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TÍTULO: Tipos de actividades educativas para la formación de un estilo de vida saludable.

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RESUMEN: El artículo enumera las tareas de las actividades de preservación de la salud, consagradas en los actos reglamentarios y legales modernos que regulan las actividades de los docentes, así como las principales formas de implementación de esta actividad llevadas a cabo por docentes en ejercicio de la Administración Pública Autónoma Municipal de Perm y su territorio, así como estudiantes pedagógicos voluntarios de la Universidad Nacional de Investigación del Estado de Perm.

PALABRAS CLAVES: formación de un estilo de vida saludable, actividades para preservar la salud, instrucciones de actividades para preservar la salud, tipos de actividades para preservar la salud.

TITLE: Types of educational activities for the formation of Healthy Lifestyle.

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ABSTRACT: The article lists the tasks of health-preserving activities, enshrined in modern regulatory and legal acts regulating the activities of teachers, as well as the main forms of implementation of this activity carried out by practicing teachers of Municipal Autonomous Public Administration of Perm and Perm Territory, as well as volunteer pedagogic students of Perm State National Research University.

KEY WORDS: formation of a healthy lifestyle, health-saving activities, directions of health-saving activities, types of health-saving activities.

INTRODUCTION.

It has currently become a generally recognized fact that the health of children, adolescents, and students gets worse. In this situation, the problem of preserving and strengthening the health of the younger generation is extremely relevant to the entire teaching community. Therefore, at the present stage of development of society, the entire educational process should be built based on the need to implement the task of not only teaching, educating, and developing children, but also ensuring the preservation and strengthening of students' health.

DEVELOPMENT.**Methods.**

During our study, we used the traditional methods of scientific-pedagogical research, namely:

- the study of the regulatory framework for the formation of a healthy lifestyle of adolescents.

- the study of theoretical works devoted to the description of the goals and objectives, directions, and content of educational health-saving activities for adolescents.
- the study of the pedagogical experience of teachers and class leaders on the organization of health-saving events.
- practical activities (together with bachelor students) in the development and implementation of health-saving activities in the Municipal Autonomous Educational Institution of Perm and the Perm Territory.
- the study and analysis of the results of the health saving measures carried out on the basis of a survey of schoolchildren participating in educational activities.

The analysis of the regulatory documents showed that the requirement for the implementation of health-saving educational activities is incorporated in the regulatory framework of the modern educational system. In accordance with the 2025 National Doctrine of Education Development in the Russian Federation, the Federal Law "On Education in the Russian Federation", the Federal State Educational Standards of preschool, general and vocational education, events held as part of the "Decade of Childhood", education is aimed at ensuring cultivation of a healthy lifestyle (see "2025 National Doctrine of the Development of Education in the Russian Federation"); forming and developing spiritual, moral, psychological, and physical components of health in students, as well as the competence of a safe and healthy lifestyle (FSES), a culture of healthy lifestyle ("Decade of Childhood") [1,4,5].

Today, when it seems neither possible nor rational to rely only on the resources of modern (albeit rapidly developing) medicine, the pedagogical staff and the parental community are those who face with the issues of preventive work with adolescents. Systemic preventive measures are needed to develop in students a responsible attitude to their health and conscious healthy lifestyle. In this sense, teachers carry out the major bulk of propaedeutic work with schoolchildren and provide counseling assistance to parents [2,3,4,5].

We should mention that Russian pedagogical practice has accumulated a wealth of experience in the health-saving activity. Among the traditional areas of work in this regard, according to N.V. Tretiakova, the following can be singled out:

