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## Development Evolution of Organizational and Pedagogical Circumstances of Healthy Lifestyle During Physical Education of Schoolchildren

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**Abstract:** The article deals with evolution of organizational and pedagogical circumstances that influenced physical education development as a school subject since the 20<sup>th</sup> century. The author shows that general education incorporates a complex implementation of healthy lifestyle. The key priority is a health-promoting function of the school education, focused on formation of healthy lifestyle. The ideas of culture of physical and psychic health are represented in the contents of various subjects within a careful attitude towards one's health as the greatest value. "The foundations of health" as a school course has been offered in every form a model based on care about children's health.

**Keywords:** healthy lifestyle, physical education, exercises, schoolchildren, valeology, healthcare

**Introduction.** The key task of modern school development is health and safety of an individual through education. Human health protection and improvement by healthy lifestyle based on the cultural norms, values, forms and ways of activity contributing to harmonious, physical, spiritual and social development of a person has become the most effective technique.

Population health status and imperfect healthcare have appeared as an uneasy situation in Ukraine. However, a range of measures has been taken towards health values propaganda and healthy lifestyle promotion. An important direction in solution of this problem is formation of healthy lifestyle of schoolchildren as well as thoughtful understanding, objective evaluation of theoretical and practical achievements of national pedagogical heritage of the previous years. A special value in this context is possessed by educational experience of the second half of the 20<sup>th</sup> century. This period was remarkable for numerous achievements and changes in this sphere.

**The analysis of academic literature** on educational development provides the idea that the issue of healthy lifestyle takes an important place in a modern theory and practice of education. There are scholar researches on social, pedagogic, and psychological factors of prevention of bad habits influencing health of schoolchildren. The scholars are M. Bezrukyh, V. Bezrukova, O. Vakulenko, V. Hizhevskiy, O. Ionova, S. Kyrlyenko, V. Orzhehovska, S. Svyrydenko, O. Yaremenko, etc. Human health preservation aspects in the development of national and world pedagogy has been depicted in the scientific pursuits of H. Budahiants, N. Vasylenko, V. Horashchuk, O. Lukashenko, N. Pobirchenko, H. Pryhodko, etc. At the same time, currently there is no complete historical and pedagogical research that would characterize the theory and practice of healthy lifestyle formation at schoolchildren in modern pedagogy of the second half of the 20<sup>th</sup> century. Moreover, modern practice demands deeper studying of historical pedagogical experience. Thus, it is reasonable to analyse the development of healthy lifestyle formation in the process of physical education in Ukrainian educational establishments since the second half of the 20<sup>th</sup> century [13].

**The aim** of this research is to reveal the evolution of healthy lifestyle formation in the process of physical education.

**Materials and methods.** Having studied the practice of implementation of healthy lifestyle at schoolchildren, we were enabled to distinguish the key directions of the issue solution and present them at different stages of the mentioned period.

The first stage of healthy lifestyle formation at schoolchildren in the process of physical education took place during 1950s-1960s. The archive analysis has shown that many schools did not deal with educational programs in physical education. The role of physical education of schoolchildren was underestimated by school directors, education departments. Physical education as a school subject has not become an element of education process; only 15% skills had their gyms as well as low-qualified teachers [9].

At that time, scientific research in the Soviet Union determined the necessity to take into account hard-workingness, tiredness, attention, eyesight, complaints of schoolchildren about their health in the course of their studying. The natural moving fund of a child was actively researched as well as heritage norms of moving activity for health preservation [6].

Further, many school programs were designed where the particular role is devoted to health direction and physical education hygiene. Particularly, in the explanation to the academic plan of 1959 of the secondary school with eight years of studying, the aim of physical education was determined as providing of normal physical development, development of moving skills, studying the rules of personal hygiene, and contributing to the spiritual qualities [9].

Physical education lesson was characterized with a clear planning and distribution of exercises according to the principle of the following learning material [2]. During physical education, moving games were actively used and spent on the open air. According to the academic programs for schoolchildren of special medical group, physical education lessons were conducted in special groups of corrective and medical gymnastics [13].

Thus, at this stage, the main forms of physical education classes were gymnastics, physical education time, physical education minutes, physical education breaks. These forms were directed on physical training and healthy lifestyle provision, and contributed to physical development, healthcare, education quality improvement, discipline and collectivism [13].

