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GENESIS OF HEALTH – ORIENTED PHYSICAL CULTURE AT SCHOOLS OF RUSSIA (THE END OF THE XIX CENTURY – THE 80S OF THE XX CENTURY)

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SUMMARY

This work is devoted to genesis of ideas of Russian schoolchildren health maintenance, promotion and formation by physical training means within the period from the end of the XIX century till the 80s of the XX century. At the beginning of the XX century one of the perspective directions in development of the Russian physical training theory was scientific investigation of schoolchildren's health improvement by physical culture means. At the end of the XIX century in the Russian physical culture theory there were already marked out two independent, opposite in certain degree approaches - educational and hygienic. At the beginning of the XX century hygienic and educational tasks of physical education were recognized parity and compulsory. At the pre-revolutionary period of the health–oriented physical culture development at Russian schools physical training lesson was included into educational content as a compulsory subject at advanced schools. The aim of rising healthy generation caused establishment of innovative schools already in the first years of Soviet government. Schoolchildren's military-physical training was one of the central points in educational process during the Second World War. In the post-war period the scientists concentrated their attention on the war consequences study. At the end of 80s there was accumulated significant scientific and experimental works on health-improving measures for pupils. It has led to appearance and further promotion of health–oriented vector of physical education and pupils' health protection development.

Key Words: health – diabetes mellitus; physical activity; physical education; special needs students; teacher responsibility.

INTRODUCTION

In the 60s of the XIX extremely aggravated social contradictions determined growth of public activity in Russia. The revaluation of moral values occurred among physical culture representatives of humanistic approach in Russia. Human personality and its health became significant factors. Authoritative, pragmatic physical culture, corporal punishments were subjected to sharp criticism in scientific studies and practical activities of progressive – minded thinkers of that time (Dementyev, 1892; Gorinevsky, 1900; Pokrovsky, 1893; etc.). It was pointed out that low level of Russian children's physical health was in many respects defined by the lack of purposeful physical training. The demand for a scientific foundations of pupils' physical training system at school appeared. Foremost personalities of that time underlined interrelation and interconditionality of physical development and mental activity for child's health improvement. Therefore they attached great importance to schoolchildren's health promotion by means of gymnastics, physical work and hygiene. At the same time the humanists were opponents of dominant military gymnastics and compulsion methods in the course of physical training. Health – oriented vector in the development of the Russian theory and practice of comprehensive school physical training gradually gained in strength. The goal of the research is to consider the genesis of ideas of Russian schoolchildren health maintenance, promotion and formation by physical training means within the period from the end of the XIX century till the 80s of the XX century.

METHOD

Theoretical analysis of pedagogical works of above mentioned period thinkers, comparative analysis

concretized in comparative-historical and comparative-logical methods, inductive-deductive method, the principle of scientific objectivity and fact reliability provide adequate interpretation of the concerned pedagogical ideas.

RESULTS AND DISCUSSION

Theoretical study of physical training aspects in Russia was initiated by Lesgaft (1898). In his opinion general goal of upbringing was "harmonious and all-around development of human body activity".The key direction and condition of the goal achievement was physical culture regarded by Lesgaft (Ibid) not only as muscles but also as will training and moral relations formation. Basing on the psychophysical monism theory, P. F. Lesgaft developed the physical education system, carrying out indissoluble interrelation of pupils' moral and physical development. To P. F. Lesgaft's mind physical exercises acting in a role of purposeful actions were elements of psychophysical process. In child's physical and moral development decisive importance belonged to upbringing which should consider children's individual differences. Lesgaft made one of the first attempts to determine pupils' psychophysiological peculiarities. In Lesgaft's doctrine about "ideal-standard person", much attention was paid to school types characteristics made up on the basis of long-term researches of pupils' physical condition, theoretical concept and practical approbation of experimental methods. The main idea put in P. F. Lesgaft's scientific observations and their theoretical explanation was that child type directly depended on intellectual and moral development. Author's merit is his attempt to research children types on the base of anthropological positions. However the usage of only one scientific method - observation, the absence of any certain features of the given type and accurately expressed criteria of its identification, - all these facts did not allow to realize completely his interesting and useful concept. In 1896 Lesgaft established the Institute of Man, which should (for the first time in the world) have dealt with complex problems of people. All these factors had basic value for development of the Russian physical training theory and practice, oriented on healthy person upbringing.

