

Novolodskaya E.G., Elitnaya D.A. Development of a program of health-creating activity of primary school students // Process Management and Scientific Developments: Materials of the International Conference (Birmingham, United Kingdom, January 16, 2020). – Birmingham: Scientific publishing house Infinity, 2020. – Volume 2. – ISBN 978-5-905695-79-7. – P. 59-65. – DOI: 10.34660/INF.2020.4.52784

DEVELOPMENT OF A PROGRAM OF HEALTH-CREATING ACTIVITIES OF PRIMARY SCHOOL STUDENTS

Novolodskaya Elena Gennadievna

*candidate of pedagogical Sciences, docent of the Department of pedagogy and psychology,
The Shukshin Altai State Humanities Pedagogical University*

Elitnaya Diana Alexandrovna

*3rd year student of the Institute of humanitarian education,
The Shukshin Altai State Humanities Pedagogical University*

Annotation: the article is devoted to the problem of formation and development of values guidelines for health-creating behavior in younger students. The article presents the program of design of health-creating activity of pupils, the characteristic of it is given content modules and aspects of their implementation.

Keyword: health, life-creation, health-creating activity, creation, primary school students, design, project activities.

Health-creation is an integral part, a necessary condition and a way to include a person in the process of creating their own life. Human creativity as a creative attitude to life and his personality, is at the heart of health-creating (in the very sense of the word – creation, creation of health-laid the creative nature of man) – activity motivated by the spiritual needs of the individual in self-creation and creation of an ecologically healthy object-spatial, natural, social and mental environment around him.

In the concept of foreign humanistic psychology (A. Adler, A. Maslow, G. Allport, K. Rogers, K. Jung, etc.) creativity is considered as one of the most important components of the «I-concept» of a person. The original source of creativity is determined by the motivation of personal growth: people are born with the desire to grow, create and love, they have the ability to manage their lives. In A. Adler's dynamic theory of personality the main designer of the entire system of personality is the creative «I», which embodies the active principle of life [1]. In a creative way, the dispositional theory of the personality Of G. Allport was developed. He introduces the term «proprium» as «a positive, creative, growth-seeking and developing property of human nature» [2]. According to the

phenomenological theory of personality K. Rogers creative people tend to live constructively and adaptively in their culture, they are able to flexibly adapt to changing conditions [4].

In our opinion, health-creation as a pedagogical category is an activity for the creation of health of all participants in the pedagogical process, creating conditions for the maximum disclosure of their health-creating potential and development of health culture. The process of health-creating in the context of subject-subject relations is of a mutual nature: the teacher «creates» the health of children and enriches their health-creating potential; teaches how to «create their health» and thereby increases their valeological literacy; promotes self-development and self-improvement of pupils and reveals, develops their creative possibilities and abilities.

The process of forming and developing value orientations for health-creating behavior should begin with preschool and primary school age. This is the period of the most rapid development of the child, the formation of physical and mental qualities and properties that make him a person, the establishment of the Foundation of the way of life and behaviors in society. In addition, at this age, children's creative abilities are actively demonstrated and updated, and an interest in creative perception and transformation of the surrounding world is formed. The problem consists in the selection of effective forms and methods of valeological work with children, competent design of health-creative activity of pupils in determining possible ways of involving children in the process of self-creation and creation of an ecologically healthy environment.

We have developed and implemented in the educational process of primary school program design of health-creating activities of younger pupils, considered the features of its complex and integrative nature from the point of view of the use of various pedagogical technologies: storytelling and game-making, theater pedagogy, training technology, organization of project activities, etc. [3].

The content modules of the program are determined by the logic of designing health-creating activities: «I → family → nature → society → safety → cognition», which expands the boundaries of the child's knowledge from the microworld to the macrosocium, and are focused on the implementation of various directions of health-creating activities of students: cognitive, search and research, practice-oriented, creative-creative, reflexive-evaluative.

We will give a description of the content modules of the program of health-creating activities of primary school pupils and aspects of their implementation.

