



Historical Retrospective of the Development of Scientific Approaches to Health-Saving Activity in Society

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ABSTRACT

Prerequisites. For many representatives of the pedagogical science the study of historical and pedagogical sources, as well as issues of formation, strengthening and preservation of the child's health became the object of scientific analysis long ago. Scientists of the past tried to substantiate the theoretical and methodological features of the child's health protection in a combination with mental development and physical education, emphasized the importance of teaching the child in accordance with his/her age, mental and physical abilities. In these circumstances, the problem of qualitative training of future teachers who are ready for education and the formation of a healthy lifestyle which will ensure the harmonious development of each child's personality, as well as outline the main approaches to the implementation of health-saving technologies in education, is becoming of special urgency. The article deals with the genesis of historical approaches and also analyses the main tendencies in the development of scientific views on health-saving activities, the identification and substantiation of the main stages in the development of theoretical concepts of preserving human health, the attitude of society towards the problems of health protection, which reflect the dynamic manifestation of universal values and needs.

Methods. Regarding the genesis of historical approaches, as well as analysis of the main tendencies in the development of scientific views on the health protection, a set of methods was used:



theoretical methods: a comparative analysis of psychological, pedagogical, philosophical and health-saving literature to generalize scientific facts regarding the development of health-saving activities in society; retrospective analysis, scientific reflection to form a holistic view of the phenomenon of health protection; empirical methods: diagnostic (sociological observations).

Results. Results consist in the analysis of the main tendencies in the development of scientific views on the health protection and health-saving activities, the identification and substantiation of the main stages of the formation of theoretical concepts of human health protection in general, and child's in particular, the attitude of society to the problems of health protection that reflect the dynamic manifestation of universal values and needs.

Conclusions. The main tendencies in the development of scientific views on the health protection and health-saving activity have been studied and analysed, the main stages in the development formation of theoretical concepts of health protection have been identified and substantiated. This article does not exhaust all aspects of the problem under consideration and actualizes the need for increased attention to further fundamental research, theoretical developments and practices of historical heritage, the implementation of the most advanced health-saving technologies in education.

1. Introduction

Presentation of the main research material

The modern stage of society's formation is characterized by an increased attention of researchers to all aspects of human health protection. Actualization of the problem of children's health formation and protection is a priority for modern Ukrainian society, it requires a historical analysis of the views on the aspects of health protection, identification of the main stages of its development and defining of scientific and methodological content.

2. Literature Review

For many representatives of the pedagogical science the issues of formation, strengthening and preservation of the child's health became the object of scientific analysis long ago. The development of theoretical concepts of health protection was of a long-term nature and became the basis for the formation of basic approaches to the implementation of health-saving technologies in education.

The study of historical and pedagogical sources indicates that the study of this problem is found in the writings of A. Diesterweg, J. Comenius, D. Locke, J. Pestalozzi, J.-J. Rousseau, K. Ushinsky and others. The researchers of the past tried to substantiate the theoretical and methodological features of child's health protection in a combination with mental development and physical education, emphasizing the importance of teaching the child in accordance with his/her age, mental and physical abilities.

3. Method

Regarding the genesis of historical approaches, as well as analysis of the main tendencies in the development of scientific views on the health protection, a set of methods was used: theoretical methods: a comparative analysis of psychological, pedagogical, philosophical and health-saving literature to generalize scientific facts regarding the development of health-saving activities in society; retrospective analysis, scientific reflection to form a holistic view of the phenomenon of health protection; empirical methods: diagnostic (sociological observations).

The theoretical and practical principles of the Western European doctrine of health protection take their roots in the ancient philosophical schools of Greece and Rome (Aristotle, Democritus, Plato, Socrates, Epicurus, Seneca).



Representatives of medicine and science of ancient times (Hippocrates (5th century BC), Empedocles (4th century BC)) proved the interdependence of the state of human health and the way of his/her life. This is also emphasized by the ancient Indian written source – a collection of “Ayurveda”, the date of creation of which is about 1800 BC. [1, p. 19].

Famous doctors of the Ancient World pointed to the compatibility of a person’s age, his habits, gender, and the terrain where the person lives with the state of his health. This is what we find in the treatises of the ancient Greek physician Hippocrates (460-336 BC), the Roman expert in medicine Aulus Cornelius Celsus (1st century BC) and the prominent Arab physician Ibn Sina (Avicenna) (980-1037 AD.).

