

PECULIARITIES OF FORMING HEALTH CULTURE OF PUPILS IN POLAND: HISTORICAL ASPECT

Iermakova T.S.

Kharkiv National Pedagogical University

Annotation. *Purpose:* analysis of progressive ideas of forming health culture and school health promotion of pupils in teacher attitudes figures of the past. *Material:* an analysis of more than 30 sources of scientific and educational literature. *Results:* it was found that the generation of pedagogical ideas in Poland took place in the Renaissance, helped open the first school and the University of Cracow that gave the society and the world of great scientists and educators. It was at this time teachers, doctors, humanists of Poland, who showed great interest in the protection, preservation and promotion of health and physical education of the rising generation, trying to raise healthy and active people. *Conclusions:* the galaxy of teachers and doctors of Poland enriched world knowledge about the formation and preservation of the health of children and young people not only means of physical training, but also compliance with the rules of hygiene, nutrition and hardening, thereby giving the term “culture of health” a broader meaning.

Key words: health culture, physical education, hygiene education, development, forming, Poland, personality, health.

Introduction

Solution of problems of health culture formation stimulates scientists and practitioners to searching, analysis and application of positive trends to formation of positive attitude of rising generation to own health and health of surrounding people.

In all periods of time care of children’s health was a part of policy of any peoples and always was of priority in the aspect of consolidation of national unity, strengthening and expansion of territorial settlements, development of educational systems of rising generation. Ideas of comprehensive and harmonious child’s progressing gradually were implemented in life and added to peoples and nations with physically hardened defenders of fatherland still more advantages in economic growths of country. Positive and effective approaches to strengthening of children’s health were implemented in life and made basis for physical culture system, considering national features of education.

Analysis of literature sources permits to state that formation of health culture of personality in Poland has been being not only a center of pedagogues’ attention but of medical doctors’ as well during nearly all history of the country. That is why it permits to consider it urgent and timely to research Poland pedagogic inheritance.

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Purpose, tasks of the work, material and methods

The purpose of the work is analysis of progressive ideas of health culture’s formation and health strengthening of schoolchildren in pedagogic establishments of the past.

Results of the research

Development of pedagogic ideas in Poland is connected with opening of first schools (12th – 13th centuries) and Krakov university in 1364, in spite of the fact that the country has more than one thousand years’ history of its existence.

Problems of education in middle age Poland were not independent; they were only a component of philosophic and religious disciples and were regarded in tractates, devoted to different branches of science and practice. Only in 15th century there appear translated works, attracting attention to education of schoolchildren.

Development of pedagogic ideas in Poland of 16th – 17th centuries was influenced on by works of well known in all Europe scientists of that time G. Galileo, T. Campanella, R. Wolfgang and other. Works by known English philosopher F. Bekon, who acutely criticized modern for him school, were of special importance.

Opening of Krakov, (Yagellon) university is connected with functioning of scientists and teachers, who made significant discoveries in field of pedagogic and works of whom, then, became known to Poland and foreign scientific circles.

One of the first propagandists of children’s and youth’s physical education as health related mean and method of hygiene and appearance in Poland was doctor and professor of Yagellonskiy university in Krakov S. Petritsi. His views on physical education can be considered innovative in Poland of Renaissance epoch. Just S. Petritsi put forward requirements to specialist – teacher, who should consider psychological and physiological features of disciples, to be familiarized with all means of physical education and schoolchildren’s eating. The scientist affirmed that physical exercises form discipline and self assistance of schoolchildren [16; 25].

S. Petritsi thought that state shall be responsible for schools, for proper education of children, who are the future of the state. In its turn family should not stay aside.

For creation of Poland physical education system views of outstanding Poland writer and reformer A. Modzhevskiy was of special importance; he attracted attention to childhood as the most important period of human development. In his opinion, traditions and values, cultivated in this period of life make the basis for later correct and honest life [11].

Necessity of physical education as important mean of health strengthening and improvement of physical fitness was stressed by M. Ray and known humanist and doctor V. Ochko. For example, M. Ray, in his works, pointed at demand in systemic fulfillment of physical exercises, starting from childhood [20]. V. Ochko grounded significance of physical exercises and correct eating not only as means of prophylaxis but also as means of treatment of most of diseases. Besides, V. Ochko is considered to be the founder of therapeutic physical culture in Poland [15].

In epoch of Illumination there were worked out new ideas and conceptions of health related orientation for children and youth, which stipulated compulsory application of physical education means.

So, ideas of health culture's formation among schoolchildren are connected with name of G. Piramovych – pediatrician, who researched health as the highest value of humanity, underlining that it was a condition of happiness and sound body. He regarded care of body from two positions: development of children's physical condition for keeping of good health and exercises, which are the sense of health – personal hygiene, eating, mental functioning and hardening [14].

