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THE PROBLEM OF HEALTHKEEPING OF CHILDREN AND YOUTH IN POLISH EDUCATIONAL THOUGHT AT THE XV- BEGINNING OF XX CENTURY

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Abstract. The article presents the results of educational research actions in preserving and promoting the health of children and youth in the Polish educational theory and practice. The author analyzes the progressive ideas in the field of health oriented educational technologies which dominated in Polish educational thought during XV – beginning of XX centuries. Rethinking of creative heritage of Polish scientists, educators and civic and educational leaders, opens up the new approaches and opportunities in implementing pedagogical aspects of healthkeeping of growing personality in Ukraine.

Keywords: the health of children and youth, Poland, Polish pedagogical thought, healthkeeping, educational technologies.

1. INTRODUCTION

In Ukrainian pedagogical science is relevant accumulation of new information on the issue of preserving, strengthening and forming the health of children and youth, analysis and rethinking of international experience of forming the healthy lifestyle of growing personality. Due to social demands on health, which are distinctive to the current stage of development of Ukraine as a European country.

Noteworthy are theoretical and practical heritage of Polish scientists, educators and civic and educational leaders. It became the foundation of education health reform of Poland and can be used in Ukrainian educational space.

Some questions of solving of healthkeeping problems of children and youth in Europe and Poland are identified and characterized by domestic scientists A. Besedina, E. Vilchkovsky, R. Hakh, T. Ermakova, I. Mordvinova, V. Pasichnyk, M. Perfilieva). However, the Ukrainian science has no scientific papers, which would separately and comprehensively cover the history of Polish healthkeeping education. The article attempts to analyze the progressive ideas of healthkeeping educational technologies that dominated in the Polish educational thought during the XV – early XX centuries.

2. RESULTS

The science of health and its keeping dates back to antiquity, and its teaching concepts emerged and accumulated in the early Middle Ages. During this period, in Poland the problem of upbringing and education was voiced mainly through philosophical knowledge and religious practice. In the XV century with the advent to Polish lands of works translated from other languages, education was separated into independent branch of science. The opening of the Jagiellonian University (Cracow) has created conditions for separation of the Polish educational thought, due to that fact in this institution were actively and successfully working teachers and researchers, whose educational legacy later became known in Poland and abroad.

The powerful contribution to the development of the Polish system of physical education made outstanding public and religious activist, reformer, writer Andrzej Modzhevski (pol. *Andrzej Frycz Modrzewski*; 1503-1572). It is worth mentioning that A. Modzhevski treated childhood as an important stage of development. The scientist believed that values that are formed at an early age are the basis of proper human life in the future [7]. In fact, in the modern approach to a healthy lifestyle of growing personality dominates the value-motivational paradigm.

Healthy lifestyle nowadays is seen as a phenomenon that integrates biological and psychosocial spheres of human activity. Writer, poet and moralist, religious polemicist Renaissance, politician, musician, "the father of Polish literature" Nicholas Ray (pol. *Mikołaj Rej*; pseudonym: *Ambroży Korczbok Rożek*; 1505-1569) actualized some aspects of this lifestyle concept which is conducive to health, in his book "Life of the fair human" [14]. Mentioned work analyzes in particular the question of the duty of parents to be educators to their children, the basics of nutrition and physical activity. The titles of book's subdivisions ("If you already know how harmful anger is, then we must try to restrain it", "First, second, third, fourth medicines on anger", "Good idea always fun") show that the author promoted the need of education of ethical, moral and spiritual values, which he considered as primordial and primary source of health preservation. We can conclude that M. Ray promoted various vectors of education, which influenced the contribution in formation of the physical, mental, spiritual and moral health.

It is believed that physician Wojciech Ochko (pol. *Wojciech Oczko*; 1537-1599) was the founder of physiotherapy in Poland. The scientist emphasized exercise and proper nutrition are important for health, also in his theoretical and practical activities substantiated prophylactic and therapeutic aspects of these components of a healthy lifestyle [11].