Within the period under study the idea of pupils' health care, creation of hygienic environment of pupils' study and life was put into practice of «new schools»: the Levitskay's in Tsarskoye Selo (1900), the Petrova's gymnasium in Novocherkassk (1906) and the Jakovleva's in Galitsyno near Moscow (1910). As a rule, "new schools" tended to use nature factors (pure air, wood, river) for children's health improvement. At the Levitskay's school, for example, much attention was paid to physical exercises and outdoor games: skating, hockey, skiing, football, tennis, lapta. Between lessons twenty- minutes exercises were taken place in the open air, frequently to music. Pupils' day began with morning jogging (in any weather) and dousing with cold water. Three times a week drilling lessons were conducted, and in other days - sports lessons: gymnastics, running, parallel bars exercises. For beginners and weakened children the physical training program was individual (Irhin, 2002).

At the beginning of the XX century one of the perspective directions in development of the Russian physical training theory was scientific investigation of schoolchildren's health improvement by physical culture means. Researches conducted by the hygienists in the 70 – 90s of the XIX century showed not only a low level of physical development of the pupils majority, but also defined negative educational process influence on schoolchildren's somatic and mental health. The pedagogical community insisted on physical training introduction into the curriculum as a compulsory subject, and also removal of dominating drilling gymnastics. At the May's, the Tenishevsky's experimental schools, the Mogilyansky's female gymnasium, the Medvednikovys' gymnasium, the Stoyunina's female classical school, 8-forms commercial school in Lesnoy (S.-Petersburg) much attention was paid to physical culture content, methods, forms and compulsory, daily physical training lessons. Outdoor games, walking tours, excursions, elements of separate kinds of sports were used as physical training means. Their new practice was a contrast to the official pedagogy considering 2-4 half-hours breaks a week sufficient for children's physical development at school.

The practice of progressive schools was supported by profound research of the physical culture theory. At the end of the XIX century in the Russian physical culture theory there were already marked out two independent, opposite in certain degree approaches - educational and hygienic. The founder of the educational approach P. F. Lesgaft determined physical education aim as person's achievement of motorial activity intelligent management.

The founder of the hygienic (health-oriented) approach E. A. Pokrovsky and his followers (Dementyev, 1892; Filitis, 1916; Gerd, 1912; and others) suggested that physical education aim was in achievement of high health improving effect. The research carried out by school doctors in the end of the XIX century, allowed to discover reasons of pupils' health impairment, rooting in health- wasted schooling system. In this

connection V. V. Gorinevsky and his associates considered important to use exercises promoting removal of mental tension in the course of physical training (Gorinevsky, 1951).

Thus, the community development peculiarities, the physical culture theory and practice, formation of school hygiene and other sciences connected with physical training required development of the Lesgaft's physical education system and advancement of health – oriented problems, as priority ones.

At the beginning of the XX century hygienic and educational tasks of physical education were recognized parity and compulsory and that was an essential achievement of the Russian pedagogical thought.

During the period between two bourgeois-democratic revolutions in Russia (1905 and 1917) there was a surge of research in the field of pupils physical culture. Bekaryukov's (1914), Gorinevsky's (1913, 1916), and Ignatyev's (1912) works are regarded as the most significant in this period.

The Lesgaft's idea about the unity of various educational aspects (mind, soul and body) was developed by V. V. Gorinevsky. The scientist formulated three groups of physical culture tasks: health maintenance and promotion; child's general development and formation of person's moral-willed qualities. The Gorinevsky's considerable contribution is that he proved necessity of scientific grounds of physical culture system at school.

Summing up the pre-revolutionary period of the health – oriented physical culture development at Russian schools it is necessary to notice, that physical training lesson was included into educational content as a compulsory subject at advanced schools. At the same time it was regarded as means of children's health improvement.

After the October revolution (1917) in Russia the researchers' attention was attached to negative and hazardous to pupils' health phenomena, study of social and pedagogical conditions provoking these processes.

In this period P. F. Kapterev proved scientifically child's moral life development on the basis of «brain, nerves, muscles, blood activity» connection. In his opinion, the only way to get positive results in healthy person's upbringing was to know child's physiology and psychology (Kapterev, 1914). To the middle of the 20s among the scientists researching issues of school hygiene, school sanitary and physical training (Gorinevsky, 1927; Iordansky, 1927) the viewpoint about necessity of these scientific approaches integration and their association under general name "physical culture" prevailed. Physical culture was interpreted broadly enough by hygienists and should have covered all aspects of school life:

> [...] external school conditions, pupil's individual and collective hygiene in his study and everyday life, concern for school meals, school diseases control programs, organization of hygienic supervision and care for school, teacher's hygiene, school work on hygiene popularization, sanitary-and-hygienic establishments for schoolchildren out of school (Iordansky, 1927, p. 264).

