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MANAGEMENT MECHANISMS OF THE HEALTH ORIENTED
EDUCATIONAL SYSTEM DEVELOPMENT
(BY THE EXAMPLE OF BELGOROD REGION SCHOOLS)

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Abstract

The article deals with the management mechanisms of the health oriented school educational system development: the structure of management at the public, administrative, pedagogical and pupils' levels; the usage of motivational and reflexive methods of management. The relationship between school management functions and components of the health oriented school educational system (management, educational process, health service, school environment) is shown. By the example of Belgorod region schools the effectiveness of the presented management mechanism is proven.

Keywords: management mechanisms, health oriented school educational system, development, the structure of management, motivational and reflexive methods of management.

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УПРАВЛЕНЧЕСКИЕ МЕХАНИЗМЫ РАЗВИТИЯ
ЗДОРОВЬЕОРИЕНТИРОВАННОЙ ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЫ
(НА ПРИМЕРЕ ШКОЛ БЕЛГОРОДСКОЙ ОБЛАСТИ)

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The present stage of civilization development is connected with one of the most complicated problem which should be dealt by the Russian society, i.e. creation of a health-oriented educational system. Since in the recent decades the number of health-promoting schools had continuously grown and judging their successful operation the mentioned problem is practically resolvable. Formation of mature health-oriented educational systems (HOES) is the most important condition for valeological efficiency of such schools. We consider a HOES school as an integral phenomenon interacting with the environment and characterized by an ordered set of management systems, an educational process, school services and an object-space school environment combined by an objective to bring up, educate and develop a healthy person [1].

An educational process and school services functioning are to a large extent determined by an intraschool management system. Material resources of a school as well as psychological, organizational, financial, personnel-related and other conditions of activity of participants of an educational process depend on the efficiency of management procedures. Therefore **management** is one of the most important components of a HOES school since it controls harmonization of the school internal organizational structure, the system renewal and achievement of its stability.

Goals of management of HOES school constituents lies in creation of optimum conditions (personnel-related, economical, resources-related, methodological, organizational, social and psychological) in order that an educational system could implement its socialization, culturological,

preventive, correction, rehabilitation and health-strengthening functions aimed at achievement of a general purpose of upbringing education and development of a healthy pupil.

Management content consists in analysis, planning, organization, control and regulation of interdependent activity of school administration representatives, teachers, pupils, parents, school services specialists and public joint by the HOES school purpose.

School management is a dynamic system which features interrelation of the functions of intraschool management and content-procedure aspects of the HOES school components. Each of the stages of management cycle is designed for solution of the tasks of information analysis, motivation and purpose, planning and prognosis, organization and implementation, control and assessment, regulation and correction aspects of interaction between the HOES school constituents in order that the latter could achieve its general purpose.

Management functions are a mechanism of coordination and inclusion of the HOES school components into the HOES school general purpose achievement. Let's consider the content-procedure aspect of the HOES school management through interrelation of the functions of intraschool management and the HOES school components.

The information analysis function of management is aimed at study of the status of a management system, an educational process, a process of medical, psychological, valeological, social and pedagogical support of pupils as well as of object-space school environment in accordance with the general purpose. The function under consideration supposes first of all creation of reliable sources of information, unprejudiced selection of information, organization of information sources, qualitative processing, storage and use of information (at the decision level).

The information content is conventionally divided into four thematic units:

– **management**: organization of structure and procedure of management aimed at achievement of the HOES school goal; work with the pedagogical system constituents focused on their inclusion into educational environment improvement activity; creation of optimum conditions for life activity of teachers, pupils, specialists inside a school; development of a regulatory framework for a health-promoting school; enhancement of the teachers' health culture level and training of the same in order that they could ensure health of pupils etc.;

– **educational process**: content of education and upbringing of pupils; educational technologies; organization of work and leisure of pupils; controlled extent of homework etc.;

– **school health service**: preventive work; diagnostics of pupils' health and development; consultations; adjustment and rehabilitation activity; education and instruction; research; tutorials etc.;

– **object-space school environment**: sanitary and hygienic regulations (air temperature, lighting, color); sanitary and hygienic state of a land plot, school building and school premises; state of furniture, equipment, teaching aids.

