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EDUCATION TRADITIONS OF PUBLIC SCHOOLS CHILDREN HEALTHY LIFESTYLE IN TRANSCARPATIA (1919–1939)

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ОСВІТНІ ТРАДИЦІЇ ЗДОРОВОГО СПОСОБУ ЖИТТЯ УЧНІВ НАРОДНИХ ШКІЛ ЗАКАРПАТТЯ (1919–1939)

Abstract. It is proved that the education of a healthy lifestyle of junior schoolchildren took place through information, training and actually educational activities aimed at the formation of sanitary and hygienic culture, healthy lifestyle, development good habits (adherence to the daily routine, proper diet, physical activity) and prevention of harmful habits (smoking, alcohol consumption, etc.).

The aim of the article is to identify educational traditions of healthy lifestyle of primary school children; the analysis of the content of school textbooks used in Transcarpathian public schools during the interwar period for the content of materials on support and promotion of health.

The main results of the study are to outline the possibilities of education of healthy lifestyle in primary education contents and their reflection in the subject “Citizenship Science and Education” (Civics). It has been established that the realization of the tasks took place according to the following scheme: stage 1 – educational activity aimed at the formation of hygienic culture, healthy lifestyle; 2 – acquaintance with the technologies of protection, preservation and promotion of health (rules of hygiene and sanitation, regime of the day, nutrition), aimed at forming the resistance of the organism to adverse environmental factors; 3 – physical activity as a health advantage, for children it includes games, sports, exercise, hiking, competitions, dancing, recreation or work, etc.; 4 – fight against bad habits.

Key words: healthy lifestyle; folk traditions; upbringing; content of textbooks.

Анотація. Доведено, що виховання здорового способу життя молодших школярів відбувалося через інформування, навчальну та власне виховну діяльність, спрямовану на формування санітарно-гігієнічної культури, здорового способу життя, вироблення корисних звичок (дотримання режиму дня, правильного способу харчування, рухової активності) та профілактику шкідливих звичок (куріння, вживання алкоголю тощо).

Мета нашої статті полягає у виявленні традиції виховання здорового способу життя дітей молодшого шкільного віку; аналізі змісту шкільних підручників, які використовувались у народних школах Закарпаття міжвоєнного періоду на вміст матеріалів про підтримку і зміцнення здоров'я.

Основні результати дослідження полягають в окресленні можливостей виховання здорового способу життя у змісті початкової освіти та віддзеркаленні їх у предметі «Горожанська наука і виховання» (громадянознавство). Встановлено, що реалізація завдань відбувалася за такою схемою: 1 етап – освітня діяльність, спрямована на формування гігієнічної культури, здорового способу життя; 2 – ознайомлення із технологіями захисту, збереження і зміцнення здоров'я (правила гігієни та санітарії, режим дня, харчування), спрямованими на формування стійкості організму до несприятливих факторів навколишнього середовища; 3 – фізична активність як перевага здоров'я, для дітей охоплює ігри, спорт, фізичні вправи, походи, змагання, танці, активний відпочинок або працю тощо; 4 – боротьба зі шкідливими звичками.

Ключові слова: здоровий спосіб життя; народні традиції; виховання; зміст підручників.

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Introduction. The current stage of Ukrainian society development is characterized by an exacerbation of health problem of young people and children. 35 % of primary school students have respiratory diseases, 45 % have digestive diseases, 10 % have nervous system disorders, and 35 % have psychiatric disorders. This situation among schoolchildren is conditioned by the lack of a conscious attitude to their health as the most personal and social value. Economic troubles, stratification of society, dissatisfaction with real life make complex challenges for the modern education system. One manifestation is addictive behavior when the condition and behavior of a person depends on various factors: gambling, alcohol, tobacco, drugs or chemicals, food, computer games etc. Addicted to the listed or similar factors may be representatives of different segments of the population by age from children to elderly, material support, ethnic, racial, religious, gender or other.

The problem of health protection is recognized at the state level in the Constitution of Ukraine, laws of Ukraine “On education”, “On protection of childhood”, “On additional measures to strengthen the fight against HIV and AIDS”; a number of national and international programs; targeted integrated programs, etc. The formation of a healthy personality, both physically and spiritually, is a priority of every element of national modern education. The National Doctrine of Secondary Education Development of Ukraine in the Twentieth Century focuses the attention of teachers on the preparation of physically healthy children who are ready to understand the concepts and patterns of interconnection of safe behavior of a person, healthy lifestyle, appreciation of one’s life and the lives of others. Methodological guidelines for the study of school subjects (Letter of the Ministry of Education and Science of 01.06.2012 No. 1 / 9-426) determine the important feature of school lessons teaching technologies that promote healthcare.