However, in spite of increasing attention to the issues of the health of schoolchildren, in the end of 1950s, physical education of schoolchildren was declared as unsatisfactory by the Physical Education and Sport Committee of Ukraine and Ministry of Education of Ukraine. They claimed about a low level of conducting of classes, frequent changes of physical education classes with the other ones, and low qualifications of physical education teachers. Thus, there were the measures to be taken regarding the improvement

of physical education at schools. Physical education classes had to be conducted by qualified specialists, divided studying was introduced, and the number of physical education classes was increased to three times a week. Finally, the grade for physical education had to be included into the final studying certificate [11]. In the 1970s-1980s, the number of academic hours for physical education was increased in the senior forms. Indeed, according to the academic plan of 1971-1972 academic year, physical education was conducted two academic hours a week and one extra academic hour (from the mid80s – 2 academic hours) using the optional classes [1]. At the beginning of 1970s, the differentiation for boys and girls took place. That meant that for senior boys, the physical education program included military training with the elements of physical education whereas the girls obtained a design complex of art gymnastics with the aim of development of aesthetic movements [8]. Skiing was also included into physical education (in case of snow absence, running preparation was planned). Schoolchildren could also choose basketball or volleyball. These kinds of sports were entailed by material base of every school and physical education teacher qualifications. This had broadened the opportunities for creativity and teachers' initiatives at the physical education lessons, choice of kinds of sports depending on the conditions and opportunities of the school, teacher's qualifications, geographical and climate conditions where the school was situated. As in the previous years, much attention was paid to maintenance of safety and hygiene regulations at physical education classes [5]. Theoretical chapter included discussions about hygiene of physical exercises. In schools, separate lessons on physical training for students with worsened health status were conducted [13].

In 1977, the USSR Constitution claimed that people's health is society wealth. This slogan entailed the increased development of physical education and sport, according to the Central Committee of the Communist Party of the Soviet Union regulation of 1981. For the first time, the key task of physical education movement and physical education in general was determined as the human health enhancement. This emphasis on physical education of schoolchildren as the most significant had contributed to material and technical basis at schools and to regular sports by 74% of all the schoolchildren [11].

In 1980s, valeology as a healthcare science emerged. This became the beginning of determined and systematic measures to form, preserve and enhance health of those who were ill as well as those who were healthy. Again, school faced the efficiency issue of the current system of schoolchildren knowledge about health hygiene and protection. Pedagogy and education introduced the new terms to denote healthy lifestyle, "health culture" and "personal culture", that are included into all physical education programs.

Due to realizing of the value attitude towards health, pedagogy aims at complete and uncomplicated personal development in the education process without harm for their health. That is why, the next step in improvement of physical education of schoolchildren was adoption of the Task Level Program titled "Physical Education of Preschool Children, Schoolchildren and Student Youth in Ukrainian SSR for 1982-1985". The Program targeted at changes and completion of the educational programs on physical train-

ing to increase interest in lessons and health enhancement. This was related to schoolchildren's poor knowledge about their organisms and health secrets. The Program paid more attention to the hygiene issues and broadening of children's knowledge in the field of medicine [13].

The other important step in the practice of healthy lifestyle formation at schoolchildren in 1970s – 1980s was inclusion of daily lesson called "Health hour" into the schedules [7]. Organizational and methodological provision of "Health hour" was the task of physical education teachers and military chiefs. Their task meant determining the content of "health hours" for every age group, making the "health hours" corresponding to the academic requirements of their subjects, providing a health direction of the lessons and their safety, equipping classrooms with the necessary sport item inventory.

In the end of 1980s, the beginning of the critical evaluation and reforming of school physical education, design of new pedagogic technique of healthy lifestyle formation [10]. The new period of healthy lifestyle formation at schoolchildren took place in 1990s. In 1991, the UN Convention on the Rights of the Child, and World Declaration on the Survival, Protection and Development of Children took effect. In 1994, the State Program of Physical and Sport Development in Ukraine became the new period of re-evaluation of physical education role in human life. The main task of that program was based on further enhancement of health of population according to the principles of healthy lifestyle. The key points claimed about formation, preserving and enhancing of health due to healthy lifestyle. Program implementation included design and usage of methodological recommendations of the basic principles of healthy lifestyle only for children from the districts of the increased radioactive pollution [3].

Peculiar attention during physical education lessons was paid to self-improvement of movement activity of schoolchildren and formation of healthy lifestyle. The content of physical education lessons had changed. Except from obligatory theoretical material of physical education, schoolchildren dealt with main gymnastics, track and field, basketball, volleyball, skiing, skating preparation and movement games. The program also intended to conduct as many classes as possible on the open air [4].

Transformational processes at schools of 1990s had entailed negative consequences on the usage of additional forms of physical activity during a school day because of density of the educational material. Sometimes, these forms were employed by the teachers' initiative, but generally in primary classes.

The boundary of the 20<sup>th</sup> and 21<sup>st</sup> century was the stage of realization of value attitude towards health. The main idea was in development of a person during the studying process in the course of education without harm to their health. Indeed, the complex program "Physical education – health of nation" determines its positive qualities as for:

- Perception of nation's health in general but of several people in general;
- Nation's health directly depends on physical education, but not from that generation;
- The necessity to prepare a new generation of high qualities and professionalism.