4. Results

Researchers of the ancient experience of health-saving activities point out that the main idea of health systems formulated in the writings of the great doctors of the Ancient World is the prevalence of issues of the formation, preservation and strengthening of health rather than treatment of diseases that people have already had. As a result, in case of a health problem, a person should concentrate on the restoration of the resource opportunities that are inherent in his/her genetic nature, which will ensure the regeneration of the functional state, harmonious combination of physical, mental and spiritual health [2, p. 21].

The issue of health protection in the Middle Ages was characterized by the fact that the creative heritage of thinkers of antiquity was neglected, and in many cases, was forbidden by church. Human knowledge about health was considered sinful, and the main virtue of man was repentance and asceticism [2, p. 112]. The experience of health protection, developed in ancient Greece, was not further developed in Europe.

Restoration of interest in the knowledge of the laws of nature and man and the admiration by the works of ancient Greeks begins in the Renaissance. This historical period was characterized by the fundamental changes that occurred in the demands of society to man: harmonious development of man, the combination of physical and spiritual health is the key to active citizenship and optimism. The aforementioned approaches became the ideological basis of humanistic conceptions of the personality education, the purpose of which was to ensure the comprehensive and harmonious development of the child’s natural abilities. Outstanding Renaissance thinkers (T. Campanella, M. Montaigne, T. Moore, F. Rabelais) for the first time point to the dependence of the child’s development on the pedagogical influence, on the need for a harmonious combination of physical activity and mental work in the process of physical, intellectual and moral formation of personality [2, p. 113].

5. Discussion

Powerful impetus to the development of pedagogical developments in the direction of health protection was the transition of society to the industrial age. This is due to the development of humanistic views on social relations, the increasing role of man in the production processes of that time, the need to search for new ideas on the actualization of problems of the time: low level of children’s physical health, high rates of morbidity and mortality. Outstanding teachers of the New Era (J. Comenius, J. Locke, J.-J. Rousseau, J. Pestalozzi, etc.) by their scientific works made a significant theoretical and practical contribution to the development of health-saving pedagogy as a foundation for the upbringing of the child. At the same time, the developed approaches were not based on the corresponding medical and physiological principles, did not have a systematic character and did not take into account the psychological and social aspects of health protection.

The conceptual basis of J. Pestalozzi’s pedagogical system is the statute on the interdependence of the spiritual, mental and physical factors of human health. He developed a system of “initial education”, the purpose of which was to create conditions that will ensure the formation of the “mind, heart and hands” of the child, that is, embody the concept of its comprehensive development, the effectiveness of which depends on taking into account the individual and age

characteristics of students.

An important component for the child's health protection J. Pestalozzi considered the content of education. The scientist called for monitoring the mental burden on children, which will enable the creation of a psychologically comfortable environment for an educational institution in which children will not feel reluctant to learn because the lesson material is too difficult. In the scientist's opinion, an important component of the child's harmonious development is physical education, which is to be implemented in educational institutions by means of gymnastic exercises and outdoor games. The outstanding teacher did not ignore the development of the child's spiritual health, which, as he considered, consisted of classes in music, singing, art and drawing.

Great attention to the issues of formation, preservation and strengthening of the child's health was paid by the great teacher and philosopher Ya. A. Komensky, who considered them one of the most important elements of education. The key points for the upbringing of a healthy child Ya. A. Komensky considered creating positive motivation in school for training, observing sanitary and hygienic norms, ensuring effective mental work, prevention of fatigue, which is supported by the attractive equipment of the school and the presence of playgrounds.

Revolutionary changes in attitude towards the students' health protection in Western Europe and the United States took place at the end of the nineteenth and early twentieth centuries. This happened in the context of the transition to an industrial society, in which the need for healthy and intelligent workers significantly increased. The emergence of ideas of pedocentrism, or free education, represented by F. Hansberg, J. Dewey, M. Montessori, A. Ferrier, etc was the personification of these social transformations. The emergence of "new schools" was a new phenomenon in pedagogy. The main activity of the schools was the creation of pedagogical conditions for revealing the natural beauty and uniqueness of each child. Mental, physical and psychological development of the students of "new schools" was based on the principles of natural conformity, which included monitoring the mental stress on children, maintaining a high level of intellectual ability, the need to care of the health and beauty of your body as a component of aesthetic attitude to life. The leading idea of the pedagogy of "new schools" was the statement on the mutual influence of mental and physical development, which was based on the principles of humanization of the content of education. The introduction of changes to the content of the knowledge system included:

- formation of high value of the received knowledge;
- a combination of intellectual, creative, aesthetic, emotional and visual learning components;
- priority of research forms of knowledge acquisition;
- practicality and high quality of received knowledge;
- development of creative abilities in children during the teaching educational disciplines [2, p. 118].

