

A Pedagogic System of Implementing the Principle of Life and Health Priority of Students at a Rural General Education School

Kazbek Dovletmizovich Chermi

Oksana Vladislavovna Zamalyadinova

Fatimet Pshimafovna Khakunova

Asiet Nurbieva Autleva

Aliy Mossovich Khatkov

Federal State Budget Institution of Higher Professional Education «Adyge State University» (ASU)
385000, Maikop, street Pervomayskaya, 208, Russian Federation
Email: nisadgu@yandex.ru

Doi:10.5901/mjss.2015.v6n5s1p44

Abstract

Theoretical, methodological and technological aspects of establishing a pedagogic system to implement the principle of health and life priority of students at a rural general education school are discussed in the paper. The health culture, being a part of the integral personal culture is considered a basic pre-condition for establishing the healthy lifestyle in the conditions of interaction and interinfluence of the man-society system, and, if applied to the educational system, the 'learner – general education institution – socium around'. This paper justifies basic methodological requirements to developing a pedagogic system to implement the principle of health and life priority of students at a country general education, comprising the following: a) creating an educational space of the rural school as an existence space of the students in the conditions of actualization and involvement of social institutions to enrich the space with the ideas of conserving and improving health; ensuring their unidirectional effect on the students for the purpose of the systemic effect; b) establishing a pedagogic technique, aiming at students' health conservation and direction; cultivating health culture of subjects of the educational space includes teaching, educational and sports and health promotion blocks. The paper discloses social and cultural, political, and socioeconomic factors of the country as an existence space of the students, discovers cause-and-effect relations between the absence of experience in education and health promotion in order to conserve and improve health not only of the students, but of all subjects of the educational space within the country (teachers, parents, and fellows) and the level of culture of the students. Comparison of own-generated data and data obtained by the authors earlier, while actualizing social, organizational and pedagogic conditions and methodological approaches to building the students' health culture were used; an agreement of research findings in terms of quality with the findings presented in the pedagogic works on the subject matter, and also works on individual techniques and technologies of building the health culture in the conditions of the general education school was established.

Keywords: man's health, the principle of health and life priority, health culture, educational space, country space, existence space of the students.

1. Introduction

The urgency of the research issue is associated with the awareness of value of the life and health of the Russian nation at the governmental level and in the society overall.

Building the students' health culture is a key issue in the pedagogic practice of a rural general education school, due to that fact that the issues of children's deviation, such as: a tendency towards children's drug and alcohol abuse, tobacco smoking, and computer addiction, which is observed in some cases, is the key issued in the pedagogic practice of the rural general education school.

Statistical data that are indicative of the raising dynamics of ill-being expansion of the Russian children for the last few years are presented in governmental reports. The reasons for such situation are versatile: from troubled families raising the children, parents' life style example to social and economic ill-being experiences by the rural population.

General civil principles and regulations on nation's health protection as an indispensable condition of the social life

are set in the Constitution of the Russian Federation, thus confirming the liability of the government for preserving and improving health of the Russian nation in the context of legal and regulatory framework.

The principle of students' life and health priority is pointed out, along with the basic principles of the governmental policy and legal relations in education in Law of the Russian Federation On Education dated December 29, 2012 No 273-FZ, Article 3 Paragraph 3.

Principal conditions for implementing the life and health principle as a factor of students' health protection and improvement in the context of overall social transformations (2011) are justified in the Federal target programs on 2006-2010 and 2011-2015 education development, within the Federal target program Russia's Children (since 2003).

It is obvious that the nature of organization of the teaching process at educational institutions, devotion of the school administration, teachers, parents and other subjects of the educational space to the healthy lifestyle determine greatly the level of students' readiness to adhere to the health conserving and improving principles. Despite the theoretical development of the issue of students' health conservation and improvement, the practice of the rural schools in building the healthy lifestyle is in need of elaboration and implementation of innovative educational models to implement the ideas of the students' life and health priority.

Awareness of the cause and effects of the children's health condition and nature of organization of the teaching process at educational institutions at the governmental and legislative levels leads to the necessity to look for new approaches in various spheres of man's life in order to conserve and improve the health of the subjects of the educational space.

The subject matter of the educational space of a rural school in the context of the social territory – habitant space for the purpose of considering such space as an active context of a student for implementing the principle of health and life priority is in finding a set of factors, with each of such factors aiming at building the students' health culture – key factors (Constitution of the Russian Federation, Law On Education in the Russian Federation, factors of the immediate territorial impact: intraschool, teaching and organizational, psychological and pedagogic, hygienic), or risk factors (lack of health culture in socialization agents, adverse anthropogenic and technological factors, unavailability of health lifestyle examples, shortage of sports and health promotion institutions).

