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STAGES OF FORMATION OF HEALTHY LIFESTYLE OF THE TEENAGERS IN THE AFTERSCHOOL EDUCATIONAL INSTITUTIONS

Summary: Determined are the main levels of healthy lifestyle skills of the student youth in the afterschool educational institutions.

Key words: здоровий спосіб життя, позашкільні заклади, рівні формування здорового способу життя, учнівська молодь.

Actuality of problem of maintenance and development of the spiritual and physical health of the young generation of Ukrainian nation grows constantly. It is determined by such factors as radical socio-political transformation of society, political and economic problems of the country, global ecological crisis, increase of the level of morbidity of citizens, decrease in capability for work. As it is denoted in the White Book of Ukrainian national education "The deterioration of physical, psychological and mental development is especially expressed among children and youth" [3, p.43].

In modern pedagogical researches a healthy lifestyle of a growing personality is understood as a complex of values and behavioral stereotypes, which are directed at the maintenance and development of the health of personality on all stages of the ontogenesis. In such context it is advisable to determine and describe in the contexts of philosophy and culturology as well as psychology and pedagogy the hypothetical levels of forming healthy lifestyle of a growing personality within the limits of society and individual environments such as: individual; nearest surroundings: family, relatives, friends,

acquaintances, representatives of children's subculture; student-pedagogical body of general and afterschool educational institution; community; society.(Fig. 1.1)

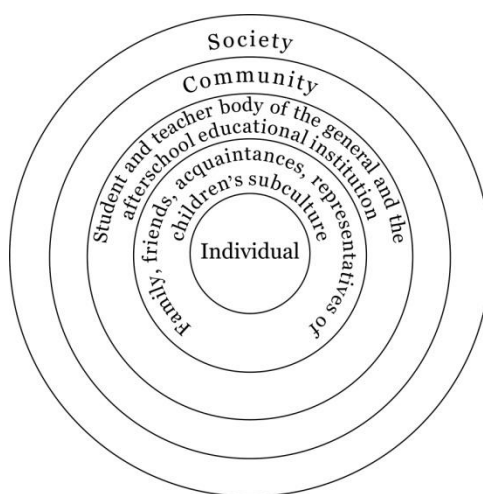


Fig. 1.1 hypothetical levels of forming healthy lifestyle of a growing personality within the limits of society and individual environments
(developed by the author)

The first level is individual. At this level we determine and define the state of health of separate individual and factors which influence it. In such understanding a man as personality is examined by us in "... the integrity and consistent characteristics and its prominent qualities which are formed on the basis of its biological and psychological prerequisites, and under the influence of: A) systems of connections and relations of groups, communities and social institutes which a person is part of and involved in their functioning; B) level of person's mannerliness and socialization in a certain culture; C) consequences of person's stay and activity in certain cultural situations [4, p.559].

Nevertheless, as a result of the major medical and biological discoveries and the development of philosophical and psychological sciences over the last century this concept has been considerably altered. It was transformed into a broader conception of man being a social creature rather than simply biological. In fact, being a socially determined creature, a man depends on multiple social factors, such as: level of economic

development, political situation, cultural and spiritual state, aspiration for knowledge etc. Therefore, the case in point is the recognition of a social essence of any activity of a growing personality in a surrounding world which is based on a specific system of values where a state of own health and abundance of healthy lifestyle for growing personality, as it matures, acquires a greater importance in the hierarchy among other values.

Also, a complex structure of individual interests, needs, motives, aims, ideology, beliefs, which form an orientation of a describe a person's attitude toward objective reality, and serve as social and psychological, as well as pedagogical foundation for the process of forming of personal system of values [1, p.13].

Therefore, we can conclude that the system of values is an important social moderator of a person's behavior, of his general activity as well as of interpersonal relationships and of his attitude towards the objects of the surrounding, his own work, activities and behavior. Hence, we can describe a concept of the individual values as "personal values", which would be a result of interiorization of social values by a personality, which is granting these values "... an undeniable significance and personal purport ... in certain events and phenomena" [2, p.6].

The examination of the prominent phenomenon in question – a formation of a healthy lifestyle of a growing personality as a value feature of the personality – would not be complete if we do not analyze the second level, which is a level of health of a certain group of people. The essential characteristics of this level are the availability and a direct influence of the nearest stable surrounding of a growing personality with whom he or she is in a continuous contact: family, relatives, friends, acquaintances, representatives of children's subculture etc. That is a circle of communication in which a student is almost constantly present and which is also influenced by his or her own deeds, behavior and activities. Moreover, this nearest surrounding influences a person

too by its actions, intensity, communication focus, attitude toward life manifestation of the person. Here, in the nearest surrounding occurs either positive or negative influence on person's health in all spheres of it: physical, psychological, spiritual, and social. In view of the later, we can conclude that a total amount of influences on a personality from the nearest surrounding mostly forms his or her lifestyle, create a certain psychological environment, define a list and the hierarchy of values, determine his or her social activity and responsibility. A growing person, in turn, being a part of this surrounding, has a chance of influencing positively or negatively that certain group of people by his or her own example of actions, providing information or attitude towards the processes occurring in the group, active solution of the collective tasks etc. Therefore, we can infer from this that a sequence of influences, factors and circumstances in the nearest surrounding also determines and forms the health status of the group, hence it defines a state of health of a separate individual in this group, who is being influenced by the group, and his attitude towards the topic of health [7, p.94-98].