The module «Me and my health» includes projects aimed at formation and development in pupils the skills of self-knowledge and self-observation, self-assessment and self-diagnosis, self-development and self-improvement (realization of «self-concept»): «My name», «My routine», «My menu», «My posture», «the World is my Hobbies», «The healthy habbits' garden», «My health passport», etc. The implementation of these projects implements the principle of positive egocentrism on most interesting and relevant problems in a child's life.

Aspects of design of health-making activity within the framework of this module:

- moral-inclusion of children in the process of self-creation and self-actualization;
- creative (development of creative abilities) – design of products of health-creating activity, selection of colors, material to perform applications, writing poems and fairy tales, organizing exhibitions, etc.;
- pedagogical – cooperation with parents, consultation of the teacher, psychologist, school physician on the possibilities of correction of negative characteristics;
- philosophical-realization of life-creation: from self-creation to creation of the surrounding natural-social and mental environment.

The module «Health of my family» includes projects of family education aimed at involving parents in health-creating activities, awareness of the value of family and marriage, love and mutual respect, mutual understanding and assistance, creation of family relations («Our home is our friend», «My sports corner», «Valeological passport of my room», «Our Pets», «Leisure of our family», «Pedigree of our family», etc.).

Aspects of design of health-creating activity within the framework of this module:

- moral – aimed at fostering respect for their family, their ancestors; honoring the family tree of their family, its history and tradition, labor, cultural and other achievements; the child's perception of themselves as an integral part of their kinds;
- ecological – education of humane attitude and cognitive interest to Pets as members of their own family, participation in the care of them;
- creative – expanding the boundaries of positive cooperation and co-creation of children and parents to study their own family and create family relationships;
- psychological – the transition from the «I-concept» of the child to the «We-concept», contributes to the fullest development of the individual and society as a whole.

The module «Environmental Health» is aimed at assessing the state of the natural and subject-spatial environment, involving younger pupils in research and environmental activities, aesthetic improvement of the environment («Valeological passport of the classroom», «Grow a Botanical garden», «Plants-creators of the microclimate», «Plants-canteens for birds», «Plants-weather predictors», «Flowers for the school garden», «My tree», etc.).

Aspects of design of health-creating activity within the framework of this module:

- the research aspect involves conducting an expert assessment of the conditions of the nearest subject-spatial and natural environment by primary school pupils, forming and developing research skills;
- ecological – organization of environmental activities, feasible age characteristics of pupils;

- the moral aspect is aimed at fostering a respectful and careful attitude to the natural environment through the study and communication with the objects of nature, providing them with assistance;

- creative – organization of positive cooperation of children on creation of ecologically healthy environment, development of creative abilities at design of products of project activity.

The module «Health of society» is focused on the characteristics of some social factors of health and prevention of bad habits. Includes projects aimed at implementing cultural and humanistic approaches in education: «Piggy Bank of good deeds», «Traditions of health creation of different countries», «What games do we play?», «Sports stories», «Museum of health assistants», etc. Project activities are focused on the inclusion of the child in the improvement of the social environment, awareness of the positive and negative impact of society on human health.

Aspects of design of health-creating activity within the framework of this module:

- the moral aspect is aimed at developing a culture of health, prevention of bad habits in younger students, promotion of a healthy lifestyle;

- historical – knowledge of the history of health-creation, health-saving traditions of mankind as an indicator of scientific and creative development, culture of society;

- creative – positive cooperation and co-creation of children and parents in the implementation of project products («museums», theatrical and game programs);

- philosophical – the implementation of the socio-cultural position of the ideas of life creation (creative creation of the social environment, the creation of good and humanism).

The module «Health Safety» involves the organization of project activities of school students to study various aspects of life safety: «Useful and harmful products», «Caution – poisonous!», «Road alphabet», «Rules of safe behavior», etc.