Thus and so, the resource potential of the country, serving as the habitant of the students in the process of health improvement and conservation, are social institutions, promoting life and health values, and possessing such potentials. The following may serve as such social institutions: a family, teachers, representatives of youth associations, the Internet, mass-media, cultural leisure and sports and health promotion institutions, or a medical health promotion complex.

Zaregorodtsev, G.I. (1973) distinguishes between several types of activity in the man's integral 'lifestyle' structure, such as:

'-transformational activity, ensuring co-changes in the system 'man-nature-society' – in the process of mastering material and spiritual values; social and political, involving forms and means of individual's participation in the government of the state; cognitive activity of the subjects, involving obtaining scientific knowledge, knowledge of measures to conserve and improve the health (Zaregorodtsev, 1973).'

The traditional practice of the Russian school on building the students' healthy lifestyle is known for its approaches, which are bound, on the one hand, by prohibitive measures, like smoking and alcohol use cessation by all, taking sports and increasing physical activity, following the ideal of healthy eating, and sleep and rest pattern.

On the other hand, there is an approach, which involves promotion of the ideas of healthy lifestyle, exercising and sports as factors, leading to a new life quality, via the mass-media, youth policy, continuing education system and family. In this context, the idea of building the healthy lifestyle in the educational system, students' health protection and improvement are considered as the processes based on an adaptive response of the body. Such approach aims and minimizing the health risks for the students and all subjects of the educational space. In this case, the body goes on to a new and higher level of adaptive capabilities.

Targeting the health conservation and improvement of not only the students, but the adult population as well, is the basic distinguishing feature of the humanistic educational paradigm from the traditional one. All these circumstances make the necessity to search for innovative approaches obvious, and habitant space actualization via including social institutions as a resource for implementing the principle of students' life and health priority in the conditions of a rural general education school is one of such approaches.

2. Theoretical Grounds

The scientific challenge of this research involves theoretical, methodological and technological justification of approaches to establishing a pedagogic system to implement the principle of health and life priority of students at a rural general

education school. It is common knowledge that the school education practice is marked by certain independence: the student's health culture is usually cultivated exclusively by pedagogic means, without the involvement of any social institutions to resolve the pedagogic and social and political issue.

Going beyond the scope of conventional approaches to building the healthy lifestyle means the necessity of enriching the existence space of the students with healthconserving meanings and values, and not being limited just to sanitary and hygienic and medical measures, but broad interdisciplinary integration of academic disciplines, seeking the possibility of the comprehensive investigation of the man's health and building the students' health culture and healthy lifestyle.

The issue of health and health conservation and improvement is studied in an interdisciplinary study like valeology, with the foundations of such study laid by scientists, such as Brekhman I.I. (1990), Kazin, E.M. (2000), Tatarnikova L.G. (1996), Tikhomirova L.F. (2004) etc.

The issues of human ecology have been disclosed in works by Kaznacheev, V.P. (1999), who studied the nature of social and environmental issues, gave scientific evidence to methodological approaches to the human ecology as an independent scientific area. Works by Kharisov F.F. (2001), Chermit, K.D. (2014) et al. are devoted to the development of educational technologies for building the students' healthy lifestyle at various education levels.

The modern education paradigm is known for growing social and pedagogic value of its ideology on students' health conservation and improvement in the conditions of continuing education. Obviously, the meaning of health as a factor, allowing the man to fulfil his life-long goals and intents, is increasing along.

I.I. Brekhman, who is the founder of the science of health, i.e. valeology, defines health as "a man's capability to preserve the age-appropriate stability in the conditions of abrupt changes of qualitative and quantitative parameters of the triune sensory, verbal and structural information flow" (Brekhman, 1990.).

The following is marked out in the scientific literature as health components:

- physical health - describes the state of physical development, which reflects the current functional condition of organs and systems of the human's body;
- mental health – describes the absence of any abnormal psychic manifestation, adequate reality reflection, which determinates the adequate regulation of behaviour and activity patterns; and
- social health – describes the degree of social activity of a man, his adequate perception of the world and world relations, life satisfaction, and moral conduct. (Balsevich, 1990; Bezrukikh, 2004; Brekhman, 1990; Popov, 1997).

While considering the students' health conservation and improvement as a psychological and pedagogic issue, we should turn our attention to the definition of the term 'health' itself.

Health describes the level of development for the students, as well as the ability to adapt to difficult social situations, and endure high stress loads.

The health is considered in the pedagogic science in terms of means, process and result for

The specifics of pedagogic activity in the conditions of a rural general education school are investigated in works by Baiborodova, L.V. (1997). The challenge of building the healthy lifestyle of students of rural schools is covered in the research by Nesterova, L.V. (2005) and other investigations.