- **Sanitary and hygienic** - compliance with sanitary and hygienic requirements with regard to the conditions of the organization of the educational process concerning the design and construction of educational organizations, ensuring adequate nutrition, compliance with the hygienic bases of physical education, the availability of comprehensive sanitary and technical equipment, rational regulation of the academic load and daily routine, etc. (V.F. Bazarnyi, A.A. Baranov, V.R. Kuchma, S.V. Popov, V.M. Chimarov, and others);
- **Medical and preventive** – use of a set of physical, aroma, phyto procedures, medical physical culture, massage, etc. in the educational settings; the implementation of this direction provides for the formation of an appropriate infrastructure of the organization, including medical (physiological) diagnostic technologies for maintaining and strengthening health (N.A. Golikov, R.A. Matkivskii, E.A. Perevesentsev, E.P. Usanova, and others);
- **Physical culture and fitness** - widespread use of physical culture facilities in the educational settings: increasing the number of physical culture classes and increasing their meaningfulness, using “small forms” of physical activity, conducting physical culture classes with students of a special medical group, providing the opportunity to do sport in the gym, pool, on sports grounds of the institution during extra-curricular time, etc. (V.K. Balsevich, M.Ia. Vilenskii, L.I. Lubysheva, I.V. Manzhelei, L.A. Semenov, and others);
- **Ecological and valeological** - transfer of knowledge to students about the patterns of formation, preservation, and development of human health under the influence of abiogenic and biogenic environmental factors, the formation of ecological consciousness, ecological and valeological

cultures from the perspective of ecological and valeological environmental problems, etc. (S.D. Deriabo, L.V. Moiseeva, G.P. Sikorskaia, Z.I. Tiumaseva, and others);

- **Organizational and pedagogical** – the formation of a health-saving educational space which eliminates or minimizes the harmful effects of the educational process. The technological basis of this direction consists of health-saving educational technologies (N.P. Abaskalova, V.N. Irkhin, V.V. Kolbanov, N.N. Maliarchuk, T.F. Orekhova, T.M. Rezer, N.K. Smirnov, Z.I. Tiumaseva, and others) [6; 7. P. 3–4].

The analysis of practical pedagogical activity showed that the listed areas are implemented in the Municipal Educational Institution of Perm and the Perm Territory.

Sports events have become widespread in schools in the Perm Territory. Traditionally they are held in the first week of each new school year. On April 7, many Perm schools celebrate the *Day of Health*. It includes the participation of all trainees in meetings with medical workers, participation in sports and recreation activities, organization of exhibitions and the creation of visual preventive aids. Many regional municipalities of the Kama region prefer family formats of this holiday and hold sports competitions and conversations with both schoolchildren and their parents [6].

Students of the Municipal University, state vocational educational institutions of Perm can take part in a regular rally called “*Colors of Life*”. The Kama region schools are actively involved in the “*Be Healthy!*” All-Russian Campaign dedicated to *World Health Day*, during which medical volunteers hold various educational activities: *thematic blitz-polls, lessons, and contests on healthy lifestyles for schoolchildren, brain-ring games for students.*

School events such as the “*Safe Road*” decade, photo exhibitions, “*We Are for a Healthy Life*”, “*Say “No” to Drugs*” painting exhibitions, etc. have become traditional.

Students of Perm State National Research University (bachelors in “Pedagogical Education” and “Social Work”) also participate in volunteer activities on the formation of a healthy lifestyle of

schoolchildren and teenagers. The participation in such work is regarded by teachers as one of the promising areas of work on the formation of professionally significant competences of future teachers. Such inclusion of elements of extracurricular work in the educational process of a higher educational institution of Perm and the Perm Territory fully complies with the requirements of the new FSES for the development of practical educational work experience, the lack of which has become in recent years an issue for potential employers – representatives of educational institutions of the Perm Territory.

The Department of Pedagogy of the Perm State National Research University has accumulated a certain experience in attracting bachelors to interact with educational institutions of Perm and the Perm Territory: checking the work of participants in contests held by the Association of children's movement researchers of the Kama region, participating in the arrangement of school activities in various areas of educational work, and vocational guidance at schools. The implementation of activities focused on the formation of a healthy lifestyle of children and adolescents is one of the relatively new trends.

