

UDC 371.7:371.124
BBC Ч420.055+Ч420.42
GSNTI 14.25.01; 14.01.79
Code VAK 13.00.02; 13.00.08

S. N. Malafeeva, N. A. Vershinina
Ekaterinburg, Russia

COMPARATIVE ANALYSIS OF RESULTS OF THE HEALTHY LIFESTYLE FORMATION IN JUNIOR SCHOOL CHILDREN AND TEACHERS

Abstract. The article dwells on possible approaches to the formation of healthy lifestyle in junior school children and teachers. The authors analyze literary sources and register a low level of physical and psychological health of primary school pupils. They also determine a general tendency consisting in deterioration of health of the pedagogues manifested in emotional strains and functional and somatic conditions.

The comparative analysis of personal data allowed the authors to reveal the necessity of formation of health culture among both children and adults. In-depth study in the form of questionnaire showed that only an insignificant minority of junior school children and teachers follow the principles of healthy lifestyle — they regularly do morning exercises and go in for sports. As far as healthy food is concerned, practically all participants of the experiment realize its importance for one's health, but do not always follow its principles.

The authors determined the main sources of information for teachers about preservation of their health and that of their pupils: first of all, these are specialists (medical workers, psychologists, pedagogues); teachers also often use pedagogical literature on methods; they also mention the primary role of the family in informing pupils about the questions of healthy lifestyle and health preservation.

The formation of stable motivation to live a healthy life in pedagogues is connected with the changes in their training, retraining and professional advancement. The article pays attention to the necessity of improving interaction in the system “pedagogue — pupils — parents” through involving all participants of the education process in the active formation of healthy lifestyle and realization of programs of health improvement.

Keywords: health preservation, healthy lifestyle, motivation, health, health culture, motor activity, healthy food.

About the author: Malafeeva Svetlana Nikolaevna, Candidate of Biology, Professor.

Place of employment: Head of Department of Anatomy, Physiology and Valeology, Ural State Pedagogical University.

About the author: Vershinina Natal'ya Aleksandrovna, Senior Lecturer.

Place of employment: Department of Anatomy, Physiology and Valeology, Ural State Pedagogical University.

In accordance with the Professional Standard of a Pedagogue one of the professional functions of a teacher consists in formation of the culture of healthy and safe lifestyle in their pu-

pils. Nevertheless, the level of physical and psychological health of modern schoolchildren leaves much to be desired. Analysis of the published data about the state of health of junior

schoolchildren shows that about 20-35% of children enrolled in the first grade have various health deviations. By the time of finishing school, the number of healthy children diminishes to one fourth of the initial one.

Thus, functional musculoskeletal system disorders are found in 65-70% of children up to the age of 10; the rate of functional cardiovascular system deviations goes up from 35% in grade 1 to 85-90% in grades 3-4. Functional *digestive system* disorders are rated third in the structure of the junior schoolchildren pattern of illness. With age, gastrointestinal tract pathologies become more and more widespread among schoolchildren and are diagnosed in each fourth-fifth pupil.

A clear-cut tendency towards the increase of endocrine and metabolic disorders and deviations in physical development – weight deficit or overweight, obesity – of modern children is registered by specialists [6; 7; 18].

According to L. M. Mitina (2015), the situation could, and should be changed by the teacher – as a mediator opening the future for the children, demonstrating psychological immunity to outside negative influence and facilitating active propagation of the positive moral experience and preservation and improvement of the pupils' health [12, p. 8].

At the same time, we may observe a negative tendency manifested in deterioration of health of the teachers themselves and, consequently, in decline of professional activity and its quality, emergence of the symptoms of personality deformation and somatic conditions.

Special research shows (T. V. Dushenina, L. A. Proskuryakova, 2011) that the health level of the pedagogues is rather low: about 70% of teachers have chronic diseases: 27% of them have chronic gastritis or cholecystitis, 13.6% suffer from gynecological diseases, 12% have respiratory diseases. About 55% of teachers experience strong and very strong strain, 60% complain of significant tiredness and over-fatigue in the course of work, the majority of them do not feel improvement of their psycho-emotional state even after the summer holidays [14, p. 190].

This situation is connected both with the specificity of pedagogical activity (emotional strain, physical and psychological overload, hypodynamia, etc.) and the high social requirements and socio-economic and other factors. And the teachers' health is overlooked not only at the level of state, social and municipal structures, but also at the level of the system of education itself.