Researchers of the 20s realized that the problem of healthy generation upbringing could be solved only by "healthy, vigorous and cheerful teacher" as "his nervous organization, health status had direct effect on his lessons. Decrease will weaken it and lower results of his work" (Ibid, p. 279). Thereupon the leading pathologies of teacher's health, measures for their health improvement, self-education in the field of physical culture and personal hygiene were in the limelight of researchers in the field of physical training. The problems of teacher's joining to healthy life-style, scientific organization of teacher's work, arrangement of hygienic work conditions for technicians were brought in the forefront.

The aim of the pedagogical theory and advanced teaching practice to develop of rising generation activity, independence, creativity, the requirement for physically and morally healthy person, builder of a socialist society caused establishment of innovative schools already in the first years of Soviet government. The process of health - improving and educational activity was carried out in the practice of these schools. Organization of summer schools was provided by the "Regulation about common labour school" (1918) and the special "Regulation about summer school", adopted by Narkompross (Ministry of Education, 1920). The tasks of these schools included promotion of children's health, their sport - hygienic education and organization of useful leisure.

There were defined different types and flexible forms of summer schools organization: classroom with open windows; school or boarding school in the open air, the task of which was to unite needs of children's organism with learning; wood school where sport-hygienic tasks prevailed over teaching and educational ones; children's summer colony where the labour principle and dialogue with nature were realised, there also was children's physical health improvement and atmosphere most suitable to their mentality; summer children's playground (for coming children); summer country school carrying out the

idea of improvement of pupils' health from city schools in conditions of country nature; primitive school in the form of periodic meetings of children on holidays (sometimes on weekdays). Teachers of summer schools met numerous difficulties in their activity: material and technical (absence of sports equipment and halls); methodical (insufficient level of teachers' education); organizational (antisocial working hours of teacher, hurly-burly). All these problems considerably reduced their work productivity and did unreal attempt to allocate summer school as independent, separate from common school. At the same time, the experience of health-improving and sport-hygienic public activities in these educational establishments is very actual nowadays in connection with necessity of organization of continuous, year-round teaching and educational process directed on pupils involving in physical activity.

Experimental establishments of the 20-30s brought essential contribution to the concept of Soviet schoolchildren's health maintenance and development. At the experimental centre under the guidance of S. T. Shatsky relationship between intellectual and physical education was of great importance. Except special physical exercises S. T. Shatsky paid great attention to introduction of hygienic conditions and knowledge about physical culture into country schoolchildren's life. It must be emphasized that every experimental school had its own research task. So, the Kraskovo-Malahovsky's experimental centre worked at subject "Rational statement of physical training at comprehensive school". Sports activity was carried out not only in educational process, but also in tutorial work based on pupils government. Special attention was payed to struggle against senior pupils smoking. As a result, it was stated in school report for 1920-21, "the percentage of smoking pupils of the 6-7th forms was terribly small and on 40-50 persons – no one smoker; in the 8th class - on 50 persons - 5-6 smokers, in the 9th (senior) - on 40 persons - 1 smoker" (Ivanov, 1969).

V.P. Kashchenko established sufficiently effective educational system directed on maintenance, promotion and formation of children's health owing to his long-term operational experience at medical-pedagogical station of Narkompros of RSFSR (Kashchenko, 1922). Its aim was to avoid pupil's physical and psychological overfatigue, to use and develop his inclinations and abilities as much as possible, to carry out preventive measures of negative aspects in person development. Such approach required its comprehensive study on the basis of fundamental achievements of physiology and psychology, and provided cooperation of doctor and teacher. At the heart of educational activity was experimental-creative, active motorial process. Child's age and his psychophysical peculiarities were taken into account.

V. P. Kashchenko was interested not in quantity, but quality of schoolchildren's knowledge, development of his individuality, degree of direct participation in life.