Final stages of pedagogical analysis have to deal with synthesis of the obtained information material and making conclusion on the necessity of adjustment of the goal and the existing HOES school in accordance with the real conditions.

A concept of development of the health-oriented educational system (HOES) in schools has been implemented in Belgorod region since 2004 (Irkhin V.N., 2002). The concept describes an entity characteristic and internal structure of the studied educational system, establishes links between its components, determines the functions (socialization, culturological, preventive, adjustment and rehabilitation, health strengthening) as well as procedures, regularities, levels, stages, contradictions specific for the HOES as well as pedagogic conditions for its development and assessment criteria [1].

Let's consider the managerial mechanisms of the HOES school development in detail. To our opinion creation of the corresponding management structure and use of motivational and reflexive management methods could be such a mechanism.

As experience has shown systemic valeologic changes in the Belgorod health-promoting schools started their realization from creation of a structure of management of such activity. All of the experimental schools which are as many as 16 at the moment established:

– *at the public management level*: boards and public associations supporting an innovative project, parents' committees, Boards of guardians, Boards of parents with medical education, general conferences of a health-promoting school, volunteers, public organizations, a coordination council;

– *at the administrative management level*: boards of health, coordinators of health-promoting activity in the capacity of deputy director, valeological renewal of functional responsibilities of school managers as well as of the content of

activities of traditional management structures took place;

– *at the professional pedagogical management level*: methodological associations of health instructors (teachers of life safety, health care, physical culture, biology), creative associations of teachers and specialists with health-oriented specialization, healthcare services;

– *at the pupils' management level*: a system of pupils' self-administration of valeological specialization, permanent and interim creative associations of children (sanitary brigades, organizers of physical activities, assistants of psychologists and medical workers, disputes committees, pupils' councils, healthy life volunteers etc.) [4].

The content of already existing management elements needs to be renewed along with creation of new ones. Therefore the efforts of a parents' committee, a Board of guardians as well as of public, state and commercial organizations are directed at financial, material, information and psychological support of the project "Health-promoting school".

At the administrative level the activity of deputy directors is adjusted to be in compliance with the valeological approach. That's why the management functions of analysis, planning, organization, control and regulation are implemented from the point of view of the tasks to maintain, strengthen and form the pupils' health.

At the professional pedagogical level activity of all methodological associations not just the methodological association of health instructors (inclusive of the teachers of physical culture, life safety, biology) is directed at forming of the pupils' health culture through realization of valeological potential of the academic disciplines content as well as at maintenance and strengthening of schoolchildren's health by means of use of health saving teaching technologies. The list of similar examples is not exhaustive. Therefore all and every management system constituent is involved in the work aimed at achievement of the HOES school general purpose.

Efficient realization of the HOES school model depends on creation of a mechanism of interrelation between its elements both vertically and horizontally. Councils and associations of children and adults are forms of interrelation between the constituents belonging to different levels: a Teachers' Council, a Valeological Council, a methodological association, a Council of Seniors, interim activity councils, councils of centers, a medical-psychological-pedagogical concilium, a school conference etc.

Besides structural transformations the school management system experienced purposeful transition from authoritarian to health-saving **management methods** based on use of reflexive and motivational approaches, ideas and principles of pedagogical stimulation which took into account a motivational sphere of personality of principal participants of an educational process. One of the tasks of **motivational management** consists in provision of conditions for adoption of the general purpose by teachers and specialists of the school services, as well as for forming the corresponding orientation at its achievement. In other words there occurs a necessity to transfer an external purpose conditioned by public needs into an internal one for the constituents of a pedagogical system, at that this internal purpose is initiated by the demands of a school community as a whole and every individual participant of a pedagogical process.