The system of continuing pedagogical education does not use the opportunities of formation of stable motivation of teachers towards healthy lifestyle and preservation and promotion of their professional health, does not prepare for rational activity in situations having a negative effect on the state of health, and does not guarantee the teacher a long professional life and, consequently, does not ensure the process of education and upbringing of high quality for the children [5, p. 41]. As many scholars studying the problems of preservation and promotion of the participants' of

the education process health believe, the Russian system of education is oriented towards the “pursuit” of the quality of education, and the teachers try to achieve the aims in view by all means at the expense of their own health and the health of their students [2; 3; 8; 13].

But a number of authors emphasize the fact, that the low level of health culture among teachers themselves is not the least important factor. And the teacher’s health culture is interpreted as the system of knowledge, value-based and sense-forming motives, emotional-volitional experience and preparedness for its practical realization in the field of health improvement and application of such health promoting means as the formation of value-oriented attitude of the teachers towards preservation and development of their own health and the health of their pupils through realization of the phylogenetic experience of mankind and pedagogical community in the field of health preservation [10, p. 110; 12, p. 49].

The results of the teachers’ health self-assessment, a widespread habit to be in the “half-well, half-ill” state and to go to work in such state, reluctance in seeking medical assistance, and low motivation towards healthy lifestyle testify to the fact that the real state of health of the teachers is even lower than it is shown by medical statistics [12; 17].

T. M. Rykova (2012) believes that preserving health of not only the child but also of the pedagogue is one of the priorities of the pedagogical profession as a social institute [16, p. 21]. At the same time, a number of

specialists (S. V. Maslovskaya, N. V. Fomina, 2009) state that health culture is a factor of development of the teacher’s professional competence [11]. And the given notion is treated as a unity of professional and personal qualities necessary for successful pedagogical activity. N. V. Vvedenskiy notes that pedagogical competence does not just mean a certain amount of knowledge and skills, but rather determines the need and effectiveness of their application in real educational work. Pedagogical competence is part of the teacher’s professional culture and presupposes the realization of one’s motives, intentions and value orientations and professional development on this basis.

The approach to the pedagogue’s professional competence from the perspective of health preservation presented by I. V. Patrusheva (2009), I. R. Rybina (2015) and S. O. Avchinnikova (2016) is of certain interest. The authors believe that the given notion is an integral characteristic of the pedagogue determining their ability and preparation to solve professional problems connected with the realization of health preserving events in the education process using knowledge, skills and professional and living experience on the basis of good formation of motivational and value-oriented attitude to health and professionally relevant personal properties [1; 15].

Evidently, it is necessary to form the pedagogues’ motivation to realize the growing role of mutual responsibility for the health of the teachers and their pupils both on the part of the

school administration and the pedagogues, pupils and parents.

Thus, numerous researchers state that the modern teacher should not only have a good command of the knowledge of their subject, the methods and didactics of its teaching, the skills and habits of pedagogical interaction, but should also possess high pedagogical, emotional and intellectual lability and flexibility, as well as the methods and techniques of self-development, self-perfection and self-realization in reference to the high level of their health and its preservation [10, 11; 12].

On the basis of what has been said above, we can make a conclusion that the problem of health preservation and health culture formation of the pupils and their teachers is significant and urgent. The pedagogue's competence, their professional posi-

tion in questions of health preservation, value-based attitude to one's own health and the health of the pupils directly depend on their preparedness for the given activity and the abilities and the style of work which they realize in practice.

In order to reveal the level of formation of motivation towards healthy lifestyle, we worked out questionnaires for teachers and pupils including questions about healthy lifestyle, motor activity and healthy food.

A survey by questionnaire was conducted among primary school pupils and teachers. We tested 268 children from Ekaterinburg schools. The sample included 151 girls and 117 boys aged 9-12, as well as 57 teachers aged 24-54. The results are presented in table 1.

Table 1

Data about categorization of answers of pupils and pedagogues (ranking)

<i>Values</i>	<i>Ranking results</i>		
	<i>Girls (n = 151)</i>	<i>Boys (n = 117)</i>	<i>Pedagogues (n = 57)</i>
high quality education	4	1	3
good health	2	3	1
family	1	2	2
friendship	3	2	8
beauty	5	4	7
money / material well-being	6	5	4
favorite work	–	–	5
Freedom and independence (opportunity to plan one's own life)	–	–	6

It should be noted that all those tested (schoolchildren and grown-ups) recognize the significance of health and healthy lifestyle. More than 65% of respondents among schoolchildren consider their lifestyle to be healthy.

This percentage among adults is lower and is estimated at 46.3%.

To improve their health, junior schoolchildren often go in for sports, have regular meals and maintain positive relationships in the family and with

the peers. The teachers gave the following most typical answers: “Try to spend more time in the open air, in the countryside”, “I avoid addictions and dependences, try to overcome them”, “I try to sleep well and not become overtired”, whereas going in for sports and rational food are not very popular.