As we have already noted, the work of each school on the formation of a healthy lifestyle of students is carried out systematically and includes various forms and activities: *excursions, hiking, rafting, school-wide actions, competitions, lectures, conversations, meetings with specialists, etc.* It begins in elementary school, and as the students grow older, becomes more and more diverse, complex, and meaningful.

The main type of activity on the formation of a healthy lifestyle for schoolchildren is, of course, an *advisory class*. Today, various pedagogical Internet websites offer a lot of high-quality, comprehensively thought-out advisory classes already tested by Russian teachers and well-loved by the students.

The *advisory class* is the most convenient form of work for participants in the educational process. It is included in the school schedule, held once a week at a certain time, usually in the form of lectures, conversations, disputes. Modern multimedia equipment and other technical tools available in each

educational institution make it possible to turn an advisory class into an exciting *video excursion, a trip around countries and continents, an exciting competition, a quiz, etc.* Of particular interest is the combination of modern Internet technologies with the interactive work of students within the framework of one advisory class of the possibilities: for example, debate technologies combined with micro group work within the framework of the competition. N.E. Shchurkova and N.S. Findantsevich wrote that the advisory class simultaneously performs several educational functions, such as educative, orienting, and guiding [8].

The *educative function* of the advisory class in relation to the problem of developing a healthy lifestyle is to expand the range of knowledge of students in the field of the structure and physiological capabilities of the human body, psychology (nature of stress, possibilities of manipulating human behavior), ethics and aesthetics of human relationships (the idea of love, friendship, honesty, decency), etc. The object of the class can be some knowledge of medicine, biology, physiology, law, as well as information about events taking place in a city, country, world, i.e. any phenomenon of social life.

The *orienting function* of the advisory class consists of the formation of a definite attitude of the students to the objects of the surrounding reality, in the development of their hierarchy of material and spiritual values. This is quite feasible in relation to the problem of the formation of a healthy lifestyle. Forming a persistently negative attitude towards smoking, alcoholism, drug addiction and substance abuse is an extremely important task of the modern school. Advisory classes often help students find bearings in social values.

The guiding function provides for “implementation of the conversation about life in the real practice of students, directs their activities”. “This function acts as a real impact on the practical side of a student’s life, their behavior, their choice of life, the setting of life goals and their achievement. If the advisory class has no definite focus, its impact on the students decreases significantly, and knowledge does not turn into convictions” [8]. A thoughtful, pedagogically sound scenario of the advisory class, as a rule,

provides for the implementation of all three of these functions: it educates, guides, and suggests students the right choice in a difficult life situation.

Summary.

- Health-saving activity is currently an extremely important area of educational work for teachers of the Russian school. The role of the pedagogical community in achieving its results is no less important than of the medical community.
- The study of the current regulatory framework of Russian education has shown that it provides the teacher with all the possibilities for carrying out health-saving activities.
- Health-saving activities in Russian schools are carried out at the national, regional, municipal, and school levels.
- Types of educational activities on the formation of healthy lifestyles for adolescents are school-wide actions, Safety Decades and Days of Health, photo exhibitions, painting exhibitions, excursions, hikes, rafting, competitions, lectures, conversations, meetings with specialists, and sports events. However, the most common form of organization of health-saving activities at school is the advisory class.
- The advisory class simultaneously performs several educational functions: educative, orienting, and guiding. Its success depends on the proper selection of methods that correspond, in turn, to the age-related psycho-physiological characteristics of adolescents, as well as the nature of interpersonal relations in the group of children (adolescents).

CONCLUSIONS.

The format of the article does not involve the provision of full-text plans, notes of educational activities on the formation of a healthy lifestyle. We should note that such activities carried out by students invariably arouse the increased interest of schoolchildren and are positively evaluated by Perm school

teachers. We also point out that every year the bachelors of Pedagogy of the Perm State National Research University respond with pleasure to the teacher's call to develop and conduct an event at school in their spare time, especially given that certain pedagogical websites offer quite a large number of methodical recommendations and ready-made advisory class scenarios, including the formation of a healthy lifestyle of schoolchildren.

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