Aspects of design of health-creating activity within the framework of this module:

- the moral aspect is aimed at developing a culture of safety, prevention of extreme and dangerous life situations;

- value-oriented – formation and development of a value attitude to human life and health;

- practical-activity – modeling of dangerous life situations and working out the rules of safe behavior, participation in the promotion of road safety rules;

- philosophical – implementation of the ideas of life creation from the socio-cultural point of view (knowledge and creation of a safe and health-saving environment).

The module «Knowledge of health» is stimulating in terms of expanding valeological literacy and Outlook of children, the formation of a healthy lifestyle. Project activities are focused on the inclusion of the child in the process of learning the phenomenon of human health: «Adventure of

vitamins», «Health gymnastics», «Rainbow of health», «Green pharmacy recommends», «Path of health», «Grow a tree of health», etc.

Aspects of design of health-creating activity within the framework of this module:

- cognitive – development of skills of primary school students search and creative interpretation of information about the components of a healthy lifestyle and means of preservation and development of health;

- the moral aspect is aimed at developing a conscious attitude of children to health problems;
- practical-activity - the inclusion of younger pupils in the promotion of a healthy lifestyle, participation in health-creating actions and events.

The introduction of this program in the educational process of primary school has revealed some features of the design of health-creating activities of younger pupils:

- the greatest interest of pupils is caused by practical activity (participation in trainings and game programs, examination of environmental conditions, theatricalization, productive activity, etc.), its creative implementation and use of the results: exhibitions, «museums», «botanical garden», «path of health», «valeological passport», «healthy food menu», «birds' town», etc.;

- the content of health-creating activities can effectively integrate world-wide, homeland, local history, civil-Patriotic and environmental components;

- organization of health-creating activities of pupils promotes the development of positive cooperation with parents, teachers, peers in self-creation and creation of a healthy environment.

The result of the program design health-creating activities of primary school students is the formation health-creative potential of the child's personality, components of which, in our opinion, will be:

- cognitive readiness – a certain level of cognitive interests and erudition in the field of health-creation and the use of their knowledge in everyday life;

- value-oriented reflects the awareness of health as a vital value, the relationship between human health and the environment, the child's understanding of himself as an individual, the Creator of his health, the health of the surrounding people and the natural environment (provides the basis for individual and personal orientation to the process of health-creation);

- need-motivational readiness implies a positive attitude of the pupil to health-creating, his active position in self-creation and creation of an ecologically healthy environment, in solving specific problems of changing the surrounding reality;

- operational-activity involves the possession of certain health-creating skills and skills in self-knowledge and self-assessment, self-observation and self-diagnosis, self-regulation and adaptation, drawing up and implementing their own programs of health-creating, improvement of the natural and subject-spatial environment;

- emotional-volitional readiness includes a positive emotional attitude and volitional efforts of the child to self-improvement in physical, mental and moral terms, reflects the culture of personal feelings, the ability to self-organization (setting goals and objectives, planning health-creating activities, self-control);

- communicative is characterized by the desire and desire, the ability of the pupil to interact with other people in the process of health-creating and Wellness programs;

- reflexive readiness includes skills understanding of the process and results of health improving activities, estimate the degree of their involvement in the implementation of Wellness programs, analyze our own thoughts and actions, determine the degree of self promotion (health advances), forecasting and planning future health-creating events.

Bibliography

1. Adler, A. Superiority and social interest: A collection of later writings H.L. & R.R. Ansbacher (Eds.) / A. Adler. – Evanston, IL: Northwestern University Press, 1964.

2. Allport, G.W. Pattern and growth in personality / G.W. Allport. – New York: Holt, Rinehart and Winston, 1961.

3. Novolodskaya, E.G. Technology for designing health-saving activities of younger students in a creative context: monograph / E.G. Novolodskaya. – Biysk, 2016 – 170 p.

4. Rogers, C.R. A theory of therapy, personality and interpersonal relationships, as developed in the client-centered framework. In S. Koch (Ed.) / C.R. Rogers. – Psychology: A study of a science New York: McGraw-Hill, 1959 – Vol. 3 – P. 184-256.