G. Piramovych formulated requirements to teacher, which included problems of health and physical education. Besides, he pointed at teacher's role in propaganda and expansion of health related culture and was the first, who underlined necessity for teacher to care of own health. He was the first, who paid attention to women's physical education. He is considered one of initiators of school hygienic education in Poland [17].

Substantial contribution in forming and expanding of schoolchildren's physical education in Poland was made by known reformer of physical education Ye. Snyadetskiy, who combined medical knowledge with demands of education and is considered by successor of G. Piramovych; he also pointed on necessity for a person to achieve harmonious development of strong body.

Ye. Snyadetskiy was the first, who formulated main rules of controlling of human physical and mental development at scientific level and grounded application of physical trainings in the process of young generation's education [1]. In opinion of Ye. Snyadetskiy the purpose of physical education is "such education of a person, which makes all parts of body harmonious and strong, all senses – proper, all organs – perfect" [23].

Ye. Snyadetskiy, can be considered a nunciate of health related education because his program of hygienic knowledge was presented in such periodical edition as "Vilnius diaries" (1805, No.1), which was the leading journal of Poland of that time.

Besides physical exercises Ye. Snyadetskiy, recommended hardening for strengthening of health and ensure close contact of children with nature. These ideas remain still urgent [23; 8].

Similar ideas were declared by known doctor, teacher and propagandist of Sweden gymnastic Ye. Madeyskiy, who, in his works, analyzed health related value of gymnastics, stressed on demand in its introduction in school academic programs, studied its influence on human organism [13].

Publications of Ye. Madeyskiy, were innovative for his time because the author grounded from position of medical doctor health related and developing function of physical exercises and showed close connection of physical education and comprehensive progressing of human personality. He gave priority to Sweden gymnastic (health improvement and health strengthening through improvement of human body shape and sense of beauty) and criticized German gymnastic (preservation and strengthening of health through development of quickness, accuracy and coordination of movements, mental functioning), which, in his opinion, did not meet demands of children and youth, who studied at schools [13].

Development of Poland physical education system of youth was significantly influenced by views and activity of G. Jordan, which resulted in implementation in Poland schools lessons of gymnastics and medical aid, in organization of advanced training courses for physical education instructors at Jagiellonskiy university [4].

Scientists (Ye. Zob, A. Krasuski et al.) of 19th century determined that motion functioning was the basis of physical education and, considering its therapeutic, prophylaxis and health related features it was reflected in different physical programs.

Medical sciences were closely connected with physical culture but such connection was an attempt to take care of health through motion in prophylaxis and therapy. Such dialogue and cooperation has been going since long ago. Each of them had its own history, including common moments, which are presented in historiography of both disciplines. Processed from position of medicine such conception was reflected in forms of medical practice, problems of health and diseases. Part of medical doctors evaluated motion as only therapeutic or preventive method, not even mentioning about motion functioning [24; 9].

At the end of 19th – beginning of 20th century in practice of Poland schools compulsory exercises as lectures on gymnastics were implemented and program-methodic materials of school physical education. It was facilitated by doctors' and teachers' environment, which in 19th century at public congress of doctors and teachers, at pedagogic congresses and on pages of special medical journals «Zdrowiu», «Szkole», «Muzeum» presented their attitude to physical education as health related mean for schoolchildren in their extra-curriculum activity [22].

All these facilitated development of extra-school establishments. For example, starting from 1889 in Poland Park of doctor Henry Jordan in Krakov (1889), Garden of outdoor games, named after V. Ye. Raoit in Warsaw (1899), Park of Association of outdoor games in Lvov (1909); one of the first in Warsaw Sweden gymnastic and massage club of Helena Kuchalskaya (1892); world-known association “Sokil” (has been functioning since 1967); sport clubs, tourism and local history organizations had been open [21]. Extra-school establishments had purpose to popularize outdoor games, organize sport competitions for children.

Just in these organizations and associations original ideas, conceptions and programs were worked out, which implemented them in educational system of Poland of that time under the aegis of physical education.

Special attention is required by name of S. Kopchinskiy, who was a pioneer of school hygiene and sanitary and introduced compulsory medical examination in schools.

Well known hygienist developed conception of medical-hygienic examination of schoolchildren and pointed at possibility of realization of health related problems in the frames of all school subjects. However the condition of the latter there were pedagogic approach of doctors and medical knowledge of teachers [18].