Execution of child's right to life and healthy development in the conditions of a general education institution demands everyday diligent, multiaspect and, at the same time, integral social and pedagogic activity of the teachers.

At the moment, arrangement of such activity, and, partially, determination of a system of interconnected hierarchical conditions for its performance, with view to the social and cultural environment of the school's location, is among the top issues of the general education practice, and a relevant area of research of the pedagogic science. The health culture of the adult population of a country, established lifestyle at the country, conventional attitudes to the life and their own health of subjects of the social space, indeed, determine greatly the level of readiness to follow the rules of healthy lifestyle by the children. If the idea of healthy lifestyle and health value is not popular in the social existence space of the students, all the above social institutions may pose as risk factors to the health. Public opinion, a scale of values of any country's population in the conditions of building the healthy lifestyle, needs of children and adults, the nature of interaction between the general education school and country's administration in matters of implementing the healthy lifestyle ideas are rather significant factors, giving the activity of the general education school, physical education development and incorporation of cultural and leisure and medical and health promotion institutions in the educational space no chance to success from the beginning, if such factors are ignored.

The relevance of building a pedagogic system based on the idea of students' health conservation and improvement is associated with the need to fulfil the governmental and public and political request, which is confirmed by the laws and regulations that determine the legal framework for the rural general education school's activity in conserving

and improving the health of the population.

Organizational and pedagogic conditions imply creation of an educational space that is packed with the healthy lifestyle ideas in the conditions of actualization and incorporation of the social institutions into the educational space of the rural school; building a pedagogic technology that aims at conserving and improving the students' health, cultivating health culture within the teaching, educational, and sports and health promotion activity;

Methodological approaches aim at establishing and incorporating innovative forms and means of cooperation between the subjects of educational activity for the purpose of conserving and improving the students' health; ensuring the idea and values of the healthy lifestyle to be acknowledged by those involved in the educational process.

3. Methods

The High School Personality Questionnaire by R. Cattell (2001) was used as a basic psychological diagnosis technique for studying students' personality.

According to findings of the analysis for all years of research, most questionnaire factors have a normal or close to normal distribution. An insignificant deviation from the normal deviation with a shift towards high values for such factors, as D (excitable/phlegmatic), E (dominant/submissive), I (tender minded/tough-minded), O (guilt-prone/self-assured), Q4 (tense/relaxed) were discovered in the data array for 2009-2010. Speaking of H-factor (socially bold/shy), a close-to-normal distribution was obtained, with a shift towards low values.

- The effectiveness of the pedagogic system in terms of implementing the principle of the life and health priority of students of a rural general education school was evaluated under the pedagogic monitoring, involving the following:
- introducing 'student's personal development charts', which reflected the following: the level of health and personal psychological and physiological development at each stage;
- medical support of the educational process (scheduled medical examinations, evaluation of basic anthropometric data, medical assistance, and analysis of current disorders);
- psychological and pedagogic support of the educational process (a Personal development questionnaire, compiled by Grigoriev, D.V., Kuleshova, I.V. et al. (2002)), a method for evaluation of the degree of readiness to the healthy lifestyle by Dobrovorska, S.G. (2005), a questionnaire to study students' commitment to the healthy lifestyle); and
- cooperation with parents (an inquiry test for parents).

Monitoring of the students' health condition at all stages of the experimental approbation of the pedagogic system of implementing the principle of life and health priority in the conditions of a rural general education school allowed for creating, if necessary, groups according to certain health parameters, determining risk groups, and using a system of organizational forms and techniques for teaching and educational activity of the school students according to such groups.

4. Findings and Discussion

4.1 *The issue of conserving and preserving health of the educational process participants*

Reforms in the agrarian and social area of the country are connected, primarily, to awareness of political, economic and cultural changes in the society and state against the global challenges.

The general education school is a cultural centre, spreading cultural patterns, meanings and values. There is an objective interconnection along between the activity of an educational institution in the country and specifics of the country as an existence space for the students. The educational institution in the country is the one providing for socialization of country children, while adapting them to the social standards. The quality of this social space is determined by formal indexes, such as:

- availability of a production infrastructure;
- availability and quality of the cultural life;
- availability of a system of extracurricular education associations of various specialization;
- availability of sports and health promotion, and physical training institutions and sections; and
- distance from the populated place to a district or regional (republican) centre and means of transport.

In addition, the analysis of the modern practice of rural schools allows us to distinguish a number of pressing matters that are determined by general challenges of the country, such as: insufficient funding of the educational sector,

which, in its turn, makes informatization of the educational process hard, no alternatives to the educational institution, which is a factor that amplifies the pedagogic risks and defines directly the dependence of the quality of the students on the physical, moral and spiritual state of teachers and parents.

In this context, the educational space is incorporated in the social space and is marked out by its administrative resources, lifestyle specifics and management techniques.