The aim – to outline the folk traditions of healthy lifestyle education for primary students; to analyze the content of textbooks used in Transcarpathian folk schools in the interwar period for the content of materials that contributed to the formation of healthy lifestyles for primary students.

Methods. The following methods have been used to describe the methodological backgrounds of the study:

– historical and pedagogical analysis to determine the object, subject, aim, objectives of the research;

– synthesis for considering historical events, cultural and educational processes, social phenomena as a set of separate interrelated elements that form a comprehensive understanding of the chosen problem;

– historical and retrospective method used to analyze the source base;

– interpretative to find out the sanitary and living conditions of the population and reflect them in the works of teachers and writers of the time;

– hermeneutic (rethinking the role of sanitary and hygienic training and education in the pedagogical process, identifying ways to improve it through the introduction of historical experience);

– generalization and systematization for forming a comprehensive understanding of cultural and educational features of folk traditions in the healthy lifestyle education.

Results. The problems of a healthy lifestyle as one of the effective factors of preserving the health of the younger generations have been covered in the works of T. Boychenko, M. Grinov, V. Ponomaryov, G. Silin, T. Shapovalov, S. Yurochkin and others. The retrospective of a healthy lifestyle of a student’s personality in historical development has been explored by O. Vashchenko, L. Zhovnirenko, S. Kyrylenko, L. Sushchenko and others. Ethnic experience in the preservation of children’s health is represented in scientific research by G. Bilavich, G. Vorobei, I. Klish, V. Levkiv, L. Slivka and others.

The essence, role and place of the textbook in the educational process have been outlined by Yu. Babansky, E. Pasichnyk, M. Skatkin; traditions of Ukrainian textbook creation have been reflected in the scientific works of I. Kurlyak, N. Sabat, L. Stakhiv, B. Savchuk, M. Chepil and others.

The effectiveness of the impact of the educational environment on the health of primary students is determined by the systematic health activities. The process of formation a conscious attitude to one’s own health requires the combination of information and motivation components with the students’ practical activities, which will help them to acquire the necessary health-saving skills and habits. Each segment of the pedagogical process should be oriented into formation of the definition of health value in children, a sense of responsibility for the preservation and strengthening of their own health, the deepening of knowledge, skills and habits related to all components of health (physical, social, mental, spiritual).

A characteristic feature of the renewal of the national education system is its variability, which is reflected in the development and creation of alternative textbooks. The textbook is considered to be a model of the learning process at a particular stage of society, that is, an expression of a certain pedagogical technology. The updated educational content is now at a high level of elevation and reveals educational challenges regarding finding ways of educating socially significant moral values in primary students. With the introduction of the State Standard, it became possible to create truly variable authoring programs, which helps to make the next

step – to create variant textbooks with different methodological systems for the implementation of content lines, requirements for each educational field, implementation of the program of general educational skills.

The Secondary School Program (grades 3–4) defines that general secondary education should provide conditions for the intellectual, social, moral and physical development of students. The educational functions of the content of the educational material are a priority in the elementary grades. However, during 1919–1939 there was no single curriculum. Local education authorities created their own cur-

Table 1. Indicative Curriculum for a Classroom Public School

Grade	I		
	1	2	3
Rank	1	2	3
School years	1	2 – 3	4 – 5 – 6
Religion	2	2	2
Teaching language	12	10	10
The science of the native land	–	2	–
Geography	–	–	1
History	–	–	1
Nature science	–	–	1
Physics	–	–	1
Counting and geometry	4	4	5 (4)
Painting	–	2	2
Writing	–	2	2
Singing	2 / 2	2 / 2	2 / 2
Gymnastics	–	2	2 (1)
Handmade for women	–	–	4
Total for boys	19	25	28
Total for girls	19	25	30

riculum options (see Table 1).

The main place in learning healthy lifestyle was given to the subject “Civil science and education” (civics). According to the so-called “Small School Law”, a number of subjects were compulsory for teaching in all public schools. At the lowest level, Civics was not a separate subject, merged with the original science, and gave it an educational character, namely, to cultivate noble feelings, morality, compassion, and correct norms of behavior among people [10].

