male sex such features as strength, courage, resolution are cultivated. For female – sympathy, care, empathy and emotionality are propagated. With traditional distribution of gender roles in social and cultural aspects, manual evaluate role of men higher [1].

### Conclusions

1. Information about formation of schoolchildren's health culture shall be provided with compulsory consideration of age and individual specificities of schoolchildren, as far as otherwise it can be not clear for schoolchildren and as a result will make harm instead of good.

2. Gender education is a process, oriented on formation of qualities, features and characteristics, which determine required by society attitude to opposite sex. In its turn, consideration of gender characteristics with formation of schoolchildren's health culture facilitates formation of interaction between sexes on principles of gender equality, inadmissibility of contraposition by sex in family, at school, in any social institutions; creation of equal conditions and opportunities for development, self-perfection and self-realization of every personality.

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