The Law of Ukraine "About Education", state program "Education of the 21<sup>st</sup> century" declare the state care about

preservation and enhancement of health of schoolchildren, and the responsibility for provision of health and safety conditions of studying, work and education is born by the institution director. The state program "Education of the 21<sup>st</sup> century" points to the necessity of introduction of medical psychological and pedagogic diagnostics at children, contribution to their physical, psychic health, formation of hygiene basis and healthy lifestyle at younger schoolchildren. Nonetheless, physical education is not highlighted as one of the central elements of a new, general, civilized culture that should be given to young generations by the system of education [13].

In the content of general education, there is a complex implementation of healthy lifestyle. Among the priorities in the content of general education, there is a complex implementation of health-promoting function of the school education. The main priority is given to formation of healthy lifestyle. The ideas of culture of physical and psychic health are represented in the contents of various subjects at the level of practical rooting of the careful attitude towards one's health as the greatest value. Besides, the integrated course "The foundations of health" is offered in every form. Design of educational process models at school is based on care about children's health. The analysis of this document claims that it was created on the ground of personal-oriented approach that has individualism preservation and maximum spiritual and physical potential development as the key target [9].

Accordingly, the transformation of orientations in educational state policy from the dominant social interest to the priority of personal development is visible. The program highlights a separate chapter about physical education. The priority task of education system is human upbringing in terms of responsible attitude towards their own health and health of the other people as the greatest social value. The whole education system provides the foundations for provision and development of physical, psychic and spiritual health of every member of society in the way of using physical education techniques and recreational work. However, the search for the ways of achievement of the mentioned aims necessitates replenishment of traditional physical education. Today, a few projects function, as for the following ones [10]:

1. *Physical education*. The innovative aspect of this type of education is brightly expressed in aim-building of physical upbringing, a focus on the necessity of individual physical culture formation unlike the traditional one that based on stature correction, physical conditioning, and formation of physical qualities.
2. *Valeology education* is based on the connectedness of the individual, physical and spiritual, that enables to re-

alize an integrative orientation of the process of health preservation and formation. Individualistic self-determination and self-realization are the main criteria of valeology target achievement.

3. *Olympic education* is directed on Olympism values as an ideology based on the priority of humanistic, moral and spiritual values. Formation of sports skills in this process takes place due to a focused and planned development of humanistic personal qualities.
4. *Sport-based physical education* is related to re-evaluation of experience of the top-grade sportsmen preparation with the aim of physical education of children and teenagers. Sport-based principle in physical education enables to re-organize lessons, transforming them to training ones instead of educational.

**Results and discussion.** On the basis of personal-oriented, activity-based and educational approaches, the key problem of physical education at school is the problem of children's and teenagers' health preservation, enhancement and improvement as well as formation at them the outlook of healthy lifestyle, and their encouragement to healthy lifestyle in the process of physical education activities. To increase the level of motivation towards physical education and establishment of positive emotional background, successfulness and self-confidence should be formed on the basis of individual, age and gender peculiarities of various categories of schoolchildren, evaluation of movement activities should be differentiated according to the health level and physical development, tendency to competition should be used as well as the kinds of movement activity contributing to self-realization, development of personal stylistic peculiarities of health preservation behaviour.

**Conclusion.** It is known that the structure of individual physical culture of schoolchildren incorporates healthcare, recreational and hygienic, educational and developmental elements. Therefore, the range of physical recreational activity should be extended by psycho-corrective methodologies, practical knowledge and skills of massage, hygiene, natural factors. The major task of this activity extension in terms of physical culture is formation of norms that are socially vital and appreciated, life essence, and valeology values. Development of health improvement measures, life perspective, individual activation, self-control skills, and willpower struggle is of the utmost necessity [13].

All in all, the efficiency of healthy lifestyle formation at schoolchildren greatly depends on implementation of innovative, pedagogical recreational ideas into the state policy in the sphere of physical education and sports. This is related to the issues of their organization and purposive implementation into school system.

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**Ваколюк А.М. Эволюция организационно-педагогических условий формирования здорового образа жизни в процессе физического воспитания школьников**

**Аннотация:** Ключевая задача современного школьного развития – здоровье и безопасность личности в образовании. Защита здоровья человека и улучшение здорового образа жизни, основанного на культурных нормах, ценностях, формах и способах деятельности, способствующей гармоничному, физическому, духовному и социальному развитию человека, определены как наиболее эффективные технологии. В содержании общего образования есть многоэтапное внедрение здорового образа жизни, продвигающего функции школьного образования, основанные на заботе о здоровье ребенка. Главным приоритетом названо формирование здорового образа жизни. Идеи культуры физического и духовного здоровья представлены в содержании различных предметов на уровне практического укоренения правильного отношения к здоровью как к самой большой стоимости. Кроме того, интегрированный курс “Основы здоровья” предлагается во многих формах. Разработка образовательных моделей процесса в школе основана на обеспечении детского здоровья. Причиной личностно-ориентированного подхода, у которого есть сохранение индивидуализма и максимальное духовное и физическое потенциальное развитие, является главной целью учебного процесса.

**Ключевые слова:** *здоровый образ жизни, физическое воспитание, упражнения, ученики, валеология, здравоохранение*