

## V. PHYSICAL EDUCATION AND THE FORMATION OF A HEALTHY LIFESTYLE



### FORMATION OF HEALTHCARE ENVIRONMENT IN PRIMARY SCHOOL IN THE CONTEXT OF V. O. SUKHOMLYNSKYI'S PEDAGOGICAL IDEAS

**T. L. Havrylenko**

*Candidate of Pedagogical Sciences,  
assistant professor,  
the Institute of Pedagogics of NAPS  
of Ukraine, Kyiv, Ukraine;*

**L. M. Kuziomko**

*Candidate of Pedagogical Sciences,  
professor;  
T. H. Chernihiv Shevchenko National  
Teachers' Training University,  
Chernihiv, Ukraine*

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**Summary.** The article reveals the famous Ukrainian teacher V. O. Sukhomlynskyi's ideas concerning the formation of healthcare environment in primary school. The conditions and means of healthcare about junior pupils defined by the scientist are relevant for the modern primary school in Ukraine.

**Keywords:** healthcare environment; primary school; V. O. Sukhomlynskyi.

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In modern society life and human health are recognized as the highest values. At the same time, according to scientists' research (S. V. Harkusha, N. F. Denysenko, O. D. Dubohai, M. I. Lukianchenko, M. O. Nosko, S. O. Omelchenko and others), the current situation concerning health in Ukraine, especially junior pupils' health, is bad. It is connected with unfavourable socio-economic and environmental conditions, as well as with lack of physical activity of pupils, improper feeding, increased tempo of training and its scope, inefficiency of the existing system of physical education, insufficient competence of teachers concerning the peculiarities of usage of healthcare technologies, etc. [1, pp. 82–87]. Thus one of the priorities of the modern Ukrainian primary school is to create an educational environment oriented on the preservation and improvement of physical, mental and social health of junior pupils.

In this regard, we consider it necessary to refer to the famous Ukrainian teacher V. O. Sukhomlynskyi's oeuvre. We should mention that the notion "healthcare environment" was not used at the time when the scientist lived and worked. However, the question concerning preservation and improvement of children's health is peculiar to his pedagogical concept. V. O. Sukhomlynskyi, as O. Y. Savchenko noted, "overthought theoretically and implemented practically an innovative model of healthcare, healthdeveloping environment of

school” [2, p. 22]. The study and analysis of a number of works prepared by the talented scientist (“Pavlyshska serednia shkola”, “Sertse viddaiu ditiam”, “Problemy vyhovannia vsebichno rozvynenoiu osobystosti”, “Rozмова z molodym dyrektorom”, “Sto porad uchytelevi” and other works) show that it is possible to form healthcare environment in primary school by means of a complex of conditions and means. Let’s consider them.

V. O. Sukhomlynskyi considered that the most important conditions for good health were a correct day regime, the proper interchange of physical and mental work and rest. Thus, during the first half of a day junior pupils should study at school because this time is favourable for intensive mental work. Lessons at primary schools should be interchanged according to the level of complexity and character of mental work. During a class pupils should be engaged in various activities, for example, during math class after solving a problem pupils can be offered to measure, to count, to calculate or to define something, etc. Afternoon, according to the teacher’s ideas, should not be connected with the training mental work and working with books, as these activities “dry brain, the pupils are disinclined to study” [4, p. 195]. It’s a good time to visit clubs, classes in workshops, to read fiction and popular science literature, to go on excursions, to walk, to start off on a camping trip. Moreover, during the second half of a day a child should spend at least 90 % of the time outdoors [3, p. 136].

The teacher mentioned that a night’s rest played a defensive role for the central nervous system and organism in general. He gave the following recommendations for the junior pupils: to rest for at least ten hours a day, and 40-45% of sleep should be at the end of the day, that is the best time to sleep is from eight o’clock p.m. until six o’clock a.m. Fresh air provides good rest: a child should sleep in his room “with an open window, and in summer – only in the yard, at the barn, near the grain crops, near meadow” [3, p. 135].