One of the first scientists, who linked the positive influence of physical education on the preservation of the health of their students, was a doctor, medical treatises author, philosopher, translator, professor of Jagiellonian University Sebastian Petrytcy (pol. *Sebastian Petrycy*; 1554-1626). The scientist was convinced that the teacher should have profound knowledge of physical education and feeding habits of schoolchildren, in his everydaywork they should pay attention to psychological and physiological characteristics of pupils. These ideas were innovative in Poland Renaissance [2; 12].

Gzhegozh Piramovich (pol. *Grzegorz Piramowicz*; 1735-1801) the professor of philosophy, writer, pediatrician is considered to be one of the initiators of hygiene education in Polish schools. The scientist considered health as the highest value and the key to human happiness. That was the reason why the health care of children was so important to G. Piramovich. He linked it with development of physical strength of children, keep up the hygiene requirements, proper nutrition, tempering procedures and the cognitive activity. The scientist believed that the teacher was first propagator for students of healthy lifestyle and role model of appropriate behavior, therefore he should have competence in technology of physical education have proper state of health of their own [13].

Professor of Vilnius University Yendzhey Snyadetski (pol. *Jędrzej Śniadecki*; 1768-1848) is believed to be the follower of G. Piramovich concepts in optimization of physical education. The scientist went down in history as a reformer of pedagogy of physical education in Poland, as he combined the knowledge of medicine and education, he was a pioneer in formulating the basic rules of managing physical and mental development of man on scientific principles [1]. The relevance of scientific advice

about the widespread use of tempering procedures to promote health is actual nowadays [16]. The hygienic knowledge program, created by Y. Snyadetski can be considered as the peculiar basis of health education and was published in the journal "Vilnius diaries" (1805. – №1) [2].

The ideas of the famous doctor, teacher and promoter of gymnastics Edward Madeyski (pol. *Edward Marceლი Madeyski*; 1832-1906) were also innovative for its time. From the medicine standpoint teacher explained the close connection of physical education and comprehensive development of the individual. The scientist was convinced that exercises gave positive effect on the child's body and emphasized the need of implementation in schools Swedish gymnastics in particular, as he believed that modes (recovery by improving the forms of the human body and develop a sense of beauty) were more optimal for fostering the health of pupils than German gymnastics modes (health improving through speed, accuracy and confident motions) [8; 9].

Thanks to the creative ideas and teaching activities of a social worker, physician, pioneer of modern physical education Henry Jordan (pol. *Henryk Jordan*; 1842-1907) gymnastics lessons and health care were introduced in the school system in Poland. The scientist helped to organize courses for teachers of physical education at the Jagiellonian University [5].

In the late XIX – early XX centuries teachers and doctors began to develop actively methodological foundations of physical education at school and P.E. lessons (lectures) became obligatory in Polish schools.

The problem of rational organization of physical education teachers was discussed at pedagogical forums and covered the pages of specialized medical and educational journals "Muzeum", "School" ("Szkoła"), "Health" ("Zdrowie"), etc. [15]. At this time a number of extracurricular institutions that popularized among school children outdoor games and sports were found: Dr. Henry Jordan Park in Krakow (1889), Institution of Swedish gymnastics and massage by Helena Kuchalska in Warsaw (1892), Garden outdoor games of M. Ray in Warsaw (1899). The outdoor games of Society Parkin Lviv (1909). These centers developed the original ideas, concepts and programs that were subsequently implemented in physical education in contemporary Polish schools [2].

We will focus more on the figure of tremendous educational and public scale, physician, social activist Stanislav Kopchynski (pol. *Stanisław Kopczyński*; 1873-1933). The scientist developed the concept of medical and hygienic inspection of pupils and described ways for appropriate education and training in the field of health in the light of all school subjects. The main condition of this approach St. Kopchynski saw in strengthening educational aspects of school doctors and deepening the knowledge of teachers of medicine [4]. Scientists do not hesitate to include him to the most prominent figure in section "school hygiene" in Poland.

The school hygiene model created and developed by St. Kopchynski was actively and enthusiastically implemented by him in Polish schools during interwar period of the twentieth century, was promoted and distributed in the country even after the end of World War II [1, p. 8]. Even today hygienist ideas emerge as the leading motive in discussions over the principles of the school health focused educational process. The scientist was one of those hygienists who defended the so-called "positive" school hygiene program (hygienists - "negativists" encumbered school with all the blame for the health of pupils, the school called the cause of specific school diseases – myopia, curvature of the spine, children nervousness – and school hygiene assigned the role of school's "critic"). By signing the slogan "Better a bad school than any" "positivists" adhered to the idea that not everything happens at once, and not became "in opposition" to the school, were not mentors, but friendly advisers. Not denying "medical" vision of healthkeeping of students considered themselves as teachers.

