

DEVELOPMENT OF THE IDEA OF FORMING HEALTH CULTURE OF A PERSON IN THE WORLD EDUCATIONAL THOUGHT

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Annotation. *Purpose* – to reveal the basic ideas of pedagogues and scholars of the past regarding the issue of forming health culture of the younger generation. *Material:* 22 analyzed literary sources on the issue of formation of physical culture and development of healthy individual. *Results.* The desire to know the laws of nature, man, to the development of philosophy was a characteristic of the Renaissance period. Ideas recreation areas within the educational system were reflected in the writings of the New Age pedagogues and so-called neo-classical period, which was justified by the need to care about their own health and the mastery of the means of achieving health. Pedagogues were justified wellness ideas within the education of the person. Physical education is defined as a basis for the development of a healthy personality. *Conclusions.* The problem of formation of physically and mentally healthy personality arose with the emergence of human society and formed, supplemented, reinvents for centuries.

Keywords: health culture, personality, ideas, development, forming, teaching, education.

Introduction

In all periods care of children's health was a part of policy of all peoples and always was of first priority in strengthening of national unity, expansion of territory settlements, development of systems of rising generation's education. Ideas of comprehensive and harmonious child's development from age to age were implemented in life and provided peoples and nations with physically strong defenders of motherland still more advantages in economic progress of country. Positive and effective approaches to health strengthening of children were implemented in practice and formed basis of physical culture system.

Recent decades there have been registering significant worsening of pupils' physical and mental health. It conditions demand in re-orientation of school establishments in active implementation of health related measures, which would permit to consider individual features of a pupil, purposefully ensure strengthening of pupils' health. That is why attention to health related orientation of pedagogic system's development will permit to better determine methods of implementation of health related measures in modern educational establishments.

Purpose, tasks of the work, material and methods

The purpose of the work is elucidating of main pedagogic ideas and scientists of the past, related to problem of health culture of rising generation.

Results of the research

Humanism, as ideas of Renaissance, put forward human being on the first place, human being, who is in the center of all systems of values and behavioral standards. Ideal of humanists was comprehensively developed, morally perfect personality, who should live in harmony with nature. They paid great attention to re-incarnation of ancient Classical Greek and Rome culture, in which they saw an example.

Period of Renaissance is also connected with the fact that at that time problem of personality's health formation and preservation became especially urgent and was divided into two branches – hygienic education and physical education, which, in their turn, smoothly transformed in pedagogic ideas of scientists of that time (R. Agricola, Kh.L. Vivesi, M. Montaign, V. Filtret, E. Rotterdamskiy, Th. Campanella. F. Rablet et al.).

They created pedagogic, which was oriented on individuality, with tasks, oriented on education of education of happy and lucky people, combining mind, heart, feeling and will.

For example, in educational process there were implemented methods of vivid teaching, stimulating of children's creativity and gradual deprivation of cramming; different gymnastic and military exercises, as well as walks in the fresh air (Vittorino de Feltret) [24].

They paid significant attention to early development of a child in school, education of whom was regarded not as a mean of external attitude to him (her), but as a mean of his (her) formation, noting that parents shall only follow child's development, because many defects of physical and mental abnormalities can be easily eliminated with the help of correct care and eating (Erazm Rotterdamskiy) [18, c. 22]. It should be noted that E. Rotterdamskiy opened internal world of a child and grounded new approaches to its studying. With it important principle of new understanding of nature is the fact that education is regarded not as means of external attitude to a child but as mean of child's formation.

First in Renaissance epoch there were presented criteria according to which it was necessary to choose "healthy place" of school location (Juan Lois Vives) [17].

For culture and science of Renaissance great attention to human body was characteristic. For example in novel by Francois Rablet "Garganiuat and Pantagruelle" there was presented bright satire of scholastic education and comparison with humanistic education with reasonable regime of child's education, multi-sided education, creativity and activity [1, 2, 5]. The author put forward idea of education in game in combination with mental trainings and physical – gymnastic exercises.

Certain interest was caused also by antique therapeutic gymnastics, which was researched by known Italian humanist Hieronim Mercurialis - "Art of gymnastics" (6 volumes), who re-incarnated ancient Classic Greek gymnastics and supplemented it with new medical knowledge.