The resources of a rural locality are comprised of a system of social institutions, with their activity to fill up and enrich the social spaces of the village as the students' existence space with knowledge, values and meanings. Thus and so, opportunities of the new existence quality for the students are created, and, therefore, sources for public health culture cultivation are determined.

4.2 *Pedagogic support of implementing the principle of life and health priority of students at a general education rural school.*

The challenge of conserving and improving health of students at a general education school, based on a systematic approach, allows for accounting for a number of systemic factors, making it possible to predict functioning of the educational system within certain social and cultural conditions of a country. The technique for analysis of the social and cultural situation in the country facilitates identification of their own situation and study it deeper, acknowledge the key educational issues and underline possible development strategies.

4.3 *Model of a pedagogic system of implementing the principle of life and health priority of students at a rural general education school.*

A model of a pedagogic system of implementing the principle of the life and health priority of students of a rural general education school implies analysis of the existing educational models, which are effective in certain conditions. The pedagogic system of implementing the principle of the life and health priority of students of a rural general education school orients the general education school on providing the healthconserving conditions via creating a positive psychological and physiological and social-and-psychological existence contexts for the subjects of the educational space in the process of intellectual, physical, psychological and emotional, social and personal becoming.

Simulating the educational space of a rural general education school may facilitate solving a number of issues of social importance, such as:

- creating favourable conditions for formation of student's personality based on building an individual trajectory of the social and cultural growth;
- forming new value paradigms of healthy lifestyle, and forming healthy lifestyle habits;
- developing pedagogic approaches in the conditions of incorporating social institutes and institutions as socialization agents into the school's educational space to implement the principle of life and health priority (family, rural clubs, medical institutions, village administrations, etc.);
- coordinating activities of teachers, medical officers, psychological service, children's sports organizations and trainees based on the humanistic and health-conserving approach to teaching; and
- availability and accessibility of sports and health promotion institutions for students of a rural general education school.

4.3.1 *Pedagogic conditions for implementing the principle of life and health priority of students at a rural general education school include:*

- *general conditions:*
- circumstances that ensure personality development and becoming have been distinguished and used;
- the optimum space of existence and educational activity for the subjects of the educational process that ensure fulfilment of tasks of life and health conservation of the students at the educational institution has been created;
- targeted and deliberate use of key factors of life and health conservation for the students and adult population has been arranged;
- *specific conditions, making it possible to perform healthy lifestyle formation tasks:*
- information support of the healthy lifestyle and personal physical culture formation process;
- orientation of the participants of the educational process on independence in the process of health

- conservation and taking up physical exercises;
 - enriching the education contents with the healthy lifestyle ideas and meanings;
 - providing for the interdisciplinary integration of knowledge of health in the curriculum;
 - enriching practical experience in personal and public health conservation; and
 - providing for targeted risk counteraction.
- Specific conditions that reflect the specifics of solving the healthy lifestyle formation tasks in the conditions of a rural school:
- building up a public opinion of the country population and relying on such opinion;
 - using the country life conditions for increasing a share of active moving actions in everyday and work habits;
 - educational support of healthy food usage;
 - involving the students in active participation and healthy lifestyle promotion among their parents and adults;
 - close cooperation of the country administration in order to implement the healthy lifestyle, develop physical culture and sports, joint use of cultural and leisure and medical and health promotion complexes;
 - involving participants of the economic complex in eliminating adverse effects of husbandry and in economic and social support of the healthy lifestyle;
 - affecting the targeted building of a life space and physical education space in the family, including topics and sections in teaching and educational activities to explain the possibilities of use of local conditions and traditions for conservation of their own life and health and those around them; and
 - arranging targeted and deliberate use of the resource potential of the rural settlement and rural general education school for conserving the life and health of the students, and rural population.
- The structure of the model of the pedagogic system of implementing the principle of life and health priority of students at a rural general education school, which has been represented by a set of components, such as:
- a target component, which is the basic one, and is detailed into social, organizational and pedagogic and methodical tasks;
 - an essential and substantial component that describes the substantial aspects of the activity (pedagogic, hygienic, sports and health promotion) in the process of implementing the principle of health and life priority of the students at the rural general education school;
 - a technological aspect that involves organizational and methodical activity of the subjects of the educational space of the rural general education school; and
 - an evaluating and diagnostic component that describes the basic criteria and levels of health culture formation, based on a mathematical monitoring model, according to the following five criteria: - teaching and procedural; - medical and preventative; - educational and health promotion; - sports and health promotion; - evaluating and reflective; with the sequential fulfilment of such criteria to secure the effectiveness of the model of the pedagogic system of implementing the principle of health and life priority of the students at the rural general education school.