The core of Stanislav Kopchynski promotional and educational activities was systematic formation of healthkeeping competence of students during the hygiene lessons (taught it in 1907-1912, then gave the course to Ignat Svyentohovski (pol. *Ignacy Świętochowski* [2, p. 73]). In development of the program to the referred discipline St. Kopchynski used international experience and models of physician-hygienist, social worker of nineteenth century Stanislav Markievich (pol. *Stanisław Markiewicz*, 1839-1911) and a specialist in eugenics Leon Vernits (pol. *Leon Wiernic*; 1870-1953). However, he found a creative approach that was based on its understanding of the needs and interests of students [1, p. 53].

Physical education professor's artistic heritage, a public figure, doctor of Poznan University Eugen P'yasetcki (pol. *Eugeniusz Witold Piasecki*; 1872-1947) can serve as the encyclopedia of purposeful improvement and modernization of technology. The undeniable educational achievements of this scientist are his ideas about the theory and methods of use of active games as a means of cultural, spiritual and physical development of personality [6] concentrated in the works "Influence of physical exercise on physical development of children" (1899), "Fun and games for children" (1916), "Power games and games for children and youth in historical, undirected and regional traditions, in the form of an oral play" (1916), "The program for physical exercises" (1917) and others.

The first who combined social pedagogy with biological and medical sciences in order to improve the health of schoolchildren, was the founder of social pedagogy in Poland Helena Radlinska (pol. *Helena z Rajchmanów Radlińska*; 1879-1954). Compulsory component of theory of social work teacher considered "education for health affairs": gain knowledge about health, skills that promote health, etc. [2].

He's "building block" to the theory and practice of creating an environment conducive to health, put a pediatrician, teacher, public figure Alexander Landes (pol. *Aleksander Landy*; 1881-1969). He was the author of several works on prevention and health care of infants and preschool and primary school age children. The scientist-practitioner realized the idea of establishing institutions of medical and educational counseling under the general title "Child Health" for many years lived and worked in housing cooperatives located in the town Zholibozh (*Żoliborz*). Researcher actively engaged the problem of comprehensive development of children and youth from neglected families, medical practice combined with social activities, together with enthusiastic supporters he promoted and implemented into life the idea of creating communities, the priority of which would be biological, psychological and social needs of children and youth [3].

3. CONCLUSIONS

Formation and development of educational thought in Poland of healthkeeping education dates back to the distant past. Polish scientists, educators and civic and educational leaders, absorbing the achievements of other countries enriched the theory and practice of pedagogy of health with progressive ideas and concepts.

That's why already in the early twentieth century Polish healthkeeping education evolved in the direction of improvisation to create a system healthkeeping education of children and youth. The components of this system are: optimum organization of the school environment that is not harmful for pupil; systematic and episodic health didactics; real improvement of the health of pupils by sanitary and medical care facilities and development of prevention and physical education; harmonious cooperation of school doctor with teachers and student home environment.

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Сливка Лариса. Проблема здоров'язбереження дітей та юнацтва у польській педагогічній думці XV-початку XX століття. *Журнал Прикарпатського університету імені Василя Стефаника*, 3 (2-3) (2016), 68–72.

У статті представлено результати дослідження виховних акцій щодо збереження і зміцнення здоров'я дітей та юнацтва у польській педагогічній теорії та практиці. Автор аналізує прогресивні ідеї у сфері здоров'яорієнтованих виховних технологій, які домінували у польській педагогічній думці протягом XV - початку XX століття. Переосмислення творчої спадщини польських науковців, освітян і громадсько-просвітницьких діячів, відкриває нові підходи і можливості у реалізації педагогічних аспектів здоров'язбереження зростаючої особистості в Україні.

Ключові слова: здоров'я дітей та юнацтва, Польща, польська педагогічна думка, здоров'язбереження, виховні технології.