

ORGANIZATIONAL CONDITIONS OF HEALTHY LIFESTYLE PROMOTION FOR ARTS STUDENTS

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Abstract. The article highlights the problem of healthy lifestyle promotion for students of Arts universities. The aim was to develop and prove scientifically the conditions of healthy lifestyle for students of specialty "Fine and decorative art" using the following methods: theoretical analysis and synthesis of philosophical, psychological and pedagogical, educational, and professional library resources, legal documents on education and health care, and educational supervision.

The requirements necessary to improve health preservation training and organizational aspects of the process were defined. The stages of health preservation training, namely: diagnostic stage, adaptation, analytical adjustment and final stage were revealed in our work.

The authors determined the most important forms of conducting health preservation training: lectures, seminars, and combined classes, independent and individual work, health circles experiences. The recognized effective methods thus are following: information and development, discussion and design, and problem research. The main means are physical exercises.

We tried to give grounds for transformation expediency of the existing system of physical education in arts higher education establishments into integrated technology of students' health preservation training based on not only practical grounds, but also theoretical and methodological principles of healthy lifestyle skills development.

Key words: students, arts specialty, healthy lifestyle.

Introduction. Education, training and personal development are the basis of a single pedagogical process of healthy lifestyle skills development. A student's personality forms and develops under the influence of many factors, including: objective and subjective; natural and social; internal and external ones [1, 2].

In this regard, today it is important to optimize the process of forming one's healthy lifestyle through achieving the desired effects of physical activity. As a pedagogical process it should include positive special pedagogical influence to maintain basic physiological parameters that can not be imagined without creative-activity, and teacher - student partnership.

Development mechanisms of human's conscious attitude to life were examined by such scholars as D. Davydenko [3], A. Dubohay [4], L. Apanasenko [5], and others. In particular, the issue of formation of students' readiness to health preservation training during the process of physical education was studied as well as their desire for continuous self-improvement and health preservation for future independent living. It is extremely important to maintain those health related values, competencies and stereotypes that are formed and developed in the student years. Further these factors will determine the individuals' behavior and attitude to their health.

In our opinion, the current program of healthy lifestyle promotion for arts students was designed to combine the human sciences into a single course to facilitate a deeper study of psychic and functional features and capability increase of the human body reserves.

In view of the above, the establishment of the integrated science-based technology of healthy lifestyle promotion for students of specialty "Fine and decorative art" requires further analysis and separation of organizational and pedagogical conditions of physical education, the implementation of which will help students become fully independent in choosing their priorities and consciously respond to themselves for the state of their health.

Connections with academic programs, plans, themes. The work is performed under the Consolidated Plan topics of research in the field of Physical Education and Sport of Ukraine; theme 3.9 "Improving the scientific principles of sports for everybody, fitness and recreation" in 2011-2015. (State registration № 0111U001735).

Material and methods. The study involved the first and second-year students of specialty "Fine and decorative art" at Lviv National Academy of Arts in number of 93 people (80 girls and 13 boys).

To achieve the objectives we applied the following methods: theoretical analysis and synthesis of philosophical, psychological and pedagogical, educational, and professional library resources, legal documents on education and health teacher observation.

The aim of this work is to develop a theoretical grounds and principles of healthy lifestyle promotion for students of specialty "Fine and decorative arts".

To achieve the aim we have to solve the following tasks:

1. To determine organizational and pedagogical conditions of the process of healthy lifestyle promotion for students of creative specialties.
2. To reveal the content and organization of healthy lifestyle promotion for students of specialty "Fine and decorative arts".
3. To define the stages of healthy lifestyle promotion for students of art specialties.

Results of the study. Previous studies [6] revealed that the majority of students (58.1%) of creative professions are of average physical fitness. In addition, it was found [7] that the existing system of physical education for students of universities doesn't sufficiently contribute to needs of their health care. There is an urgent need for searching the ways to improve scientifically based organization of physical education in universities. It makes sense to activate efforts of scientists to create a healthy lifestyle programs. Of particular importance delineated issue is for arts students disposed to individual professional activity. This prompted us to seek ways for application of modern innovative technologies in physical education to increase motor activity and improve the students' adaptive capacities.