The question about regular morning exercises was answered in the positive by 22% of the boys, 36% of the girls and 28% of the pedagogues. 75.5% of the male respondents and 73% of the female ones regularly exercise in addition to the lessons in Physical Training; only 29.7% of teachers exercise regularly.

As far as the pedagogues and pupils' knowledge about the importance of rational food is concerned, 85% of the boys and 90% of the girls and all the pedagogues said they knew about its importance for good health. But 12% of junior schoolchildren have a hot meal only once a day (at school); the teachers believe their meals timetable and food are rational (14%), but only 43.8% of the adults tested have regular breakfasts, and 21% have no breakfast at all.

The answers of the pupils and the teachers connected with the sources of information about the methods and techniques of health preservation are rather interesting. Among those tested, 60% of children get information about harmful consequences of alcohol abuse and smoking in the family, 69% of the boys and 83% of the girls answered they got similar information at school lessons.

The main sources of information about preservation and improvement of

one's health and the health of the pupils for the teachers were specialists – medical workers, psychologists and pedagogues (61.4%); scientific-methodological literature (45.6%), mass media (43.8); only 5.2% of the teachers said they received such information from the administration of the education institution. According to the pedagogues, the formation of the modern children health culture is primarily regulated by the family (75.4%), the influence of the system of education is also equally significant (36.8%); it is an interesting fact that 20% of those tested answered that mass media and the Internet exercised considerable influence.

47.3% of the pedagogues think that complex and continuing activity aimed at the preservation and improvement of the children's health is carried out in their education institution; 35% of the teachers believe that such work is fragmentary and irregular; 15.2% of the respondents pay attention to the fact that such work is either not conducted or they know nothing about it.

According to our survey, the most intensively used kinds of teachers' work on health preservation among schoolchildren are physical culture and sports events – 87.7%, talks – 57.8%, games – 56.1%, and Health Days – 36.8%. Not a single pedagogue mentioned work with the parents.

Analysis of the results obtained shows that both the pedagogues and the junior schoolchildren realize the importance of the healthy lifestyle, the danger of addictions and dependences, and the urgency of physical exercise

and rational food. The children get the main information about health and the factors of its formation at school but, according to the teachers, the role of the family in this work is still inadequate. At the same time, the pedagogues believe in the family's leading role in the formation of stable motivation towards the healthy lifestyle.

We are positive that school and family together can create the necessary conditions for the formation of stable motivation towards the healthy lifestyle through creation of new needs, interests, better information provision and development of the necessary behavioral skills in all participants of the education process [4; 9].

It may be noted that it is characteristic of junior schoolchildren to have a poor idea of how to implement all this; they can hardly see what their health depends on and how their behavior is connected with their development; it is typical of the teachers to have no desire and financial opportunities to follow the healthy lifestyle. The teachers rarely correlate the state of their health with their professional efficiency and pedagogical longevity. In other words, we may say that neither party of the system "pedagogue – pupil – parents" has well-shaped motivation towards the healthy lifestyle and the realization of the true value of their health.

To our mind, solution of the problems of formation of stable motivation towards healthy lifestyle and health culture of pedagogues is possible in the framework of training, retraining and professional advancement, because we cannot expect the teachers to do what they have never

been taught to. It is necessary that the programs of training primary school teachers should include disciplines focusing on the questions of health preservation and improvement such as "Health Preserving Technologies in Education", "Theory and Practice of Work to Prevent Drug Abuse and Addictions at School", "Physiological, Psychological and Socio-pedagogical Foundations of Healthy Lifestyle", "Prevention of Professional and Emotional Burnout of Pedagogues", "Foundations of Rehabilitation and Prevention Activity among Students with Disabilities", etc. The given courses should include not only theoretical questions, but also practical sessions: in physiological and psychophysiological diagnostics of health, its restoration and improvement among teachers and pupils, design and realization of concrete pedagogical programs aimed at formation of motivation towards healthy lifestyle and the value of health among all participants of the education process.

References

1. Avchinnikova, S. O. K razgraničeniyu i integratsii ponyatiy «gotovnost», «kompetentnost», «kultura» v kontekste podgotovki spetsialistov sotsialnogo profilya k zdorovesberegayuschey deyatel'nosti / S. O. Avchinnikova // Nauchno-pedagogicheskoe obozrenie. — 2016. — № 1 (11).
2. Bazhenova, N. A. Sohranenie i ukreplenie zdorovya pedagoga v protsesse professionalnoy deyatel'nosti / N. A. Bazhenova // Biologicheskii vestnik Melitopolskogo gosudarstvennogo pedagogicheskogo universiteta imeni Bogdana Hmel'nitskogo. — 2015. — T. 5, № 1a.
3. Vasilevskaya, E. A. Professional-