The analysis of a "problem area" allows comparing the actual state of the HOES school with the external purpose, determining a "zone of proximal development" of a pedagogical system, its internal resources on the basis of selection of sets of questions which are to be solved by the school community. To our opinion the range of most typical problems for a general school includes the following

- culturological (low level of health culture of participants of a pedagogical process);
- lack of professional and pedagogical as well as of psychological readiness of a teacher to valeological innovation activity;
- management-related (absence of structure and procedure of transition of an educational institution to a health-promoting school practice);
- resource-related (lack of material, financial, personnel and methodological resources for implementation of valeological innovation; insufficient health reserve of teachers and overload of the same due to a low social status);
- didactic and educational (predominance of health-consuming technologies of education and upbringing (or those ignoring solution of valeological tasks) in a school).

Therefore the **steps** to be taken **to achieve the general purpose** should be aimed at creation of an efficient system of management of the process of transition of an educational institution to the mode of health-promoting school (key purpose – KP_1); at organization of a valeologically-motivated education and upbringing process (KP_2); at establishment of specialized school services providing medical, psychological and valeological support of the education and upbringing process

and personal enhancement of a pupil (KP₃); at improvement of an object-space environment of a school - (KP₄).

Taking into account the above it is possible to create a "tree of purposes" of a health-promoting school as shown on Figure.

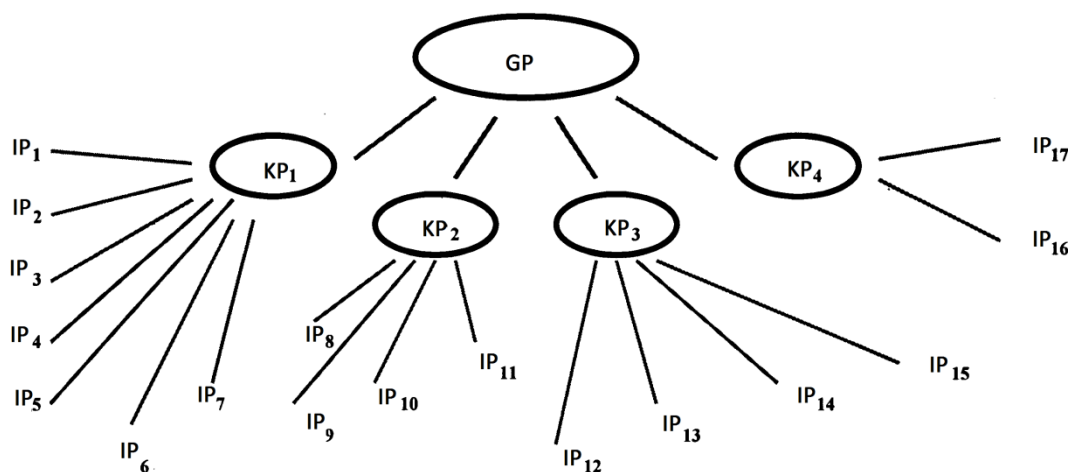


Figure. The «tree of purposes» of a health-promoting school

- IP₁ (intermediate purpose) – organization of a structure of valeological process management in school;

- IP₂ – renovation of functional duties of school administration in accordance with the valeological approach;

- IP₃ – organization of a system of training and encouragement of teachers in order that they would practice valeological activity;

- IP₄ – involvement of parents (family) in health improvement in children's micro society;

- IP₅ – research activity in the sphere of valeology;

- IP₆ – provision of resources for valeological innovation (material and technical, personnel, financial, methodological);

- IP₇ – creation of a mechanism of interaction between the participants of a pedagogical process aimed at achievement of the GP;

- IP₈ – organization of an educational and upbringing process in compliance with the valeological principles and hygienic standards;

