ТЕХНОЛОГИИ ЗДОРОВЬЕСБЕРЕЖЕНИЯ В СТРУКТУРЕ ОБЩЕГУМАНITАРНОГО БАЗИСА ОБРАЗОВАНИЯ

Елканова Т.М.
ФГБОУ ВО Северо-Осетинский государственный университет им. К.Л. Хетагурова, г. Владикавказ, Российская Федерация

Аннотация. Решение проблемы здоровьесбережения студенческой молодежи - сложная комплексная социально-педагогическая проблема, требующая переориентации целей образования, реформирования его структуры, пересмотра содержания учебных планов, насыщения программ новыми презентативно-значимыми образовательными курсами, усиления антропопогностического аспекта в преподавании учебных дисциплин, проектирования здоровьесберегающей образовательной среды и здоровьесберегающих образовательных технологий. С нашей точки зрения, здоровьесберегающие образовательные технологии - это системно организованная совокупность программ, психолого-педагогических приемов, методов организации образовательного процесса, включающая взаимодействие и взаимообмен всех факторов образовательной среды, направленных на формирование и интериоризацию ценностно-ориентированных установок и мотиваций на ведение здорового образа жизни и здоровьесбережение, построенных как неотъемлемая часть жизненных ценностей и мировоззрения. В структуре авторской концептуально-теоретической модели общегуманитарного базиса образования рассмотрены здоровьесберегающие образовательные технологии, реализуемые при изучении таких учебных дисциплин, как «Народный танец» и «Физическая культура», проанализированы перспективы разработки интегративно-корреляционных связей между ними. Необходимым условием реализации здоровьесберегающих технологий является формирование мировоззрения, внутренних убеждений, определяющих совокупность относительно устойчивых ценностей культуры здоровья и здоровьесбережения, овладевая которыми студент субъективирует их, делает личностно значимыми.

Ключевые слова: здоровьесберегающие образовательные технологии, высшее образование, общегуманитарный базис образования.

БИБЛИОГРАФИЧЕСКИЙ СПИСОК


HEALTH PROTECTION TECHNOLOGIES IN THE STRUCTURE OF GENERAL HUMANITARIAN BASIS OF EDUCATION

Elkanova T.M.
North Ossetian State University, Vladikavkaz, Russian Federation

Annotation: The solution to the problem of health protection of students is a complex socio-pedagogical problem requiring a reorientation of educational goals, its structural reform, revision of the content of curricula, saturating the programs with new presentation-relevant educational courses, strengthening the anthropognostic aspect in the teaching of the disciplines, designing a health-saving
Preserving and strengthening the health of young people is a complex socio-pedagogical problem requiring a reorientation of the objectives of education and training. If the life value of modern young people is to be the health of themselves, other people, the population of the Earth, then, of course, the main goal of modern education should be defined as the formation of a value-oriented healthy lifestyle on the basis of health saving component in the content of all training courses and the organization of the teaching process. Also Comenius sought to find such a general order of educating at which it would be carried out according to the single laws of a human and nature. Then educating would not require anything other than skilful distribution of time, objects and methods. This makes the technological approach to the organization of the educational process relevant and this requires the education system to fundamentally reform its structure, revise the content of curricula, saturate the programs with new presentation-relevant educational courses, strengthen the anthropognostic aspect in the teaching of academic disciplines [1 - 3]. There is a need and the relevance of the technological approach to the organization of the educational process, the most important element for the preservation and strengthening of health of students is designing a health-preserving educational environment and health-saving educational technologies [4]. Distinctive features of technology from the methodology are reproducibility, stability of results, absence of dependence on many external factors (for example, unpreparedness of pedagogical staff). Technology is designed, based on specific conditions and focusing on a given, rather than the intended result. Therefore, designing a health-saving educational environment is an essential element of the work to preserve and strengthen the health of students. From our point of view, health-saving educational technologies are a systematically organized set of programs, psychological and pedagogical methods, methods of organizing the educational process, including the relationship and interaction of all factors of the educational environment aimed at the formation and internalization of value-based attitudes and motivation on leading a healthy lifestyle and health protection, constructed as an integral part of life values and worldview. A healthy lifestyle is a chain of organized purposeful human actions to strengthen health, which eliminates known bad habits, and, by contrast, involves the accumulation of the essential habits of a healthy lifestyle. The value of health is becoming increasingly important in modern living conditions, which requires the development of forms of its preservation and promotes the strengthening of health-saving technologies among other social technologies. We believe that health-saving technologies should include systems of axiological, sensitive-reflexive and applicative-activity components. One of the constituents of the axiological component includes a system of values and attitudes that form a complex of skills and abilities necessary for the normal functioning of the organism in harmony with the environment. Sensitive-reflexive component includes the manifestation of psychological mechanisms - emotional and volitional, contributing to the development of adaptive qualities of the individual. The need for this component is due to the fact that the necessary condition for maintaining health are positive emotions, experiences, through which a person has a desire to lead a healthy lifestyle. Applicative-activity component means the possession of methods of practical activity aimed at developing personality-vital qualities, increasing overall performance, increasing motor activity, preventing hypodynamia, and developing high adaptive capabilities.