- noe zdorove pedagoga kak faktor sovershenstvovaniya zdorovesberegayuschey obrazovatelnoy sredy / E. A. Vasilevskaya // *Vektor nauki Talyatinskogo gosudarstvennogo universiteta*. — 2011. — № 1 (15).
4. Golovina, N. A. Zdoroveformiruyuschiy podhod k uchashimsya mladshih klassov v protsesse obucheniya v shkole / N. A. Golovina, S. N. Malafeeva // *Pedagogicheskoe obrazovanie v Rossii*. — 2011. — № 5.
5. Kriger, E. E. Professionalnoe zdorove pedagoga kak predmet proektirovaniya vospitatelnoy sistemyi shkoly / E. E. Kriger // *Sotsialnaya pedagogika*. — 2012. — № 2.
6. Kuchma, V. R. Povedenie detey, opasnoe dlya zdorovya: sovremennyye trendy i formirovaniye zdorovogo obraza zhizni: monografiya / V. R. Kuchma, S. B. Sokolova. — M. : FGBNU NTsZD, 2014.
7. Kuchma, V. R. Rukovodstvo po diagnostike i profilaktike shkolno obuslovlennykh zabolevaniy, ozdorovleniyu detey v obrazovatelnykh uchrezhdeniyah / V. R. Kuchma, P. I. Hramtsov. — M. : Izdatel NTsZD, 2012.
8. Le —van, T. N. Otnoshenie pedagogov k sobstvennomu zdoroviyu kak faktor effektivnosti realizatsii imi zdorovesozidayuschey funktsii / T. N. Levan. // *Vestnik Rossiyskogo universiteta družbyi narodov*. — 2015. — № 3.
9. Malfeeva, S. N. Formirovaniye motivatsii k zdorovomu obrazu zhizni u mladshih shkolnikov / S. N. Malfeeva, N. A. Verzhinina // *Spetsialnoe obrazovanie*. — 2014. — № 2 (34).
10. Malyarchuk, N. N. Faktoryi vliyayuschie na effektivnost zdorovesozidayuschey deyatelnosti pedagogov v sovremennom sotsiokulturnom prostranstve / N. N. Malyarchuk, V. M. Chimarov // *Vestnik Tyumenskogo gosudarstvennogo universiteta. Gumanitarnyye issledovaniya*. — 2011. — № 9.
11. Maslovskaya, S. V. Zdorove kak faktor razvitiya professionalnoy kompetentnosti pedagoga / S. V. Maslovskaya, M. V. Fomina // *Vestnik Orenburgskogo gosudarstvennogo universiteta*. — 2009. — № 1.
12. Mitina, L. N. Psihologicheskie sredstva preodoleniya trudnostey lichnostno-professionalnogo razvitiya i sohraneniya zdorovya sub'ektov obrazovaniya / L. M. Mitina. — M. ; SPb. : Nestor-Istoriya, 2015.
13. Ponamareva, T. I. Problema sohraneniya zdorovya pedagogov v usloviyah sovremennoy obrazovatelnoy sredy / T. I. Ponomareva // *Innovatsii v nauke : materialy LIV mezhdunar. nauch.-prakt. konf. № 2 (51) / Novosibirsk: Izd. ANS «SibAK», 2016.*
14. Proskuryakova, L. A. Mesto zdorovya v sisteme lichnostnykh tsennostey pedagogov / L. A. Proskuryakova, T. V. Dushenina // *Zdorovesberegayuschaya deyatelnost v sisteme obrazovaniya: teoriya i praktika : materialy Vseros. nauch.- prakt. konf. S mezhdunar. uchastiem : Kemerovo, 26 — 27 oktyabrya 2011 g., — Izd-vo KRIPKiPRO, 2011— Ch. I.*
15. Ryibina, I. R. Suschnost ponyatiya «zdorovesberegayuschaya kompetentnost» / I. R. Ryibina // *Uchenyye zapiski Orlovskogo gosudarstvennogo universiteta*. — 2015. — № 3 (66).
16. Ryikova, T. M. Zdorove kak neobhodimoe uslovie uspekhnoy professionalnoy deyatelnosti pedagoga / T. M. Ryikova // *Nauka i shkola*. — 2009. — № 4.
17. Tomilina, N. V. Zdorove pedagoga i rukovoditelya obrazovatel'nogo uchrezhdeniya: predmet izucheniya / N. V. Tomilina, O. V. Tomilina // *Chelovek i obrazovanie*. — 2005. — № 3.
18. Shabunova, A. A. Zdorove naseleniya v Rossii: sostoyaniye i dinamika : monografiya / A. A. Shabunova. — Vologda : ISERT RAN, 2010.