The third level is a level of individual interaction within the student and teacher body in the general and afterschool educational institution, educational environment. The previous level of the nearest surrounding was not defined by us as a formally structured social formation because most of its objects and subjects were socially independent and their influences on a maturing personality (educational, developmental, adaptive , socializing etc) were multidirectional. Whereas, the third level where a maturing person preserves and improves his or her health by leading a healthy lifestyle is considered by us a prominent phenomenon under study. It takes place in the collective of students and pedagogues in a sport, land orientation and ethnography study group, a section in the afterschool educational establishment.

Taking into consideration the fact that the majority of the students of the general school as well as members of the sport, tourist, land orientation and

ethnography study groups and sections in the afterschool educational establishments interact with different social institutions (educational establishments, institutions of culture, medicine, media etc), they are being influenced by these institutions. They affect children's inner world, formation of their system of values which also regards the topic of preservation and improving of health. They are aimed at strengthening student's motivation for leading a healthy lifestyle. A peculiarity of the interferences on this level is a fact that their validity depends on the important determinants on the level of the growing personality itself as well as on the level of student-teacher collective of the afterschool educational establishment. The better the healthy lifestyle skills are developed by a separate student of the general school the higher would be the level of development of this phenomenon among the student-teacher collective in the afterschool educational institution. Consequently, we can assume that a student-teacher collective of the afterschool educational establishment, being an effective educational environment, while performing sport and tourist activities will have a positive impact on a separate member of the study group or section concerning formation of his or her healthy lifestyle skills [6, p.45-46].

The third level of the examination of the problem of the preservation and improvement of a young person's health is carried out within a community. We define a community according to the territorial features – a village, a town, a district, a city. It is that closest social sector where a person daily spends most of his time. Moreover we take into account the fact that a territorial community can consist of the different ethnic, political, religious, professional and other characteristics. Every community has its own arrangement of cultural values, habits, traditions, communication, work, leisure. It is obvious that these characteristics determine the state of health of all members of the community. A person is closely connected to the community and society. Such connections appear to be a necessary condition for the development of a complex system of

needs, motives, demands, expectations, desires and aims of life of a person that are predetermined by his or her lifestyle and activities. Due to national consciousness and self-consciousness there is a reflection of individual subjective attitude of man to the „social phenomena, to the system of social values, which serve for an individual as objective reality which can in certain conditions be transformed into own subjectively meaningful values of the personality” [10, p.189].

Consequently, we suggest that active engagement of students of general school into study groups and sectional work of sport and tourist direction in afterschool educational establishments, which are examined by us as objects and subjects of society, grant such work a social meaning and assistance in solving of local problems which are important for community (organization of sport and health-improvement events, community holidays, exhibitions, research of ethnographic, ecological, regional, historical and social questions, organization of community work by executing landscaping projects for streets, schoolyards etc) [8, p.178-180; 9, p.191-193].

Therefore, such approach to forming of healthy lifestyle in the afterschool educational establishments receives recognition not only on the level of the family and school but also it becomes vital for an effective functioning of the entire community [11, p. 35-40; 5, p. 237-247]. Specific conditions are created when a state of healthy lifestyle of one separate growing individual acquires a great importance for all the members of the community. Thus the community itself strives to improve the conditions (material, social, interactive) that further promote a healthy lifestyle for students of general schools who are being a part of that community.

The next, fifth level is a level of society, on which all objects and subjects of social relations that were mentioned by us on previous levels, their cooperation in creation, observance and improvement of conditions for forming of healthy way lifestyle of a growing individual acquire a all-national value.

Thus, we can establish that in such meaning the problems of health of the nation are considered to be an index of the country's civilization which reflects the social and economical state of the society [12, p. 917-927]. Besides that, such structuring of the levels of the state of health of separate individuals and groups must emphasize the necessity for the connection between the individual and public health which is a result of leading healthy lifestyle on the individual and community levels. Lastly, it proves the interdependence and cross-determination of all the stages of forming healthy lifestyle in the afterschool educational institutions.

In the final analysis we can conclude that an individual state of health of a person influences a state of health of the group of people who constitute the person's closest surrounding. Whereas, a state of health of separate groups determine a state of health of all the members of the community, which in turn determine the state of health of the entire Ukrainian society. We emphasize on the described previously direct connection from a separate individual to the society as well as on the inverse connection from the society to an individual. Furthermore we observe that on the one hand, a society and a nation is responsible for the state of health of its citizens, yet on the other hand, every citizen contributes to the condition of health of all the members of the Ukrainian society. We believe that the novelty of such approach consists in an unusual thesis for modern psychological and pedagogical sciences about personal responsibility of a citizen for the state of own health as well as for the state of health of the society.

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