On the average, it proceeded from local history (science of the native land), where necessary, merged with it and formed a common basis for educational influence. The primary task of education of civic science and education at this stage is to instill instincts, direct the inclinations and interests of students, purposeful use of their sensitivity, systematic management of their will and constant and consistent formation of

good habits. At a higher level, it was combined with real objects, laid the foundation for the future outlook.

At the third grade of public school, students were introduced to the rules of hygiene of the human body, clothing, shelter, influence of sun, air, water, human health, rules of tempering, work and rest, etc. Each year, students were studied the side effects of alcohol on the human body. Next year, students were learned that sobriety was the result of a moderate attitude to alcoholic beverages. Students were acquainted with the problem of smoking. “Day Routine” and “Travel Safety” were new topics in the study of healthy lifestyle. The list of topics in the fifth year of study were expanded: “Natural Healthy Life Management”, “Public Health”, “Epidemic”, “Medical Institutions (Hospitals)”, “First Aid for Wounds”, “Disinfection and Vaccination”, “Prevention of Infectious Diseases”, “Physical Education and Sports” and others. Later, the

activities concerning health care of public organizations and sports sections were studied, the constituent concepts of health were learned in details.

Based on the analysis of school textbooks on civic studies of Transcarpathian teachers of the Czechoslovak period, it was stated that their content formed a healthy way of life for primary students. The following textbooks were used for the teaching of civic science and education in the schools of Subcarpathian Rus: “Citizen, his rights and obligations” (translation of Peter Deimk’s book *Obcanska nauka*, made by K. Kohan (1922), “Science on the rights and responsibilities of the citizen” F. Kubets (1923), “Civil Science” by O. Markush (1925), “Citizenship for Citizens and Citizens’ Schools” by D. Volkovsky (1934), “Textbook of Civic Science and Education” by M. Skarzhepa-M. Pereima (1937) etc.

O. Markush’s textbooks became an integral part of the educational process in Transcarpathian public schools, which encouraged pupils to study Ukrainian culture and introduced the best examples of other cultures. O. Markush himself or in co-authorship prepared the mother tongue book for highlanders and published 23 textbooks in various disciplines for elementary and civic schools. The contents of each textbook contained educational texts that covered the topics of the civic education program. It should be noted that the topic of alcoholism was a “painful” topic for Transcarpathian textbook teachers. The core is this theme in O. Markush’s creative work.

In the textbook “Civil Science” O. Markush introduced students to the activities of Carpathian cultural unions. Among them is the Union of Sobriety, which aims to fight against alcohol addiction. In available form for primary students, O. Markush explained the threat of alcohol usage and that “alcoholism (drunkenness) destroys a person’s body and soul. Who is drunk will not only destroy their health but also already harm their children. Children of alcoholics most weak, frail and weak-minded”. At the end, the author stated, “alcoholism is the greatest enemy not only for humans but also for communities and states. And countries in which alcoholism is widespread will not be able to have a proper level of either culture or economy” [7].

The material for the social component of health was represented by the educational materials of this section of the textbook “The textbook of the citizen science and education” by M. Skorzepey – M. Peremy. The main idea is that people have a mutual obligation to help one another. Only one who lived, like Robinson on an

empty island, would not depend on another person, but would have to do everything himself. The interdependence of people is greater in the countryside than in the city. It is good, when a person knows what others are doing for him; it gives him the opportunity to thank. It should be understood that a person is not happy alone and it is better to live in a community among people. Living together in society is beneficial to humans.

Based on self-pedagogical experience, it can be stated that a special role in the system of school education, as well as in the interwar period in the Transcarpathian public schools, was given to the study of the mother tongue and reading. Personal qualities acquired at a young school age not only provide the basis for further education, upbringing and development of adolescents and young people, but also largely predetermine the practical, civic and professional activities of the adult.

According to the memoirs of contemporaries, A. Voloshin’s books were so popular for studies. Realizing that the use of alcohol in Carpathian society of that time was a consequence of economic problems, A. Voloshin condemned the use of alcohol and tobacco in public speeches, lectures before seminarians, teachers, on the pages of professional and periodicals. The teacher devoted his speeches, disputes to the health problem of young generation however this topic was covered in every school textbook by A. Voloshin. Memoirs of P. Yatsk (A. Voloshin’s student) became like confirmations of purposeful educational influence of natural textbooks and teaching behind them [1–5].

