

SCHOOL HEALTH APPROACH TO TEACHING AND LEARNING OF STUDENTS

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Annotation. *Purpose:* disclosure of health-ways for teaching and learning of students. *Material:* analysis of the publications of domestic and foreign authors. *Results:* The article is devoted to the implementation of healthy way approach to the educational process, namely, the rational organization of training aimed at keeping the dynamics of human health, the prevention of mental fatigue and overload, increase adaptive reserves of the body of the person; intensification of teaching and learning of students (application-is controversial dialogue, training, game forms and methods of training, participation in project activities, the work of pedagogical workshops) that stimulates emotional accommodation and understanding of knowledge, helps students acquire personal-relevant knowledge and experience; use of health effect of artistic and practical (music, painting) activities of students. *Conclusions:* highlights the key towards the implementation of health-promoting approach to the educational process.

Keywords: Health-approach, students, academic, cognitive, activity, organization.

Introduction

In modern world human life and health are recognized as the highest human values. Just owing to this fact problems of health cause interest of wide circle of scientists and practitioners (philosophers, culture specialists, sociologists, medical specialists and psychologists).

Pedagogic theory and practice can not be aside of these problems because main purpose and result of school education are intellectual, social and physical development of personality that is the basis for further education, labor activity and full fledged life in general.

Though, we have to state that unfavorable social economic conditions, difficult ecological situation, informational oversaturation, intensification of educational process negatively influence on health of rising generation. Up to 90% of children, pupils and students have health problems. With it there exist steady trend to worsening of children's and youth's health by all indicators.

Human health is complex and dynamic category, which has a lot of interpretations in modern science. In pedagogic, human health is understood rather widely, including spiritual, psychic, physical and social health. These components, interacting and influencing on each other, integrating, create human health as a wholeness and value.

Development of physically and spiritually healthy person through education requires, first of all, realization of humanistic orientation of educational process, videlicet: human being shall be the most important pedagogic value and that is why not a person shall adapt to educational process but educational process shall adapt to a person. Thus, modern interpretation of humanistic values of education is based on anthropological and social-cultural aspects: a person shall be a system-formation factor of educational process.

At the same time there appears steady contradiction, which is constantly a subject of discussions: on the one hand there exist humanistic principles of education and on the other hand there is pragmatic character of their realization.

For solution of this contradiction it is necessary to answer the question, how to organize educational process for it to ensure health related function of education, i.e. facilitate development of spiritual, mental and physical potentials of a person, prevention from stresses, overtiredness of pupils.

Analysis of pedagogic-psychological sources (G. Apanasenko, M. Bezrukikh, Ye. Vayner, L. Dikhan, V. Yefimova, G. Zaytsev, O. Ionova, Ye. Kazin, V. Kuchma, M. Smirnov, N. Sokratov) witnesses that the problem of health related organization of scientific cognitive pupils' activity is researched by scientists and practitioner [1, 3, 4, 6, 9, 11, 15-17], including foreign specialists (Aggio D., De Paula J.S., Entwistle N., Mayorga D., Rice P., Seabra A.) [12-14, 18-20].

For example, it has been cleared up that solution of pupils' health preservation in educational process has several directions, videlicet: medical-hygienic, health related-physical cultural, ecological, social-psychological and pedagogic, which is connected with implementation of health related educational technologies – combination of means, methods and forms of organization and realization of educational process, oriented on preservation of health [4].

The work has been fulfilled in compliance with SRW plans of Ukrainian engineering pedagogic academy in Kharkov.

Purpose, tasks of the work, material and methods

The purpose of the article is determination of ways of health related organization of pupils' educational-cognitive activity.

Results of the research

Among risk factors for health the most important are informational overloading and, as a result – mental tiredness of pupils. Human psychic and physical health directly depends on person's workability and chronic tiredness results in different disorders of health.

Prevention from mental tiredness and overloading, increasing of adaptation reserves of organism are facilitated by rational organization of educational process, oriented on consideration of workability's dynamic during lesson, day, week, year; change of arbitrary and emotional functioning, alternation of activity and relaxation periods, change of kinds and forms of educational activity.

In particular, organization of a lesson, based on health related principles, envisages: consideration of periods of pupils' workability at lessons (period of starting work, period of high productivity,, period of productivity's reduction owing to tiredness); consideration of age and physiological characteristics of pupils at lessons (quantity of kinds of activity, their productivity); presence of emotional-releasing periods at lessons and eye gymnastic; alternation of posture, considering kinds of activity, physical culture breaks at lessons [1].

Physical culture breaks at lessons are especially important, because they facilitate solution of a number of important problems, such as recreation of mental workability through activation of cerebral blood circulation and re-switching of attention; elimination of stagnating factors in blood circulation and respiratory system owing to breathing exercises and rhythmic alternation of contraction and relaxation of eye muscles; removal of unfavorable back and posture after effects of durable sitting.

Health related character of educational process stipulates also stimulation of disciples for active life style and understanding of knowledge and creative activity.

Considering above said such means of activation of pupils' education-cognitive activity meet adequately the tasks of health preservation, like using of active forms and methods – discussions and dialogues, trainings, games,, participation in “project making” functioning, in work of pedagogic workshops and etc.

