Abstract. In the system of a full development of young generation the important place is taken by formation at youth of culture of a healthy lifestyle. In this article valeological basics of training and education of studying youth are covered, the essence of the concept "health" is opened, the factors which are negatively influencing a state of health of school pupils (decrease in physical activity, discrepancy of techniques and technologies of training age and to functionality of school pupils, non-compliance with physiological and hygienic requirements and some other) are defined. Four component model of health including somatic, physical, mental, moral components is presented in article, their interrelation and hierarchy is shown. The author provided data the reasons of weakening of health of learners from which the insufficient attention to education of physical culture at learners, formation at them valeological knowledge is distinguished. In this regard the system of valeological bases of training is presented in an evident form, are called criterion health of preserving technologies.

Keywords: valeology, health, the factors influencing health, the healthy environment, physical culture, four-component model of health, valuable reference points, activity, physical activity

Student education in our days imposes greater demands on the health of learners. Therefore valeological bases in teaching and educational process now are, more than ever, actual. The purpose of use of valeological bases in the process of training – to provide to the school pupil possibility of preservation of health during the studying at school, to create at it necessary knowledge, skills of a healthy lifestyle, to teach to use the gained knowledge in everyday life (Koshbahtiev I.A., 2005). Implementation of this purpose directly depends on the following factors (fig. 1).

Fig.1. Priorities of teaching and educational process

Before considering valeological basis of education, it is necessary to specify which elements of the learning process can have a negative impact on the health of children. It first of all: a large number of subjects in the schedule, on five-seven subjects daily; large volume and complexity of a training material; inadequate methods of training (the traditional rigid scheme of a lesson - daily repetition of the same stages in the same order); stressful situations of control; fear of a mistake; fear of marks (their priority in a class).

The attentive teacher will always notice external signs of fatigue of the pupil: frequent change of a pose, pandiculation, stirring by hands, yawning, closing of eyes, the head supporting, the stopped look, an unnecessary rearrangement of subjects, conversation with the neighbor, increase in quantity of mistakes in answers, not perception of a question, a delay with the answer, a frequent glancing for hours waiting for the lesson end. For the purpose of preservation of health of learners the teacher has to see system of lessons of a
class in this day, remember and consider not only sequence of the lesson, but that is very important, what it on
the account in educational process of a class. If in the schedule your lesson stands behind limits of productive
hours, and planning of a lesson needs to be carried out taking into account these circumstances (Sharipova,
2005).

Preservation of health of the child begins with the organization of all teaching and educational process.
So, many intra school factors have impact on HEALTH of school pupils also: decrease in physical activity;
increase in catarrhal diseases and admissions of lessons due to illness; violation of sight, bearing; deterioration
nervously – mental health; stressful pedagogical tactics; discrepancy of techniques and technologies of
training age and to functionality of school pupils; non-compliance with elementary physiological and hygienic
requirements to the organization of educational process; insufficient literacy of parents in questions of
preservation of health of children; failures in existing system of physical training; intensification of
educational process; functional illiteracy of the teacher in questions of protection and health strengthening;
training age and to functionality of school pupils; non-compliance with elementary physiological and hygienic
knowledge and use of effective various forms of the organization of health saving technologies in educational
hours, and planning of a lesson needs to be carried out taking into account these circumstances (Sharipova,
2005).

Therefore at this stage careful and integrated scientific approach to introduction of valeological
knowledge and use of effective various forms of the organization of health saving technologies in educational
process are necessary.

There are more than 300 definitions of the concept "health". According to World Health Organization
definition, HEALTH is a condition of full physical, mental and social wellbeing, and not just absence of
diseases or physical defects (fig. 2).

Concerning the individual it reflects quality of the adaptation of an organism to environmental conditions
and represents a result of process of interaction of the person and habitat. HEALTH is formed as a result of
interaction external (natural and social) and internal (heredity, a sex, age) factors.

Signs of individual health: specific and nonspecific resistance to action of damaging factors; growth and
development indicators; current functional state and potential (possibilities) of an organism and personality;
existence and level of any disease or defect of development; level of moral and strong-willed and valuable
and motivational installations.

In this regard the complete view of individual HEALTH can be presented in the form of four-component
model in which interrelations of its various components are allocated and their hierarchy (fig. 3) is presented:

The somatic component – current state of bodies and human body systems, – which basis is made by the
biological program of individual development mediated by basic requirements. These requirements, first, are
the starting mechanism of development of the person, and secondly, provide an individualization of this process.

Physical component-level of growth and development of bodies and organism systems, – which bases make the morphophysiological and functional reserves providing adaptation reactions.

The mental component – a condition of the mental sphere, – which basis makes the fortune of the general peace of mind providing proper behavioral response. Such state is caused both biological, and social requirements, and also opportunities of their satisfaction.

The moral component – a complex of characteristics of the motivational and informative sphere of activity, – which basis is defined by system of values, installations and motives of behavior of the individual in society. Moral health mediated spirituality of the person as it is connected with universal truth of good, love and beauty.