According to M. Levkivsky, the creation of an educational space that provided the multifacetedness and integrity of the intellectual, physical and mental health of students, reveals the specifics of "new schools" as educational institutions that functioned on the basis of:

- a new paradigm of the relationship between a student and a teacher, which involves shifting the focus of attention from the teacher as a carrier of information to the student's active independent activity;
- combination and alternation of various types (intellectual, spiritual, physical, creative, research) and forms (individual, group, collective) of educational activities;
- integration of mental, moral and aesthetic education;
- the introduction of "supra-subject" teaching, which provided students with the formation of a creative attitude to the knowledge of the surrounding world [3, p. 37].

Given the historical retrospective, the emergence of Waldorf schools in the early twentieth century, the founder of which was the prominent European educator R. Steiner, played an important role in developing the views on the need

for health-saving activity in educational institutions. The basic position of the pedagogical system of this scientist was the law of creativity, according to which the cycles of mental, ethical and physical development of a person are divided into seven years, and thus do not coincide chronologically. The duty of the educator is to study these cycles in each student and create favorable conditions for their harmonious development. The basis for the creation of the pedagogical concept of R. Steiner was the idea of free education. M. Levksvsky points out that the humanistic approach to education at Waldorf School is united by the principle of the integrity of the pedagogical process and the person centred orientation of the formation of the student's individuality [3, p. 39].

The practice of complex formation of students' personality in Steiner schools consisted in the transformation of the educational content, forms and methods of teaching through the prism of such an organization of the educational process, which included:

- integration of school disciplines on the basis of a complex combination of science, art and morals for the purpose of harmonious development of children's intellectual, moral, ethical and social qualities as well as emotional and value awareness of the surrounding world;
- formation of holistic system knowledge among students through consistent teaching in accordance with the laws of the development of the child's nature;
- the connection between the educational process and the environment through the disclosure of the importance of theoretical knowledge for practice;
- formation in children of necessary skills and abilities in various spheres of human activity;
- development of the emotional and volitional sphere of the child's life, based not only on his/her intellectual characteristics, but also on the cognitive abilities of the student through active self-activity and a sense of beauty;
- preservation and development of the physical and spiritual powers of the child by taking into account his/her biological and psychic rhythmology (natural change in the rhythms of breathing, sleep, memory, perception, experience and exercise) [3, p. 41].

The upbringing of a healthy person as a basic category of native pedagogical thought dates back to the time of Kievan Rus, since it was the health of the ancient Slavs that was one of the most important values. The system of education was aimed at the formation of courage, endurance, mental stability and physical strength. This was necessary to ensure the protection of their own territories from enemies, social and natural disasters, and it increased the value of pedagogical influence on the formation, strengthening and preservation of health from an early childhood [4, p. 114].

It is in the creative heritage of folk pedagogy of Kievan Rus that the ancient ways of bringing up children by means of physical education take their roots. One of such methodical techniques was the introduction into the pedagogical process of mobile games, as a method of training the musculoskeletal system, attention, reaction, team interaction, the speed of making responsible decisions aimed at getting out of critical situations. Emotional and psychological aspects of mobile games, which consisted of creating a positive mood, an atmosphere of sports competition, a friendly attitude and team spirit, became important.

The study of the pedagogical heritage of the ancient Slavs indicates a great importance for the formation of their mentality of humorous folklore (nursery rhymes, fables, werewolves, etc.). This means of optimistic perception of the world allowed the children to look at themselves and those around them with humor, easily overcome life difficulties and to maintain their own psychological health.

Of particular importance is the fact that in folk traditions, mass games and festivals, children, youth and adults took part together, which ensured the continuity of generations and the transfer of life, including health-saving experience.

The guide to the health protection of the younger generation, which are formalized in the form of elementary

rules, we can find in ancient manuscripts of the X-XII centuries. V. Andrushchenko in his studies points to the fact that the outstanding memorial of the pedagogical thought of the XII century “Instruction to Children” by Vladimir Monomakh (1117) points to the interdependence of the concepts of education and upbringing, which are the embodiment of the earthly needs of human life [1, p. 125]. The instructions of Vladimir Monomakh were aimed at providing young people with mental, moral, ethical and physical development.

A lot of researchers, in particular L. Sushchenko, point to the fact that the development of health pedagogy until the XVIII century is based on folk traditions and reflects the religious beliefs of the ancient Slavs, limited to elementary hygienic and physical education [5, p. 22].