Key direction of these aims achievement was children's and teachers' creativity. Children learnt much through nature during walking tours and excursions, observing sunset, beauty of summer night, peering into animals and plants life. All these impressions were reflected in children's drawings. These outings and, so-called, "oxygen excursions" - 5 versts pedestrian tours arranged on Sundays - were forms of active rest as well. After long walking tour children's mobile activity was limited and replaced with different sorts of "silent games". "Olympic games" including sport events, competitions and contests in literary, art, musical and other kinds of creativity were complex health - improving form of work at sanatorium-school. During "Olympic Games" meetings of former pupils with present ones, art exhibitions of student's works, theatrical performances took place. Living bright spiritual interests pupils, not only deflected from obtrusive moods, overcame theirs inertia, but also learnt personality characteristics forming their own "Self-concept". The latter was favored by wonderful atmosphere of spirituality, emotional comfort and trust. Different specialists of particular mould and with special education were selected into sanatorium-school staff in order a child was surrounded by people who would supplement each other with temperament, inclinations and abilities, and create favorable sphere for pupils' development.

Work-rest, entertainment and learning schedule had health – improving effect on children. Though daily routine was developed collectively (at conference of medical - pedagogical staff), realization and control of its implementation were part of tutor's duties. For performing all these duties tutor had to know children pedagogics, psychology, physiology, personality characteristics, but to have certain strong-willed and business qualities of professional with good health. The system of labour share between teachers and tutors, organization of microgroups (10-12 children), regular shift hours during a day and rest day after night shift was directed at tutors' health maintenance.

At present the Kashchenko's pedagogical heritage is not sufficiently studied. The ideas presented by V. P. Kashchenko in the system of defective children health improvement can be creatively used not only

in specialized medical-pedagogical establishments, but also in the organization of sport health-improving work at secondary schools of Russia and other countries.

Theoretical and practical activities of Soviet teachers and psychologists, physiologists and hygienists of the 20-30s years (Bekhterev, 1928; Blonsky, 1930; Gorinevsky, 1927; Iordansky, 1927; Kashchenko, 1922; and others) convincingly proved that orientation to maintenance and maximum development of pupils' health is a pivot, kernel of physical culture at school. The result of these scientists' research activity during that period was formation of essentially new educational system and training of pupils based on the scientifically-materialistic theory. However further development of health – oriented physical training of Soviet school was prevented in the conditions of Stalin's personality cult, destruction of domestic pedology, genetics, closure of experimental school centers. For long years maintenance of schoolchild's physical and mental status, formation of his health culture were left on the sideline in researching of educational process. A number of research devoted to the above-mentioned problems was sharply decreased since the second part of the 30s up to the end of the 40s. The exception was the scientific works of (Berman & Milman, 1935), and Milman (1940), and their followers: Adrianova (1941), Chertok, Milman, and Zabludovsky (1940), and Nimen (1941, 1945) dealt with sport - hygienic education of children at elementary school.

The Second World War aggravated the situation of children's life and health protection. Schoolchildren's military-physical training was one of the central points in educational process. It was based on special course of senior pupils' pre-military training and system of out-of-class activities: sport and defense study groups and sections, all-USSR military-sports ("Raid in the enemy's rear" (1942); "To defeat" (1943); "To storm" (1944). The educational plans included sports competitions, crosses, control of pupils' military and physical training. For example, at schools in Altay region in 1941-42 academic year there were 29.000 schoolchildren in antiaircraft and chemical defense study groups, about 1000 in shooting section, 1500 in sports (Ravkin, 1988).

In the 40s the scientific works of Semashko (1947), Sovetov (1956), Tseitlin (1963) and others were devoted to physiological, hygienic and pedagogical aspects of physical education, hygienic problems of children's and teenagers' health defence and improvement. In 1944 the Research Institute of School Hygiene of the Academy of Pedagogical Sciences of RSFSR (at present - the Institute of Age Physiology) was established on N. A. Semashko's initiative and headed by him. Complex interdisciplinary theoretical and applied research in the field of age physiology and morphology, school hygiene and physical training of pupils of comprehensive schools began to be held since then.

In the post-war period the scientists concentrated their attention on the war consequences study. According to the findings of State Sanitary Inspection of the USSR, held in 1945-46 academic year, there was a lag in schoolchildren's development in anthropometrical indicators in comparison with similar indicators of 1938-40s. The problem of development of physical training hygiene was put in the forefront in the end of the 40s.

In the 40-50s positive changes in promotion of 7-years education were observed at Soviet schools. However, the deficiency of qualified sports staff, sports equipment and halls, weak hygienic validity of educational process essentially affected teachers' and pupils' health.