According to V. O. Sukhomlynskyi’s ideas, it is inadmissible to do homework before going to bed. “Taken into consideration a lot of facts we are sure, – wrote the scientist, – that when a child spends several hours doing his homework before going to bed, he lags behind” [3, p. 131]. The teacher advised to do homework in the morning before going to school, because it is the most favourable period of time for mental activity, and the 1st – 2nd form pupils should spend no more than 20–25 minutes doing their homework, and the 3d – 4th form pupils – 40–45 minutes [3, p. 134].

At any time of the year an effective means of improvement and hardening of the children’s health is fresh air. At Pavlysh school where V.O. Sukhomlynskyi had been working as director for 22 years it was forbidden for the pupils of the primary school to be engaged in mental activity in a closed room for more than three hours a day. That is why the classes for primary school pupils were organized in “green rooms”, in the nature in spring and autumn. “The fact that the majority of classes were organized in the nature, outdoors, under the blue sky, – wrote the teacher, – was of great importance to the children.

During classes the children were in good spirits and cheerful, they never went home tired” [6, p. 218]. There was “a special working area outdoors” for each pupil created at his home where he did his homework, was engaged in creative work and so on. Children susceptible to lung diseases and those who were weak, lived in the fields, slept under the open sky during the whole summer. The teacher considered that in order to feel fit and to prevent diseases it was necessary to douse with cold water, to swim in a pond or river in summer, to rub with snow in winter, to walk barefoot from spring to autumn.

Following hygiene and sanitary requirements is favourable for the improvement and hardening of health, the efficient organization of mental work. Thus, there was nonshift training at Pavlysh school in order all the lessons were conducted under natural light. Compliance of school furniture with pupils’ height was systematically checked. Some desks were redesigned for those pupils who were round-shouldered, and neither the pupil no the class group knew about it. In order the junior pupils had a harmoniously developed body and posture the following standards concerning sitting at desk and home table were set: for the 1st-2nd form pupils – no more than 2.5 hours, for the 3d form pupils – 3 hours, for the 4th form pupils – 3.5 hours [3, p. 130].

V. O. Sukhomlynskyi had been analysing the physical development of primary school pupils for a long time and he came to the conclusion that nourishing and healthy meals played an important role in strengthening of a child’s body and prevented form diseases. All components necessary for the maintenance of normal life, growth and development of a child’s body should be included into his diet. It was necessary to use meals rich in vitamins and volatile production (honey, milk, butter, eggs, meat, fruit) [6, pp. 112–113]. The process of taking food must be in time, a child should not feel “that something is sucking under his breast” [3, p. 137].

Manual labour is also one of the means of strengthening of primary school pupils’ health, and it helps to develop their physical state. The teacher advised that pupils should be engaged in manual labour starting from the very first days of training at school: in the wildlife classroom, in the study room and research area. So, first formers cared about flowers and trees, grew plants, collected seeds, fed birds, etc. [3, p. 368].

Physical exercises (gymnastics, dynamic and sports games, running, jumping, tourism) affect the child deeply developing his motion abilities, causing positive changes in the cardiovascular, respiratory and other systems of the organism and causing a feeling of cheerfulness and joy. Therefore, the teacher considered it very important for each pupil to start his working day with morning gymnastics at home. It was a tradition for Pavlysh school to do morning exercises before classes in order pupils had a good posture, to carry out short physical activities and dynamic breaks throughout a day, mobile and sports games, competitions, sports contests, camping trips outside regular hours, etc. Lessons in physical training are also an important means for health improvement, they

are the source of cheerfulness influencing strengthen of physical and spiritual power of children.

Summing up we should mention that V. O. Sukhomlynskyi's pedagogical ideas concerning the formation of healthcare environment in primary school were scientifically grounded and practically realized; they were prognostic in nature, and therefore they are an inexhaustible source in the solution of actual problems concerning training and education of junior pupils. This article does not cover all the aspects of the research problem, therefore there are questions to be studied further and the teacher's ideas about the connection between school and family in maintaining and improving the child's health, about interdependence of the pupil's health and his academic success, etc. are also necessary to be studied and understood.

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