In introduction the scientist noted that "...the greatest mistake is made by those, who affirm that physical exercises do not facilitate health strengthening. In contrast to them very reasonable position was taken by Hippocrates, Plato, Galen and Avicenna, who left their ideas to their successors, according to which the most effective health related mean was correct eating and proper physical exercises" [25]. Having devoted all volumes of history of antique gymnastics and usefulness of physical exercises, Mercurialis underlined importance of harmony in mental and physical human development that physical exercises favorably influence on mentality and body of a person, eliminate psychic instability.

In social Utopias of that epoch - "Utopia" by Th. Moor, "New Atlantis" by F. Bacon there were elucidated problems of a person, whom Renaissance presented as the highest value.

View of representatives of Renaissance were generalized and further developed by Thomas Campanella, who negatively said about parents' education of children, thinking that education is the first importance basis of country's welfare and, that is why, education of rising generation shall be carried out only by a state [14].

Th. Campanella positively said about health related orientation of education. His health creative ideas implied the following: up to 7 years old age children shall train physical exercises (gymnastics, run, disk throwing, games), walks in the open air, compulsory barefoot [23].

So humanists of Renaissance determined human being as the main value on the earth. Their ideal was spiritually and physically developed personality. Renaissance itself was characterized by implementation of harmonious child natural abilities' development in educational process, in which hygienic and physical education made push to working out of new theories, conceptions in educational systems of Renaissance.

Significant contribution into development and formation of health related education was made by concepts of known pedagogues of New time - J.A. Koamenskiy, Jh. Lokk, J.J. Russaut, Y.G. Pestalocci.

Let us regard their pedagogic health oriented systems more specifically.

Profound works concerning education of healthy personality were fulfilled by Jean Amos Komenskiy - outstanding Czech pedagogue, who created educational system, oriented on development child's personality, studying of whom was conditioned for the first time formulated principle of compliance with nature.

The purpose of pedagogic of J. Komenskiy was comprehensive harmonious development of a human being, will and mind in combination with religious, moral, labor and physical education. Methodological basis of educational theory in the whole and physical education in particular, J. Komenskiy calls "pansophia" - general wisdom (the so-called encyclopedia of all knowledge about real world based on main principles of Christianity) and "pampedia" (science about general education) [7, 15, 16].

In scientific works of J. Komenskiy attention is accentuated on child's personality. Regarding human being as microcosm resulted in recognition of main special regularities of child's development, closely connected with laws of existence of nature. Not denying individual bents of children, Czech pedagogue stressed that all children have equal nature and require mental and moral care equally.

The pedagogue also said about obligations of parents in education of child. He thought that first of all parents shall take care of children's health, with it this care shall start from way of life of pregnant woman - "good mood - is a half of health". She shall give up overeating and alcohol, feasts; she shall avoid colds, angry mood, fear, excessive sleep and excessive leisure. In these advices one can notice interconnection and inter-influence of psychic and physical human health [11, pg. 201-241].

Development of health related education by J. Komenskiy is restriction of everyday time for classes, determination of time for rest and "refreshing of pupils' mental forces" in interests of their health; making school discipline softer, transformation of school from mean of pupils' inhibition into place of joy; transformation of a teacher from severe judge and sometimes butcher into kind friend of children [11, 10, 12, 4].

Significant attention was paid by J. Komenskiy to pupils' physical development, who insisted on consideration of pupils' individual bents and on need in sanitary-hygienic requirements to equipment and class rooms.

J. Komenskiy also dealt with problems of new approaches to care of mentally disabled children and young people. He was the first in history of pedagogic thought who formulated principle of compensation as one of key factors in rehabilitation of disabled persons [26]. These innovative concepts of J. Komenskiy about teaching of disabled children are important even to day.

Thus, Czech pedagogue implemented in pedagogic science requirement to studying of children's natural bents for effective organization of teaching-educational process as one of the most important pedagogic tasks.

Theoretic of English educational system, which envisaged combination of physical, intellectual and moral education, was Jh. Lokk, whose system of views based on personality's soul.

Jh. Lokk grounded usefulness of physical exercises for children and youngsters. Because, first of all, person, in his opinion, shall take care of own health, body, systemically fulfill exercises, has good manners and be confident in his abilities [3].