Folklore, such as folk tales, songs, sayings, games, etc., had a positive pedagogical impact on the mental health promotion of younger students. The contents of the textbooks for reading by M. Pidgiryanika (Lenart-Dombrovskaya) was filled with folklore works, the author in 1919–1928 had been teaching in the villages of Zarichevo and Poroshkovo of Perechyn district and Dovge Irshava district. She picked up material for books while teaching children in a public school drew from a rich treasure trove of folk literature, translated folk singers and poems of Czech poets, and herself composed poems, songs and plays for her students. From her pen came a lot of translations from foreign (Czech and Polish) children’s literature, over 100 children’s poems. She published textbooks for the elementary school “Lastivka I” (1925), “Lastivka II” (1926). Their publication was necessary for students of Transcarpathian public schools, as the author introduced many texts of children’s games – their own and collected in different villages of Transcarpathia [8].

Interesting in this regard is the book “Zornitsa” O. Markush. The works selected by the author had a purposeful educational influence on the younger readers – the content formed a respectful attitude towards health. The combination of the educational purpose of a particular folklore model with its educational direction is a characteristic feature of them. When studying the letter “F” is given a joking story about a dog who “smoked a file” and rub it to the boil: “Smoked, smoked and closed his eyes”. This story was written by I. Franko in Naguyevychi and published in 1905 in “Galicia-Russian folk tales”. It should be noted that A. Markush, having in his own library all the readings and the best pedagogical literature, which was published in Kyiv, Lviv, Kharkiv, Vienna and Prague in the 20–30s of the twentieth century, wanted his students to get acquainted with the best cultural heritage of other nations. Accordingly, the textbook included works by S. Vorobkevich, M. Podgiryanka, B. Lepky, L. Tolstoy, L. Glibov etc. translations from Czech, Russian languages [9].

The results of a retrospective analysis of the content of textbooks published for Transcarpathian public schools in the interwar period, the study of the literature of the studied period, and the scientific development of modern scholars make it possible to confirm that the school textbook in Transcarpathia has a long and rich history.

The textbook, as a pedagogical and social phenomenon, extends to the family and other social groups.

List of literature

1. Волошин А. Читанка для II классы народных школ / А. Волошин. – Ужгород : Унію, 1921. – 80 с.
2. Волошин А. Читанка для IV и V школьных роков народных школ. Ч. II / А. Волошин. – Ужгород : Школьная помощь, 1932. – 251 с.
3. Волошин А. Читанка для угро-русской молодежи. Ч. I для низших классов народных школ / А. Волошин. – 2-е вид. – Унгвар : Унію, 1908. – 255 с.
4. Волошин А. Читанка для угро-русской молодежи. Ч. I / А. Волошин. – 2-е вид. – Ужгород : Унію, 1921. – 80 с.
5. Волошин А. Читанка для русской молодежи. Ч. III для VI–VII школьных роков народных школ / А. Волошин. – 5-е вид. – Ужгород : Школьная помощь, 1932. – 288 с.
6. Маркуш А. Гражданская наука / А. Маркуш. – 2-е вид. – Ужгород : Викторія, 1925. – 48 с.

The richness and diversity of the content, with its real significance, makes the school book a valuable historical document. As a carrier of educational content, a textbook is always a reflection of a particular era, level of knowledge, outlook and dominant stereotypes. It is a pedagogical tool, inscribed in a longlasting pedagogical tradition, indivisible over time, reflecting the ways of using teaching methods in the conditions of the time. Public school textbooks can be seen as a source of a healthy lifestyle education for students. Teachers of Transcarpathia purposefully introduced educational materials to the content of school textbooks, realizing the importance of educating a healthy lifestyle of Transcarpathian discipleship.

Conclusions and Prospects for Research. Summarizing all above research material it can be concluded that the historical and pedagogical traditions of healthy lifestyles are unique to each region. In Transcarpathia, during the interwar period, traditions were developed to include materials in the content of school textbooks for primary students about the importance of sanitary culture, the formation of value orientations for ensuring health in all ways of a healthy lifestyle (nutrition, physical activity, rest, useful habits, etc.).

The future prospects of further research were considered like: the study of the historical experience of cooperation of the school with the family in the issues of traditions of healthy lifestyle education of children.

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