In the structure of the author's conceptual - theoretical model of the general humanitarian basis of education, we identified the components that shape and develop the health care competencies in the educational process: applicative-valeological, regional-ethnic, psycho-adaptive, anthropogenic, personality-variative [5]. The formation of health-saving competences in the structure of a general humanitarian basis is envisaged both in the integral educational space of the higher educational institution and in the study of specific compulsory and elective educational disciplines within the framework of the local humanitarian and educational environment.

Dynamics of physical development, physical and functional training of students requires the introduction of different types of physical activity into the educational process. The level of health in general, all its components largely depend on the motor mode: the level and harmony of physical development, the reserve capabilities of the basic physiological systems, the level of immune protection and nonspecific resistance of the organism, the presence or absence of many chronic diseases, the level of moral-volitional attitudes, intellectual development. In the history of the culture of mankind, we have accumulated a wealth of experience in using various forms of organized

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**Key words:** health-protection educational technologies, higher education, general humanitarian basis of education.

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**Журнал включен в Перечень рецензируемых научных изданий ВАК**

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physical movement, through which, for centuries, representatives of different peoples developed certain physical as well as psychological characteristics. The traditional forms of "movement culture" include physical education and folk dance, therefore, in the structure of the conceptual-theoretical model of the general humanitarian education basis we have developed, we will consider the health-saving educational technologies implemented in studying such educational disciplines as "Folk Dance" and "Physical Education". In this respect the development of integrative-correlation links between the academic disciplines "Physical Education" and "Folk Dance" is very promising. This concept is based on the fact that basically the physical culture and dance culture have a kinetic nature, which is expressed in physical activity and archetypes. A variety of human activities has shaped the physical and dance culture with the goal of physical and spiritual perfection of man.

One of the most important trends in state policy in Russia today is the improvement of the process of physical education of youth as an integral part of strengthening health. The subject "Physical Culture" provides a rich opportunity to introduce anthropocentric knowledge and technologies for their implementation into the teaching material, since in the physical culture a thousand-year experience of generations that ensures the viability and survival of the human population is concentrated and preserved. In the process of physical culture and sports activities a student receives and rethinks knowledge of physiology, psychology, physical and moral education, etc. The realization of the needs of motor activity, safety and self-development activates cognitive processes, forms beliefs in the need for a wide range of information on the functioning of the organism, the state of the psychomotor and the neuromuscular apparatus for healthy vital activity. Thus, the concept of "Physical Culture" for a young person is determined by a set of activities aimed at creating a good state of health, well-being and appearance through physical activity, which forms a health and aesthetic status. The motor characteristics of a person involved in all types of activity reflect the real potential and reserve of not only this body, but also the resource of the organism as a whole, being a part of the motor organization of a person, playing an important role throughout life. Young people become adherents of a healthy lifestyle on their own conscious desire, realizing that they are striving for specific goals, namely: to feel better, to look better, and to be more active and energetic.

According to the state educational standards of higher education, "Physical education" is among compulsory subjects of the cycle "General humanitarian and socio-economic disciplines", the aim of education is the formation of physical culture of a person and abilities directed use of various means of physical education, sports and tourism to preserve and strengthen health, psychophysical training and self-training for future professional activity. In the theory and methodology of physical education, the direction associated with the optimization of the integral process of physical and mental development of students is considered promising. In general, it should be an interrelated application of means of motor activity and psycho-regulatory influences in the process of training, education and health improvement of students. According to this the discipline "Physical Education" in the university should perform a value-orientation social function, in the process of implementation of which it assumes formation of professional - and personal-value orientations, the use of which provides professional self-development and self-perfection.

Classes of folk dances contribute to the formation of physical, mental, spiritual and moral health, education of their culture of health, effective motivation to maintain a healthy lifestyle. The culture of self-improvement of one's own psycho-emotional status, which is grafted in the process of practicing folk dances, allows a person to live in the awareness of the importance of preserving one's own health and understanding that by lack of self-care one accelerates the creation of prerequisites for ill health, creating additional troubles or discomfort for society, not to mention the relatives or people caring about his/her destiny even more so about the health of people.

The process of practicing folk dances is one of the best of all existing natural and accessible types of health-saving technologies. In the process of practicing folk dances methods are used that improve proprioceptive sensations - sensations giving information about the state of the muscular system, indicating the degree of muscle contraction or relaxation, as well as kinesthetic sensations - sensations giving information about the position of the body relative to the direction of gravity forces associated with equilibrium, providing control of movements, estimation of direction and speed of movement, distance. In this case, the positive result of such influences will be due to the fact that the body of a young person outside the conscious control will learn to evenly distribute the tension across all joints, thus saving the rachis, but not for application in professional sports, but in the ordinary applied use in everyday life. While doing folk dance lessons, young people develop the necessary skills to master their body, acquiring necessary skills of physical culture, namely the culture of physical movements. In this case, they develop different muscle groups that are not used, for example, in physical training, and also in a new way, those muscle groups that have already been developed are applied in practice. Moderate dosage in classes of folk dances, including the elements of stretching ligaments, tendons and joints, gives the body flexibility and, accordingly, maximum safety with respect to injuries.