4.3.2 Pilot work for implementing the pedagogic system of implementing the principle of life and health priority of students at a rural general education school

329 people (5-11 classes) of a rural school participated in the pilot work. Performance evaluation of the school in terms of conserving and improving health of the students in the course of implementing the principle of students' life and health priority was done according to several aspects, such as: (medical and preventative, teaching and procedural, educational and health promotion, sports and health promotion, evaluating and reflective), including determination of the average efficiency number. Specific criteria are defined and system-forming target criteria (harmony of physical development of the students, classifying the students according to health groups at the beginning and at the end of an academic year, health status of the students in terms of medical parameters, absences from school due to an illness, level of attitude of the students to their bodily Self, degree of readiness of the students for the healthy lifestyle) are established for each aspect.

An academic block included a system of curricular and extracurricular work, health practicums. For primary schoolers: individual and group mini-projects *Health conservation, Eyesight conservation, Day routines and Health, Tooth care, Why smoking is bad, Making your class green, Garden in a flowerpot*. High-school children: program *Healthy lifestyle* was implemented via a system of curricular and extracurricular activities (tours, weekend camping, playing outdoor games and doing physical exercises after the classes are over, physical exercises during the classes, labour

days, valeological conferences, project management activity, olympiads etc.), which facilitate building of knowledge and skills to conserve the life and health of the participants of the educational process. Teaching methods in the process of implementing the principle of life and health priority of the students were explanatory and illustrative, reproductive, search, and investigation.

The educational block implied educational activity aiming at cultivating the health culture, building the healthy lifestyle not only for the students, but also for the adults, including parents as subjects of the educational process at a rural school. The following principles must be observed in the process:

- involvement of the students in preparing and conducting a system of educational events, devoted to promotion of the health conservation and improvement idea: teaching problems with vivid thematic and social context of the activity and a clear algorithm of predefined actions; a system of methodical requirements to mastering valeological knowledge and healthy lifestyle experience. Organization of the educational process may as well take different forms, such as indoor and outdoor classes, tours, travels, meetings of the Club of the Funny and Inventive, festivals, games, quizzes, entertaining discussions, story-telling, reading and discussion of children's books, staging various events, watching presentations, movies, etc.

Implementation of the educational component included the following:

- ensuring that the participants of the educational process are involved in the educational events that promote the healthy lifestyle and cultivate the health culture; building up responsibility, and skill for independent personal health support; strengthening agitation and promotion of the healthy lifestyle among the country population; broadcasting of progressive examples of the healthy lifestyle via the mass-media available; ensuring public support of families and individual citizens who changed their lifestyle or participate actively in healthy lifestyle promotion; ensuring compassionate relations between the participants of the educational process and socialization agents of country students.

The health promotion block implied a system of types of activity aiming at increasing movement and hypodynamia prevention. It ensured conditioning, improving adaptive reserves and overall working efficiency and wellbeing of a man. Sports and health promotion activity was implemented via the activity of a teacher arranging his own, and students' and their teachers' health conservation and improvement.

Thus and so, the health promotion complex included the following:

- curricular and extracurricular forms of physical education; out-of-school physical training and sports at their place of residence; practicums in organizing their own healthy life space in the family; contest within the village and between different villages in various physical exercises; arranging medical preventing measures with the efforts of country's medical and health prevention complex; engaging in healthy passtime with the efforts of country's cultural and leisure complex.

The evaluating and diagnostic block of technological implementation of the pedagogic system of implementing the principle of life and health priority of students of a rural general education school included a system of criteria-based scores and diagnostic methods, allowing for discovering positive outcomes. They may be valued as highly, mildly or low-productive.

Students' health status is usually evaluated according to 5 basic criteria, such as:

- the level of physical and psychological development;
- the level of functioning of basic body systems;
- presence or absence of any chronic diseases;
- the degree of body's resistance to any adverse effects; and
- the degree of child's social wellbeing, including the family and school.

The following evaluation dynamics for efficiency parameters was observed for each parameter as a result:

- the level of performance of a rural general education school in terms of students' health conservation and improvement did not comply with the education standards (21.93%), based on findings of the ascertaining experiment in 2009/2010;

- following the interim monitoring of outcomes of the forming experiment in 2010/2011, the efficiency level reached 54.58%, which is indicative of rather reproductive performance of the rural general education school in term of students' health conservation and improvement.
- following the outcomes of the forming experiment in 2010/2012, the efficiency level reached 88.01%, which is an indicator of high performance of the rural general education school in term of students' health conservation and improvement.