- IP₉ – creation of a school upbringing system which would be aimed at maintenance, improvement and forming of pupils' health;

- IP₁₀ – implementation of the valeological approach in a lesson;

- IP₁₁ – organization of a system of continuous valeological education of schoolchildren;

- IP₁₂ – creation of a system for monitoring health of teachers and pupils;

The key purposes of a health-promoting school consist of a range of intermediate purposes namely:

- IP₁₃ – preventive activities at school;

- IP₁₄ – correction and health promotion activities with involvement of the pedagogical process participants;

- IP₁₅ – consultation and instruction activities at school;

- IP₁₆ – creation of a specific environment (premises, equipment, furniture, design) promoting maintenance of health of children and adults;

- IP₁₇ – provision of healthy nutrition at school [3].

The HOES school functions are implemented when the content and organization of a pedagogical process comply with the HOES school purpose. Socialization and culturological functions take priority place in a pedagogical process of the HOES school. Their leading role is conditioned by the goal to bring up, educate and develop a healthy individual as well as by the peculiarities of the functions concerned aimed at comprehension by a pupil of deferential attitude towards health and healthy lifestyle, unveiling of his/her essential powers, forming of a basic personal culture inclusive of health culture.

The task of pupils' health culture formation is solved in the course of realization of the educational system which includes the lessons of valeological course provided for in a basic curriculum; integrative courses of school component; use of valeological potential contained in the content of school subjects; extracurricular valeological educational activities.

The variety of approaches to the valeological education of schoolchildren has a common basis namely these approaches are supported by common didactic principles, have similar requirements to valeological education and “established” content modules. Practical realization of a generalized model of valeological education of schoolchildren requires specialization in accordance with regional peculiarities.

The HOES school socialization function is most pronounced in the upbringing activity. Improvement of schoolchildren’s health being a distinctive feature and result of realization of the HOES school socialization function is achieved in the course of implementation of a principle of interrelation between valeological education and valeological upbringing of pupils.

The principle of health-focused attitude is a guiding principle of organization of a pedagogical process in the HOES school. In all aspects (educational and instructional) and at all levels (all-school and definite forms of educational activities involving children) of a pedagogical process organization the principle of health-focused attitude is aimed at realization of three methodological principles of maintenance, promotion and forming of intergral physical, mental and social health of schoolchildren.

In contrast to a pedagogical process the preventive, correction and rehabilitation functions as well as the health-strengthening function take the central place in activity of the school services (Health Centers). The Health Center activity content and organization are reflected in its program which includes four components: analysis of a problem state and work results, tasks and directions of activity, a set of sub-programs and methods of their realization.

Since implementation of the valeological approach provides for transition of an educational institution to the HOES school functioning mode the function under concern obtains the properties of innovative activity and is closely connected with the technology of organization and implementation of experimental activities at school as well as creation of favorable social climate in a community, purposeful training of teachers in order that they could perform such activities, optimization of intraschool management (forming of vertical structure and horizontal links at all levels of management of a pedagogical system of a health-promoting school), creation of new subsystems and support of their functioning, implementation of scientific organization of labor of pedagogical system constituents, rational allocation of resources of a

pedagogical system and creation of necessary conditions for its development and self-development, a democratic personality-centered management style).

Any innovation presupposes correction of attitudes of a teacher to his/her professional activity, considerable time and efforts consumption.

As practice shows introduction of valeological ideas into the existing health-consuming authoritarian school system is accompanied by a painful breakage of stereotypes of teachers involving both their educational activity and their lifestyle. Implementation of the valeological approach requires from a teacher additional knowledge of age-specific physiology and psychology, adoption of health-strengthening education techniques. Therefore there is a growing danger of tension which is a reason of the teachers’ performance impairment, aggravation of conflicts and other negative consequences. We consider that the way out of the specified controversies could be in use of a complex of stimuli and stimulus situations which actualize specific needs of teachers and result in their creative activity and high performance.