All this became a push to combination of teachers' and hygienists' efforts. Schoolchildren, who passed school of S. Kopchinskiy were so embraced by pedagogic thought that even in time of crisis they worked in schools free of charge. Being troubled with schoolchildren's health S. Kopchinskiy delivered lectures about usefulness of health for schoolchildren's parents. He independently carried out trainings on physical education, taught to hygiene and simultaneously free of charge worked as school doctor.

Special place among outstanding Poland pedagogues, propagandists of physical education's traditions belongs to Ye. P'yasetskiy – professor of Poznan university, medical doctor, public figure, theoretic of physical education and school hygiene.

Ye. P'yasetskiy was a key figure at many educational international European measures, putting forward his views at development of physical education and physical exercises. Starting from 1927 he was invited to Section of hygiene in League of Nations, where he visits England, Germany, Sweden, Italy and Austria with reports on origin of traditional games, which, in opinion of the scientist, played significant role in cultural, spiritual and physical forming of personality [10; 12; 5].

Logical continuation and progressing of this idea were in works “Amusements and games for children” (1916), “Influence of body exercises on children's physical condition” (1899), “Power games and games for children and youth in historically not oriented and regional traditions, in verbal form” (1916), “Program for body exercises” (1917).

Outstanding figure of end of 19th century was Kh. Radlinska – pedagogue, pioneer of social pedagogic and founder of family pedagogic of health and health education. Kh. Radlinska was the first in Poland, who combined social pedagogic with biological and medical sciences for improvement of schoolchildren's health as well as health strengthening.

As compulsory component of own theory of social work the pedagogue included “health related education”, which implied help to people in receiving knowledge about health, in training to obtain skills, facilitating healthy life style and increasing health level, stimulation of interest in being healthy, propaganda of efficiency of prophylaxis, treatment and rehabilitation as well as importance of hygiene.

At the end of 19th century there were organized a lot of public initiatives for children and youth with purpose to educate healthy and patriotic generation. There appeared Association of Summer Colonies, which organized summer rest for children of poor parents; Warsaw Hygienic Association, which develops tutor activity in favor of children and implemented recreational and educational functioning; Institute of Children's Hygiene, which provided medical aid and consultations on children's hygiene; Association of Orphans' Nests, which solved problems of socially not adapted youth; Shlionskiy Educational establishment, which realized innovative educational measures for children and youth; Association of Struggle Against Tuberculosis, which opened sanatoriums [19; 6; 2].

It should be noted that popularization of knowledge with mass media and different publish centers was a peculiarity of educational illumination. For example, among special editions, which paid significant attention to problems of physical education, we should note: “Pedagogic review” (1882-1902, Warsaw), “Health” (1885-1914, Warsaw), “Gymnastic review” (1897-1901, Krakov) “Sokil” (1902-1913, Poznan), “Ruh” (1906-1914, Warsaw), “Diary of health for all states” [4].

Significant contribution in development of Poland infield of health improvement of population was made by A. Landim – doctor, pedagogue, who, in practice, created “health town” in one of the most distant places of Warsaw, Zoliborz, as House-hold Cooperative; by M. Katspshak – doctor-hygienist, co-author of statutes of World Health Protection Organization, who in 30-s of 20th century was the first who pointed at the fact that every person has right to be healthy, because having health it is possible to achieve everything. All these, by opinion of M. Katspshak, characterized term “positive health” [3; 7].

Hygienic movement of the end of 19th – beginning of 20th century in Poland played unification role between world of doctors and pedagogues. Representatives of this movement were both medical doctors (A. Vinogorodskiy, P. Gontkovskiy, Ye. Madeyskiy, V. Osmolskiy, Ye. P'yastkiy, J. Tkhozhnitskiy et al) and pedagogues (M. Baranovskiy, J. Davida, S. Karpovitsa, I. Moshenskiy et al.), who actively published their knowledge, conceptions in manuals, primers, dictionaries. Such “unification” resulted in active usage of term “health culture”, with hygienic culture, sanitary culture, hygienic education, sanitary, hygienic and health related education as its components. I.e. health culture at that time was regarded mainly from the points of view of hygiene and sanitary.

Conclusions: galaxy of Poland pedagogues and medical doctors enriched world with knowledge about forming and preservation of children's and youth's health not only with the help of physical education means but with observation of hygiene rules, correct eating and hardening, thus giving to term “health culture” wider meaning.

The prospects of further researches imply seeking of ways for solution of problem of personality's health culture forming in Poland.

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Information about the author:

Iermakova T.S.: ORCID: 0000-0002-3081-0229; tatiana-iermakova@rambler.ru ; Kharkiv National Pedagogical University named after G.S. Skovoroda; Artema str., 29, Kharkiv, 61002, Ukraine.

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