5. Summary

Using the interrelation of the structural and functional components of the pedagogic system according to Kuzmina N.N. (2002), Ostapenko A.A. (2013), principles of building an original model of the pedagogic system of implementing the principle of life and health priority of students at a rural general education school were marked out:

- respecting the interrelation of all components of the pedagogic system of implementing the principle of life and health priority of the students, when a change of parameters of one component of the systems leads to changes of parameters of the whole system;
- compulsory diagnosis of target-setting: a target (strategic and pedagogic) of the pedagogic system of implementing the principle of life and health priority of the students may and must be diagnosable and must possess quality characteristics, which allow for tracking the dynamics and quality of fulfilment of such characteristics;
- ensuring functional comprehensiveness and functional interrelation of the multi-component contents of functioning of the pedagogic system of implementing the principle of life and health priority of the students, which implies the following: a) ensuring focus of the overall school's activity in building the healthy lifestyle of the subjects of the educational space; b) enriching the contents of teaching and education with values and meanings and ideas for health conservation and improvement, and a corresponding knowledge system and behavioural and relationship model sets;
- ensuring open functional and methodical actions: in the process of functioning of the pedagogic system of implementing the principle of life and health priority of the students: the educational space must have a proper logic structure, and must be open for all subjects of the rural school;
- objectifying the valuation for complex application of means of medical and psychological and pedagogic diagnosis, and the possibility of correction of the achieved outcome of implementation of the pedagogic system of implementing the principle of life and health priority of the students;
- ensuring implementation continuity and efficiency in the educational process of the principle of life and health priority of the students at all educational levels: coordination at all educational levels of concepts, guidelines, educational technologies for concretizing and gradual building of a personal and style strategy of the students and teachers for mastering the healthy lifestyle culture;
- variability of means, techniques, organizational forms: introduction of pedagogic technologies that facilitate implementation of the principle of life and health priority of the students as an inter-disciplinary challenge may be carried out based on the consolidation of academic disciplines, integrative nature of the curricular and extracurricular activity of the subjects of the educational process of the rural school, and also based on the variability of the organizational forms and types of pedagogic technologies;
- continuous and multi-aspect arrangement of the pedagogic system of implementing the principle of life and health priority of the students, which implies the following: a) in each individual case, searching for the optimum performance plan, which envisages specific requirements to contents structuring, building a system of methodical work in the process of functioning of the pedagogic system of implementing the principle of life and health priority of the students in the conditions of the rural school; b) making sanitary and hygienic moral and psychological, cultural and historical indicators of school life consistent with health regulations; c) optimizing feedback, managerial algorithms, means of stimulating and regulating the subjects of the educational process, means of monitoring and correction of the pedagogic activity.

6. Conclusions

Implementation of the principle of governmental policy in education, associated with the health and life priority of the students of the rural general education school, ensures health conservation and improvement of the subjects of the educational space, cultivating the students' health culture and building personal physical culture; incorporating the healthy lifestyle in the everyday life, based on the creation of the optimum educational space, which is enriched with the healthy lifestyle ideas, and mastering such ideas by the students in the conditions of implementing innovative interaction forms and means for the purpose of health conservation and improvement.

The pedagogic system of implementing the principle of the life and health priority of the students of the rural general education school is based on the general theory of pedagogic systems (Kuzmina, 2002), (Ostapenko, 2013) in certain and specific social and cultural conditions of the Lvovskyi village of Krasnodar Territory, with view to the specifics of the rural locality as students' existence space, which comprises a set of factors that facilitate, as well as impede building of the health culture and life and health value: key factors (Constitution of the Russian Federation, Law On

Education of the Russian Federation); factors of the adjacent territorial impact (intraschool, teaching and organizational, psychological and pedagogic, hygienic, school risk factors); external system-forming factors: risk factors (lack of health culture in socialization agents, adverse anthropogenic and technological factors, unavailability of health lifestyle examples, shortage of sports and health promotion institutions).

Following the analysis, the social and cultural situation was identified, key educational issues were defined, and possible development strategies for health conservation and improvement of students of a rural general education school were underlined.

Development of an internal resource of the coordinator of the activity is manifested in building the students' health culture, which is a unity of cognitive, emotional and value-conscious and pragmatist components.

A hierarchy of the system of pedagogic conditions for successive implementation of the principle of life and health priority of students at a rural general education school:

- *general conditions* include: designing circumstances for personality development and becoming; creating the optimum existence space for the subjects of the educational process that ensures fulfilment of tasks of life and health preservation of the students at the educational institution; arranging targeted and deliberate use of key factors of life and health conservation for the students and adult population;
- *specific conditions* make it possible to perform healthy lifestyle formation tasks: information support of the healthy lifestyle and personal physical culture formation process; orientation of the participants of the educational process on independence in the process of health conservation and taking up physical exercises; enriching the educational contents with healthy lifestyle ideas and meanings; providing for the interdisciplinary integration of knowledge of health in the curriculum; enriching practical experience in personal and public health conservation; providing for targeted risk counteraction.
- *specific conditions* reflect the specifics of solving the healthy lifestyle formation tasks in the conditions of a rural school: building up a public opinion of the country population and relying on such opinion; using the country life conditions for increasing a share of active moving actions in everyday and work habits; educational support of healthy food usage; involving the students in active participation and healthy lifestyle promotion among their parents and adults; close cooperation of the country administration in order to implement the healthy lifestyle, develop physical culture and sports, joint use of cultural and leisure and medical and health promotion complexes; involving participants of the economic complex in eliminating adverse effects of husbandry and in economic and social support of the healthy lifestyle; affecting the targeted building of a life space and physical education space in the family, including topics and sections in teaching and educational activities to explain the possibilities of use of local conditions and traditions for conservation of their own life and health and those around them; arranging targeted and deliberate use of the resource potential of the country and rural general education school for conserving the life and health of the students, and the rural population.

The model of the pedagogic system of implementing the principle of the life and health priority of students of a rural general education school is represented by a number of components, and it is effective, which has been confirmed by statistical data obtained as a result of the experiment.

The following may be perspectives for further research:

- developing a concept of forming the health culture of students, based on the ethnical and cultural experience of polycultural educational space of a rural school;
- designing a pedagogic system of forming the health culture of students in the conditions of implementing the youth policy;
- developing a polyparadigmatic model of forming students' moral, psychological and physical health at the educational levels;
- developing a pedagogic concept of physical education development for ethnophors on the ground of basic ethnical pedagogic values; and
- investigating the level of physical culture of a personality (ethnophors) in the system of general public values in the conditions of polyethnic educational space.

References

- Baiborodova, L.V., Rozhkov M.I. (1997). *Vospitatelnyi protses v sovremennoi shkole/ Uchebnoe posobie* [Educational process at a modern school/ Textbook] (pp. 380). – Yaroslavl: Publishing House YaGPU [in Russian]
- Balsevich, V. K. (1990). *Fizicheskaia podgotovka v sisteme vospitania kultury zdorovogo obraza zhizni cheloveka (metodologicheskii, ekologicheskii i organizatsionnyi aspekt* [Physical training in the system of nurturing healthy lifestyle culture]. *Teoria i praktika*