In the course of experimental work in Belgorod schools great attention was paid to the methodological aspect of intraschool management. As far as the teachers become more trained and involved in the innovation valeological activity the range of participants of the experiment enlarged, the relationships between them strengthened on the basis of a common purpose. In such a manner a structural reconstruction of the educational system happened in the health-promoting school resulting in achievement of an integrative effect of functioning of all its constituents.

Forming of relatively autonomous systems of intraschool management based on the principles of reflexive management (Davydenko T.M., Tretyakov P.I., Shamova T.I.) is one of priority directions for enhancement of realization efficiency of the organization and execution function.

When under the conditions of a health-promoting school inside an educational system a great number of new structural components occur the functions of "old" components tend to renewal, the links between the components diverge and get more complicated, interaction between pedagogical system constituents presupposes their rise to a new creative level. All these leads to antagonism against the traditional administrative organizational structure with its severe and grandmotherly care which humiliates individuality and generates social dependency and apathy.

The basis of effectiveness of management ensuring maintenance of schoolchildren's health in the course of their education, upbringing and development consists of the assessment of the HOES school maturity dynamics which includes two general groups of markers, i.e. quantitative and qualitative. The quantitative markers provide for involvement of the principal pedagogical process participants in the valeological activity, quantitative changes (simple expansion) of the HOES school: introduction of health-promoting lessons, appointment of specialists in the school services etc., as well as quantitative markers of schoolchildren's health. The qualitative markers are characterized by the degree of enhancement of educational environment, the degree of the HOES school renovation, valeogenic change in the consciousness of teachers and pupils, forming of their health culture and other qualitative indices of human health.

The above supposes that the **control and diagnostic function** of the intraschool management should promote initiative and independence of teachers and pupils and at the same time favor renovation of the HOES school in whole. In connection with this the intraschool management appears to play an important role in determining compliance of a pedagogical system with the HOES school purpose and tasks. Introduction of a monitoring system allows to track efficiency of activity of health-promoting school constituents in such aspects as the state of schoolchildren's health and development, quality of education, a level of training and involvement of teachers in the activity aimed at ensuring schoolchildren's health, a level of satisfaction of pedagogical process participants by the progress and the result of innovation activity as well as to evaluate a degree of "maturity" of the pedagogical system being created.

That's why the HOES school becomes the subject of diagnostics with due regard of its hierarchic structuredness: an integral educational system – components of an educational system – constituents of a pedagogical system at different levels of interaction between each other.

The analysis of the course of experimental activity allowed to establish dependency of the efficiency of valeological innovation process in the HOES school on its management system ensuring the necessary conditions for involvement of teachers in achievement of the desired purposes. The results of our investigation showed that involvement of a teacher in the process of HOES school formation created conditions for professional and personal fulfillment of a teacher, motivated his/her creativity

and improvement of the level of professional pedagogical and valeological culture. The investigation allowed acknowledging the following hypothesis: the higher the level of general humanistic and psychological-valeological personal culture of a teacher the faster and more painless the process of the HOES school maturation.

Belgorod-based experience showed that at the initial stage of the HOES school formation when the crisis of old educational system is at its highest point and is manifested through disorganization of its structure, failure or weakening of the old structural links, the role of "management" subsystem becomes defining. Being guided by external and internal capabilities of a social and pedagogical system the administrative components actuate the mechanisms of self-organization and creation of hierarchic structures of the HOES school. Harmonious interaction inside the HOES school leading to decrease of tension in the "bifurcation point" is ensured due to adequate change of management structure and mechanisms [2]. Maximum effectiveness of the management activity is achieved upon condition of precise determination of the actual state, capabilities of the integral HOES school, making adjustments to the program of its development and encouraging pedagogical personnel (with account of personal characteristics of teachers) to implement tasks at the corresponding stage of the HOES school formation.

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