This pedagogue worked out system of preparation of gentleman, who had healthy spirit in healthy body. Methodic of the scientist was built on integrity of physical, psychic and mental health's components owing to education of human body, character and mind.

Recognizing priority of physical education and hardening in formation of a gentleman, Jh. Lökk provided the following arguments: “Health is required for our life and our welfare” [13, c. 23; 20]. Popularity of Jh. Lökk’s conception facilitated introduction of physical education in educational establishments of England; they included, mainly, outdoor games.

Conception of education of free and educated new society’s citizen, based on idea that human being is a center of all, was offered by French philosopher-enlightener J.J. Russaut [19, pg. 70]. Thinking about education, given to a human being from the nature J.J. Russaut believed in genuine character, originality of every individual, development of whom should be directed not by external influences, standards and examples, even if they were the best and were approved by society, but by potentials of an individual in compliance with dialectic of child personality’s development [8].

In opinion of J.J. Russaut correct education is possible only with combination of three factors (nature, people, objects of surrounding world); they act in coordination and in one direction. That is why one of principles of J.J. Russaut’s pedagogic system – principle of compliance with nature- was important in education of pupils.

So, J.J. Russaut, expressing opinions of his contemporaries, called for protection of children’s rights. His views about consideration of individual and age specificities of children reflected in works of other pedagogues and are demanded even nowadays.

Numerous conceptions and currents in social pedagogic thought of the end of 19th century were oriented on total change of character of school functioning. Problem of compliance with nature still has been remaining urgent for many outstanding pedagogues, though they understood it in different ways.

For example in pedagogic theory of Switzerland pedagogue-democrat Johann Henry Pestalocci principle of compliance with nature was interpreted as education’s correlation with laws of nature, its constant development and perfection. He thought that sense of education implies gradual development of natural bents in respect to natural laws of child’s development [22, c. 203].

Idea about integrity of spiritual, mental and physical health was also expressed in works by this pedagogue (“Lingrad and Gertruda”, “On physical education as basis of building of elementary gymnastics, which includes some experimental physical exercises”), in which he touched on problems of children’s physical education.

His idea about physical education of ordinary people was ambiguous. J. Pestalocci noted that “physical education is useful for health, prolongs life span, give for a person opportunity to be original and gives right to pretend for dignity, gives good posture, facilitates good manners, develops courage, protects from diseases” [21].

Being a follower of physical education as a health related mean, the pedagogue worked out complex exercises (“elementary gymnastics for joints”) and offered original classification of physical exercises (“joint gymnastics”) [9, pg. 67-83].

Thus, pedagogic views of J. Pestalocci greatly influenced on theory and practice of physical education of that time, which were implemented in European countries, in particular in Germany and Spain.

In 18th century in Germany there formed bourgeois pedagogic current – neo-humanism, which facilitated reincarnation of interest to antique culture – Classic Greek culture and Rome legislation, ideal of comprehensive development, the cult of a human being. In contrast to formal following classical writers and dead pseudo-classicism of 17th-18th centuries, neo-humanism called for assimilation with spirit of Classic Greek culture.

Johann Frederick Herbart – German philosopher, psychologist and pedagogue was a flower of J. Pestalocci. He gave theoretical foundation of pedagogy: determined that philosophy points at the target of education and psychology – at ways to this target. Besides, determining the main aim of children’s education as harmony of will and aesthetic ideas and formation of comprehensive interest, J. Herbart outlined main ways and means for its achievement: educational teaching, control of people and moral formation [6].

Idea of humanistic education was presented by Frederick-Wilhelm-Adolf Disterveg – German pedagogue-democrat. A. Disterveg integrated all valuable and progressive that was achieved by his predecessors (J. Komenskiy, J. Pestalocci, J.J. Russaut) and supplemented them by specifying principle of compliance with nature, representing it in clear and completed form. He offered quite new, till his time unknown, principle of compliance with culture and independence of education [9].

Conclusions:

Thus, problem of formation of physically and mentally healthy personality appeared with appearance of human society and formed, was supplemented, was re-understood during centuries. Pedagogues grounded need in mastering of health related means and determined care of health as the most important factor of education.

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