In the period of late 40s - middle 50s the problem of schoolchildren health improvement by means of physical training was discussed by the government systematically. In December of 1948 Narkompross of RSFSR issued the Act "On Physical Training Improvement at School", which defined the fundamental directions of work in the field. In 1956 there was adopted the Act of Ministry of Education of RSFSR on compulsory morning gymnastics holding at schools and partial change of norms "Be Prepared to Labour and Defense". However, in spite of it pupils' physical training remained the most backward sphere in educational activity at schools (Ravkin, 1988).

In late 50s early 60s the problem of maintenance and development of children's health was put to the centre of scientists' attention. It was determined by the social processes in the country: on the one hand, there was gradual, painful renunciation from previous pressure tactics in human education on the other hand there was revival of humanistic trends, accounting of human needs. There were observed social, economic and moral conflicts in the society, growth of children and teenagers activities damaging their health. In that period the researchers (Antropova, 1968; Grombah, 1959) focused on necessities of educational environment improvement at schools. Sovetov (1956), and Milman (1966) underlined the importance of medico-hygienic knowledge popularization among schoolchildren. In the 60s it was necessary to develop scientific bases of schoolchildren physical training (Kuznetsova, 1998; Lyach, Kofman, & Meykson, 1996).

In the 70-90s there was rapid growth of number of research in the field of physical education and

pupils' health protection. The problems of educational and physical exertions adaptation of children and teenagers were considered in the works of Antropova (1968). Kolesov's and Hripkova's (1982) works were dealt with the problems of puberty and sexual education, preventive measures of harmful habits.

Since 1985 scientists started to hold the research devoted to the PC (Personal Computer) influence on pupils organism in order to prove health-keeping technologies of PC use (including the sphere of physical education) in educational process of schoolchildren. In 1986 the staff of the Research Institute of Children and Teenagers Physiology of the Academy of Pedagogical Sciences of the USSR developed "Complex Program on medico-hygienic education of comprehensive school pupils". And then educational and methodical complex on valeological education of schoolchildren: "methodical recommendations for teachers of comprehensive schools" was worked out.

Thus, by the end of 80s there was accumulated significant scientific and experimental works on development of school curricula, teaching methods corresponding to pupils adequate functional possibilities and physical education for foundation of health-improving measures for pupils, definition of acceptable limit of intellectual and physical exertions.

CONCLUSION

The analysis of peculiarities of health - oriented physical training development in Russia of the pre-revolutionary period indicates that anthropological, humanistic and hygienic approaches to the maintenance and organization of physical education at schools were identified at the end of the XIX century and continued to developr. The approaches were replenished with scientific achievements of pedagogical psychology (Nechaev, 1899; Lazurskiy, 1913; Rubinshtein, 1920).

There was integration of educational and hygienic aspects of the physical culture theory (Lesgaft, 1988; Pokrovsky, 1893). At the same time there was no integration of these theoretical approaches within the limits of scientific and pedagogical theory, oriented to health improvement of integral school educational system. Scientific works were remoted from real school practice and carried out in elite educational establishments.

In the 20-30s there was the trend based on anthropological approach to studying and child bringing up in pedological researches (Basov, 1931; Blonsky, 1930; Vygotsky, 1931). At the same time the point of view on necessity of these scientific approaches association under general name "physical education" was prevailed among researchers of school hygiene, sanitary and physical training problems. However, the absence of health scientific methodology did no allow to carry out similar integration.

In practice of experimental schools of the 20-30s of the last century the positive experience on hygienic and physical education of subjects of pedagogical process, diseases prevention and deviations in children development was accumulated. Stalin's personality cult and domination of command-administrative state system were the causes of serious damage to the development of theory and practice of health improving physical education at Soviet school. In the period perspective research in pedology and genetics were closed; genetics experimental school centers were reduced and progressive antropologo-humanistic ideas were condemned to oblivion.

The social "thaw" of the late 50s - middle 60s, and further revival of humanistic trends promoted actualization of maintenance of schoolchildren health by physical training means. In the late 50s – 80s there was a trend of quantitative growth of research on physical and hygienic education and pupils' health protection (Antropova, 1985; Grombakh, 1988; Kuznetsova, 1998; Sharipova, 1990).

Common feature of the theoretical and practical research of that period was orientation to educational process hygienic model directed basically on diseases prevention but not individual health development. Therefore, it could not solve the problem of healthy person education in full scope. At the same time the accumulated theoretical and experimental works in Russian health improving physical education of the XX century laid down the foundations of the Russian theory of health pedagogy and development of valeological ideas in modern sports health - improving practice of secondary schools in the 90s of the last century.

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