- fizicheskoj kultury No 1 [Theory and practice of physical training No 1] (pp. 22-26) [in Russian]
- Bezrukikh, M.M. (2004). Zdoroviesberegashchaia shkola [Healthconserving School] (pp. 240). – Moscow: Publishing House of the Moscow Psychological and Social Institute [in Russian]
- Brekhman, I.I. (1990). Valeologia – nauka o zdorovje [Valeology – science of good health] (pp. 206), (p. 142). Second issue, revised and enlarged. – Moscow: Fizkultura is sport [in Russian]
- Chermit, K.D. (1998). Zdoroviesberegashchaia sistema obuchenia (sostoianie i problemy formirovanija) [Healthconserving educational system (state of affairs and functioning challenges)]. Bulletin of the Adyghe State University No 1 (pp. 97-100) [in Russian]
- Dobrovotskaia S.G. (2003). Proektirovanie i realizatsia sistemy pedagogicheskoj orientatsii studentov na zdorovyi obraz zhizni [Developing and implementing a system of pedagogic commitment of students to the healthy lifestyle] (pp. 403). Dissertation of PhD in pedagogic sciences. – Kazan [in Russian]
- Dubrovskaja, N.V. (2000). Psikhofiziologicheskie osnovy detskoj valeologii / N.V. Dubrovskaja, D.A. Farber, M.M. Bezrukikh [Psychophysiology of a child: Psychophysiological bases of children's valeology / Dubrovskaja, D.A. Farber, M.M. Bezrukikh] (pp. 144). – Moscow: Humanitarian Publishing House VLADOS [in Russian]
- Federalnyj zakon 'Ob obrazovanii v Rossijskoj Federatsii ot 29.12.2012 № 273' [Federal Law of the Russian Federation On Education in the Russian Federation dated December 29, 2012 FZ N 273] [in Russian]
- Federalnyj zakon Rossijskoj Federatsii ot 21 nojabria 2011 g. N 323-FZ 'Ob osnovakh okhrany zdorovja grazhdan v Rossijskoj Federatsii [Federal Law of the Russian Federation On the Basis of Public Health in the Russian Federation dated November 21, 2011 No 323-FZ] [in Russian]
- Grigoriev, D.V. (2002). Lichnostnyj rost rebenka kak pokazatel effektivnosti vospitania: metodika diagnostirovanija/ D.V. Grigoriev, I.V. Kuleshova, P.V. Stepanov [Personal growth of a child as a measure of effective education: diagnosis technique/ D.V. Grigoriev, I.V. Kuleshova, P.V. Stepanov] (pp. 44). – Tula [in Russian]
- Kazin, E.M. (2000). Osnovy individualnogo zdorovja cheloveka. Vvedenie v obshchuu i prikladnuu valeologii [Fundamentals of individual health of a man. Introduction into general and applied valeology] (pp. 192). – Moscow: Vados [in Russian]
- Kaznacheev, V.P. (1999). Zdorovje natsii. Prosveshchenie. Obrazovanie [Nation's health. Awareness. Education] (pp. 567). – Saint-Petersburg [in Russian]
- Kharisov F.F. (2001). Zdorovje kak osnova budushchego strany [Health as the basis for the nation's future]. Obrazovanie No 3 (Education No 3) (pp. 13-36) [in Russian]
- Kuzmina, N.V. (2002). Predmet akmeologii [The subject matter of acmeology] (pp. 119). – Saint-Petersburg: Politehnika [in Russian]
- Naumenko, Yu.V. (2014). Podgotovka k ispolzovaniju zdoroviesberegashchikh tekhnologii pri realizatsii FGOS nachalnogo i osnovnogo obschchego obrazovanija (metod. rekomendatsii) [Preparing a teacher for using healthconserving techniques, while implementing the Federal National Educational Standards for elementary and primary general education]. Standarty i monitoring v obrazovanii: Nauchno-informatsionnyj zhurnal No 1 (94) [Scientific and Information magazine Standards and Monitoring in Education No 1 (94) (pp. 39-50) [in Russian]
- Nesterova, L.V. (2005). Realizatsia zdoroviesberegashchikh tekhnologii v selskoj shkole [Implementing healthconserving techniques at a rural school]. Nachalnaia shkola No 11 [Elementary school No 11] (pp. 78) [in Russian]
- Nikolaieva, N.I. (2010). Vasilieva, T.N., Ivanova, S.B., Frolova, N.P. Zdoroviesberezhenie v aspekte novoi paradigmy obrazovanija [Conserving health in the aspect of new education paradigm]. Uspekhi sovremennogo estestvoznania No 5 [Achievements of modern natural science] (pp. 65) [in Russian]
- Ostapenko, A.A. (2013). Teoria pedagogicheskoj sistemy N.V. Kuzmino: genezis i sledstvia [Theory of the pedagogic system by Kuzmina, N.V.: genesis and effects]. Chelovek. Soobschestvo. Upravlenie No 4 [A man. Society. Management No 4] (pp. 37-49) [in Russian]
- Popov, S.P. Valeologia v shkole i doma [Valeology at school and at home]. O phisicheskom blagopoluchii shkolnikov [About the physical welfare of school students] (pp. 24). – Saint-Petersburg [in Russian]
- Raspriazhenie Pravitelstva RF ot 7 fevralia 2011 goda No 163-p 'O kontseptsii Federalnoi tselevoi programmy razvitiia obrazovanija na 2011-2015 gody' [Decree of the Government of the RF dated February 7, 2011 No 163-p On the Concept of Federal Target Program for 2011-2015 Education Development] [in Russian]
- Tatarnikova, L.G. (1996). Pedagogicheskaia valeologia: genezis, tendentsii razvitiia [Pedagogic valeology: genesis, development trends]. Dissertation of PhD in pedagogic sciences (pp. 364). – Moscow [in Russian]
- Tikhomirova, L.F. (2004). Teoretiko-metodologicheskie osnovy zdoroviesberegashchego pedagogiki [Theoretical and methodological basis for healthconserving pedagogic studies]. L.F. Tikhomirova, diss. d.p.n. [Dissertation of PhD in pedagogic sciences by Tikhomirova, L.F.] (pp. 339). – Moscow [in Russian]
- Tsirulnikov, A.M. (2000). Orientirovka na mestnosti [Terrain orientation]. Selskaia shkola so vsekh storon No 1 [Rural school all-around No 1] (pp. 4) [in Russian]
- Vainer, E.N. (2005). Metodologija i praktika formirovanija bezopasnoj zdoroviesberegashchej obrazovatelnoj sredy [Methodology and practice of creating a safe and healthconserving educational environment] (pp. 206). – Moscow [in Russian]
- Yeliseev, O.P. (2001). Metodika 2 - 16 faktornyj lichnostnyj oprosnik Kettela R.B./ Praktikum po psikhologii lichnosti. Seria 'Praktikum po psikhologii' [Methodology 2 – The Sixteen Personality Factor Questionnaire (16PF) by Cattell, R./ Practicum in personal psychology. Series 'Practicum in psychology'] (pp. 560). – Saint-Petersburg: Piter [in Russian]
- Zaregorodtsev, G.I. (1973). Obshchestvo i zdorovje cheloveka: monographia [The society and man's health: monograph] (pp. 247). – Moscow [in Russian].