Folk dance, integrated with physical education, represents opportunities for the formation of physical education...
as a set of actualized values of physical culture, adequate to the interests, inclinations, needs, potential opportunities of students. Being engaged in folk dances, acquiring the necessary skills to master their body, students develop not only skills of physical culture, namely the culture of physical movements. However, the conceptual and applied aspects of introduction of the subject "Folk dance" and its integrative correlations in interdisciplinary educational space are practically not investigated. Partially the problem of the dance section of physical education is considered by a Professor of the Novosibirsk State Pedagogical University A. S. Fomin in several publications [6]. The peculiarity of folk dance is that through physical movements, gestures, postures and facial expressions, a person expressed his worldview and explained life events, ultimately expressing his/her experience, all interactions in which subsequently reproduced in the form of dance as a special way of self-perception and self-expression. Therefore, the introduction of the discipline "Folk Dance" into the curriculum can serve as an effective tool for solving such problems of education and upbringing as the formation of the psycho-emotional sphere of an individual. The psycho-emotional sphere, being among the core sets that define the inner world of a personality and his/her actions, has a direct impact on the development of communicative skills that determine the success of an individual, revealing the diversity of his qualities.

When implementing health-saving technologies in the educational process, it is necessary to pay special attention to the gnoseological aspect associated with acquiring knowledge and skills necessary for the process of health preservation by cognition of oneself, potential abilities and capabilities, interest in their own health issues, studying literature on this issue, various methods on the improvement and strengthening of the body. This is due to the process of formation of knowledge about the laws of the formation, preservation and development of human health, mastering the skills to preserve and improve personal health, evaluate the factors that shape it, assimilate knowledge about healthy lifestyle and skills in building it.

This process is aimed at forming a system of scientific and practical knowledge, skills and behaviors in everyday activities that provide value for the personal health and health of the surrounding people. All this focuses the student on the development of knowledge, which includes facts, information, conclusions, generalizations about the main directions of a person's interaction with her-/himself, with other people and the world around him/her.

They encourage a person to take care of health, lead a healthy lifestyle, in advance to anticipate and prevent possible negative consequences for the organism and lifestyle. The main thing is to form the competence of a young person in the sphere of managing health so that he/she can achieve success in life without harming his/her health. To do this, he/she should have the motivation, knowledge and skills of health-saving behavior, which allows him/her to adapt optimally in the constantly changing, mostly harmful conditions of life. We'll note that the process of assimilation by a student with the knowledge and skills of health-saving behavior also provides for the formation of basic knowledge and skills of the integrated use of various channels of receiving and semantic processing of information in the rapidly changing information environment. Information-analytical component of General humanitarian basis of education, taking into account the peculiarities of formation and creative development of personality in terms of a new paradigm of informatization of human society aims at the development of mechanisms for the prompt receiving, selection, allocation, notional structures and analysis of information (print, electronic, video and audio materials) on the characteristics of a human body, about the possibilities and methods of personal improvement and optimization of the physical and psychoemotional state. This component assumes formation of the personality owning methods of the multidimensional information activities, able to independently orientate and to function successfully in a dynamic information environment.

A necessary condition for the implementation of health-protection technologies is the formation of a worldview, internal beliefs of a person that determine the reflection and appropriation of a certain system of knowledge that correspond to the physiological and neuro-psychological features of age, and are manifested in the students' comprehension of the highest value of their health, the belief in the need to lead a healthy lifestyle that allows the most complete implementation of intended goals and to use their mental and physical abilities. Thus, education as a pedagogical process is directed on formation of value-based attitudes to health and health care, built as an integral part of life values and worldview. In this process, a person develops an emotional and at the same time a conscious attitude to health based on positive interests and needs. The structure of the conceptual-theoretical model of the general humanitarian education basis developed by us includes the ethico-axiological component, which provides for the identification and full use of the ethico-humanistic potential of the disciplines studied, and emphasizes their axiological, ethical and social aspects [7]. The axiological component of the disciplines of organized physical activity is a collection of relatively stable values of the culture of health and health protection, mastering which the student subjects them to, makes them personally significant. In the implementation of the content of education, it is of fundamental importance to form in students an orientation to active immersion in the space of a culture of health with a variety of its values. This requires training in self-knowledge, self-regulation, self-management, self-organization, self-learning, self-education and self-improvement. Assimilating and transforming the necessary public
and social group values, the student builds his own system of values, whose elements take the form of axiological functions.

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