For example the most widely used form of dialogue interaction is application of academic discussions, oriented on active involving of pupils in cognitive process, on formation of their communicative skills, revelation and timely removal of problems, conflict situations in interaction “pedagogue-pupils”, “pupil-pupils”.

Characteristic feature of academic discussion is a dialogue of a pedagogue, to be realized in organizational efforts and giving general development of discussion. In such conditions academic discussion as a form of organization of teaching and as a method of work with academic material stimulates activity of pupils, develops pupils' initiative and reflexive thinking; it is rather highly effective for fixing of knowledge, creative understanding of material and formation of value orientations [5].

The tasks to be solved in discussions include: tasks for understanding of contradictions and difficulties, connected with a problem; actualizing of earlier acquired knowledge; creative re-understanding of opportunities for their application; and organization of interaction in group (distribution of roles; fulfillment of collective task, coordination of discussion of problem, working out of common group approach; observation of accepted rules and procedures of common research functioning and so on) [10].

In pedagogic there are widely used such forms of discussion: “round table”, “meeting of experts”, “forum”, “symposium”, “debates” and etc. [8, 10].

In plane of activation of pupils' educational-cognitive activity rather effective are also role games: imitation games (business, role and situational-role games) and imitational methods, which are not games, (analysis of certain situation, “brain storm”, etc.).

Among games special place is taken by teaching business game. Its specific features are: pupils solve complex problems independently, creating opportunity for transferring theoretical knowledge in real life conditions; these games ensures environment, which promptly respond to pupils' actions [10].

Main place among forms and methods of active teaching is taken by social-psychological training – practicing of psychological influence in the process of intensive communication in groups, mastering skills through own actions, multi-sided experience of feelings in situation of group interactions, owing to which there happens acquiring of certain social-psychological knowledge, correction of personality's behavior, formation of skill for inter-personal interaction, development of reflexive abilities, ability to flexibly responds to situation, changing own action and behavior adequately to conditions [7].

In context of pupils' health protection organization of teaching in the form of pedagogic workshops is very important. Its purpose is creation of conditions for pupils' self development, for their self understanding and understanding of their place in the world, for understanding of other people and laws of world. The main in work of pedagogic workshops is not delivering of information and its receiving by pupils, but teaching to methods of work.

The following scientific principles lie in the basis of pedagogic workshops' functioning [10]:

- demand in interiorizing of knowledge through personal experience of a pupils, which implies permanent independent revelation of knowledge by researching of its structure and genesis;
- for methods, used in the workshops it is characteristic: teacher's attitude to pupils as to equal person; independent “construction” of knowledge by pupils with the help of critical attitude to existing information and independent solution of creative tasks; pluralism of opinions, respect of ideas, variants of other pupils and so on;
- pedagogic workshop includes a number of tasks, giving pupils certain movement in subjective plane. Within one task pupils are free in choosing methods of fulfillment;
- mission of instructor implies unblocking of pupils bents, creation of conditions for opening and realization of pupil's creative potential;
- position of instructor implies consulting of pupils, assistance in organization of works and understanding of means of realized functioning.

One of important forms of active teaching is also project making activity. As on to day they determined the following stages of project's working out: working out of project's task, development of project itself, arranging of results, presentation, reflections.

Criteria are achievement of project's and above-project's purposes, which are ensured by "project" method of teaching. If project's purpose are achieved it is possible to obtain qualitatively new result, xpressed in development of pupil's cognitive abilities and his (her) independence in education-cognitive activity. Restriction of "project" method's application can be low motivation of a pedagogue to using of such method; low pupils' motivation to participation in certain project; insufficient level of pupils' research skills; vagueness of evaluation criteria [10].

It should be underlined that usage of interactive forms and methods facilitate creation of favorable, friendly, respectful and comfortable educational environment, appropriate climate, which can facilitate interaction and mutual trust. It also facilitates development of feeling of safety, permits for a pupil to better cognate other participants of educational process through positive feedback.

In the aspect of pupils' health protection realization of creative art-aesthetic activity, practicing of different arts in educational process is also rather important.

In this connection we can note that it is difficult to over-estimate influence of art (music, painting, modeling and etc.) on human health, general condition, mood. Feeling of variety of images, colors, sounds, forms, rhythms "purify" of excessive emotional tension, release overtiredness, helps to remove fears, phobia responses, depression, reduce anxiety. Choreography, musical compositions in combination with different movements prevents from hypodynamia, disorders of cardio-vascular system, weakening of muscles and bones, form handsome constitution. Art therapy stimulates demand in expression of own feelings, in communication with other people, in strive for self-cognition and understanding of surrounding world.

Besides, as it is witnessed be results of different researches in schools with profound teaching to arts, in particular music, progress of pupils in all important disciplines is much higher than in other schools [2].

Conclusions:

We have elucidated the main ways of realization of health related approach to educational process, videlicet:

- rational organization of teaching process, oriented on consideration of dynamics of human workability, on prevention from mental overtiredness and overloading, on increasing of organism's adaptation reserves;
- activation of pupils' education-cognitive activity with the help of discussions-dialogues, trainings, games; with the help of participation in "project making" activity, in functioning of pedagogic workshops. It stimulates emotional feeling and understanding of knowledge, facilitates acquiring of personally important knowledge and experience by pupils;
- realization of health related effect with the help of pupils' art-aesthetic functioning.

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