It is known that health of the person for 10-20% depends on heredity, 10-20% – on a state of environment, 8-12% – on level of health care and 50-70% – on a way of life.

Introduction of valeological knowledge and use of effective various forms of the organization of health saving technologies in educational process demands to itself more in-depth and difficult study and as demands development of the concept, the theory, technology, and diagnostic procedures of an assessment of quality (Smyrnov, 2002). For studying of a condition of a question of the relation to a healthy lifestyle we developed the questionnaire and questioning, both among studying youth, and among teachers of physical culture with the purpose to define the relation of respondents to a healthy lifestyle is carried out.

The analysis of answers showed that 70% of learners, and are identical both younger, and the senior school pupils can't give the characteristic to a healthy lifestyle. Only 42% of learners could explain negative consequences of tobacco and alcoholic dependence on an organism. It once again confirms that fact that work in this correction needs to be conducted daily, communicating with school learners and their parents, explaining all negative consequences of addictions.

Only 50% of teachers use at the lessons posters, drawings, schemes and other additional evident material for formation of negative attitude to addictions and formation of the correct consciousness at learners to a healthy lifestyle; theoretical information on advantage of physical culture and sport at lessons is supplied by 32% of teachers, 18% of teachers don't consider important to spend time for theoretical data; concerning a healthy lifestyle in free from studies of time talk to the learners of 40% of teachers.

Questioning of seniors showed the following results: 70% of graduates think that occupations by physical exercises will help them to feel surely in further life, 20% (among them the most part of girls) so don't consider. 88% of school pupils consider that appearance, a state of health, a healthy lifestyle will affect success in work and promotion, 9% of school pupils speak – these factors aren't important.

If present school pupils were heads of the enterprises, physically weak worker wouldn't take for work 32% of school pupils – heads, 25% – agree to have in the staff of such people, 26% the type of the enterprise and the content of its work is important, 15% of seniors consider good health – the base of good working capacity and pledge of a strong family.

So useful to health physical education classes consider 75% of fifth-graders and only 25% of graduates, standards of the school program difficult for 41% of fifth-graders and 86% of graduates.

The physical education teacher is a sample for imitation at 72% of fifth-graders and 28% of graduates. Lessons of the physical culture, conducted two times a week, suite 44% of fifth-graders (56% would like them to increase) and 75% of graduates (18% would like to reduce lessons till 1 o'clock in a week, generally girls).

In non-study time in sports sections 17% of graduates and 68% of fifth-grade pupils are engaged, parents support such - occupations respectively in 18% and 70% of cases. Seniors pass physical education classes without good reason much more often (36% against 5%), than fifth-graders.

Survey data once again confirmed by the studies of other authors about the negative or indifferent attitude to the lessons of physical culture with the increasing age of the learners. Physical education should help to understand the benefit of motor activity both independently and under the guidance of specialists and to begin education should be with a much younger age.

Today each person has to understand that his HEALTH and life, first of all, depend on him. First of all, it is a question of formation at the person of the healthy lifestyle leaning on the conscientious and responsible attitude to the health, not being reduced to fight against diseases. The healthy lifestyle is knowledge of rules of sanitation, hygiene of dwellings and ecology, strict observance of hygiene of a body, familiarizing with
physical culture and sports, hygiene physical and brainwork, hygiene of private life. These are accurate knowledge of harmful factors and habits (smoking, alcohol) and conscientious negative attitude to them. And it is easiest to form fundamental knowledge of a healthy lifestyle since the earliest years. We will cover the valeological basics providing sanitarily optimum conditions of educational process at school (fig. 4).

![Fig. 4. Valeological bases of educational process at school](image-url)

Use of valeological bases in educational process will lead to decrease in indicators of incidence of studying youth, improvement of psychological climate in nurseries and pedagogical collectives will actively acquaint parents of school learners to work on strengthening of their health. To the teachers who have mastered health saving technologies will begin easier and to work more interestingly as the problem of a subject matter disappears and the scope for pedagogical creativity opens (Sharipova, 2005).

Effective introduction in teaching of ideas of a healthy lifestyle requires the solution of three problems:

1. Change of outlook of the teacher, his attitude towards, the life experience, towards understanding of own feelings, experiences from a position of problems of a health-saving.

2. Change of the relation of the teacher to learners. The teacher has to accept completely the learner such what it is, and on this basis to try to understand, what his abilities.

3. Change of the relation of the teacher to problems of educational process of pedagogic of improvement which assumes not only achievement of the didactic purposes, but also development of learners with most kept health.

A healthy lifestyle is not currently occupies first place in the hierarchy of human needs and values in our society. But if we do not teach children from an early age to appreciate, protect and improve their health. If we demonstrate by example a healthy lifestyle, it is only in this case it is hoped that future generations will be healthier and well developed, not only personally, intellectually, spiritually, but physically.

References