The formation of theoretical concepts of health protection in the domestic pedagogical science was of a lasting nature and at the beginning of the XX century the main approaches to the implementation of health-saving technologies in education were outlined: anthropological, hygienic, humanistic and physical education.

The genesis of these approaches has been reflected in the writings of many domestic scientists. The anthropological approach dates back to the 1960's and 1970's in the writings of K. Ushinsky, and in the XX century it was continued by the pedological studies of M. Basov, L. Vygotsky, V. Kaschenko, O. Nechaiev, S. Shatsky. The conceptual basis of the hygienic approach is reflected in the scientific studies of M. Iordansky, H. Markov, S. Sovetov, M. Antropova, H. Serdyukovska. The humanistic approach, as the idea of a comprehensive and harmonious development of the student's personality became dominant at the beginning of the XX century in the works of V. Vachterov and P. Kapterev; in the 60-80s of the XX century - Sh. Amonashvili, Ye. Ilina, V. Sukhomlinsky, V. Shatalov. Physical approach at the turn of the XIX-XX centuries was developed by scientists V. Ignatiev, P. Lesgaft, Ye. Pokrovsky; in the XX century it was continued by V. Horinevsky, Z. Kuznetsova, H. Meikson, V. Lyakh.

The aforementioned approaches met the requirements of the industrial society of the early twentieth century, but, on the one hand, they were implemented within the sectoral approach (medicine, physical education, education), and on the other hand they were not of a holistic nature. The organization of health-saving activities in educational institutions did not take into account the individual characteristics of each child, it was standardized and non-systematic as well.

The second half of the XX century, characterized by the transition from industrial civilization to post-industrial, was due to the rapid development of the scientific and technological revolution. These processes have set new qualitative requirements for the society to the level of intellectual development and health status of each person, which, in the first place, was reflected in the requests to the education system concerning the organization of health-saving activity. New approaches to the formation, preservation and strengthening of students' health in educational institutions were based on the principles of a harmonious combination of physical, intellectual, mental, social and spiritual development of the child.

The well-known Ukrainian teacher V. Sukhomlynsky became a vivid exponent of this concept of health protection. His innovative system of health protection was reflected in the development of corresponding health-saving environment of the educational institution, which included children, teachers, parents, members of the public. Effective means of realizing health-saving activity for V. Sukhomlynsky was having constant conversations with parents of the educational institution on the organization of children's health protection, healthy nutrition, the organization of recreation and education of children at home and the need for morning exercises. According to V. Sukhomlynsky, the effectiveness of the upbringing of a healthy child depends on the development of the teacher's personality, since it affects “the mind, health and happiness of the person who is raised by the school” [6, p. 168].

Theoretical and practical experience of world educators in the sphere of health protection have opened a new page in solving the problems of implementation of health-saving technologies in educational institutions. The problem of creation the newest educational institutions, which would be aimed at ensuring the harmonious development of the

child and preserving his/her health, became relevant at the end of the twentieth century. The globalization of all aspects of human life and the changes associated with these processes led to the deepening of scientific and pedagogical research in the area of new health-saving strategies in educational institutions.

Today, the society is facing qualitatively new requirements to the level and state of human health, which, in the first place, were reflected in the requests to the education system concerning the organization of health-saving activity. New approaches to the formation, preservation and strengthening of students' health in educational institutions were based on the principles of a harmonious combination of physical, intellectual, mental, social and spiritual development of the child. Theoretical and practical achievements of teachers in the field of health protection have opened a new page in solving the problems of implementation of health-saving technologies in educational institutions, which are based on the principles of informatization of public life and play an important role in the development of modern approaches to health protection in educational institutions.

6. Conclusions

Thus, the historical and pedagogical analysis of the origin and development of the concept of "health protection" in the field of education makes it possible to identify the main approaches to the problems of the child's health protection, which were characteristic of preindustrial and industrial societies. The main characteristic of these models is the absence of a systemic health-saving activity and the purposeful formation of health-friendly skills for young people by means of health-saving technologies in the educational institutions of that time. Cardinal changes in society characteristic of postindustrial society affect the general indicators of the physical, mental and social health of young people. This requires the development of new approaches to health protection as the basis of health-saving technologies. The historical retrospective of the development of ideas about the health of young people and the use of health-saving technologies in education, the experience gained on the theoretical and practical issues of the nation's health protection, is becoming the basis for the development of a methodical system for the implementation of health-saving technologies by future biology teachers in their professional activity. A detailed analysis of the peculiarities of health protection in modern general educational institutions makes it necessary to study the state of development in the scientific literature of the problem of forming the readiness of future biology teachers to implement health-saving technologies in their professional activity.

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