In our opinion the healthy lifestyle promotion process aimed to improve the efficiency and quality of training and leading healthy lifestyle by arts students must meet the following requirements:

- an individual approach to a healthy lifestyle during the group studies using innovative teaching methods;
- mastering theoretical knowledge and teaching skills without reduction of students' motor activity;
- ensuring valeological concept of physical fitness while organizing practical training through an organic combination of physical education content;
- accordance of forms and methods of teaching theoretical material contents on physical education, method and practice contents with a specific professionally-applied task;
- teaching methodology should be based on interdisciplinary connection of sports knowledge with the knowledge that students acquire in other areas such as philosophy, sociology, medicine and other disciplines related to the development of physical education for its deeper awareness and comprehension;
- the use of training techniques optimization and intensification of the educational process: application of learning challenges in physical education, computer games, software, training, and other modern means;
- provision of ongoing monitoring, mutual and self-control that will quickly make corrections in the educational process. The forms of control can be observation, oral and written survey conducted in the form of a report or design of individual exercise programs.

It is impossible to consider managing of healthy lifestyle promotion in physical education classes without regarding stages of a healthy lifestyle at universities. We believe that the basis for managing the physical potential of young people whose prospective job will be linked to the need to create, should serve as a psychic and physiological peculiarities of these stages. Each stage has its own characteristics according to which it will be necessary to put individual tasks and adopt appropriate tools, techniques and forms of studies. This process, in our view, can be divided into four stages:

- introduction, acquiring general healthy lifestyle knowledge;
- formation of initial skills and habits of exercise;
- consolidation of acquired exercise skills;
- skills and believes in the necessity of maintaining a healthy lifestyle throughout life, the emergence of life experience.

Each of these stages has a number of problems that are solved using different teaching methods among which the leading one is entire studying. And the application of acquired knowledge and skills shows the highest degree of healthy lifestyle promotion which is the ultimate purpose of healthy lifestyle education. These skills are a sign of higher level skills and their didactic value can not be overestimated.

Summarizing the research areas of strategic optimization of physical education, we have identified the organizational and pedagogical conditions and predict the expected result which can be seen throughout healthy lifestyle study (Table. 1).

It should be noted that the pedagogical conditions for managing process of healthy lifestyle promotion among arts students is a constant search for the "golden mean" between vocational and applied and completely unfamiliar concept of sports and recreation activities.

The content of these conditions must take into account some important aspects: the objective significance of physical education knowledge and skills for future life; the need to regulate and minimize the sports oriented physical education; orientation on developing abilities of properly use healthy lifestyle knowledge to prevent occupational diseases; study the physiological and psychological relationships that occur in the human body under the influence of any work.

Carrying out of outlined organizational conditions specific to the profession of artists will help form not narrow-pragmatic and highly-specialized physical skills but healthy lifestyle knowledge and skills which students will reproduce to continue their lifespan.

Table 1

Organizational psychological and pedagogical conditions of healthy lifestyle promotion among students of specialty "Fine and decorative art"

Condition	Result
Increased attention to the philosophical and social issues of healthy lifestyle during the physical education process	Comprehension of external influences on the human body; the study of certain factors, phenomena and concepts patterns based on fundamental ideas and principles of motor function and a human's physiological characteristics
The transition from the high sports results pursuit to physical education of students; from "just maintaining health" to "maintaining health throughout the life"	Formation of the need for continuous motor activity and improvement of all body systems through continuous self-education and self-development. Systematic and integral formation of competencies and competency in healthy lifestyle
Organization of practical physical education training based on the valeological concept of physical fitness	Providing of self-realization in creative activity and intellectual growth of the student's personality; development of healthy lifestyle, system thinking style and activity; awareness of the need for a responsible attitude towards their health, ability to "listen to one's body"
A framework for generating of methodological skills to carry out preventive, recreational and rehabilitation activities	Acquisition of methods of recreation, prevention, valeological activities considering axiological and andragogical components
The use of physical training in the study of psychic and physiological characteristics of one's own body	Developing of mental and physical health, the ability to determine the wellness level according to subjective indices and on this basis to create the conditions for self-regulation skills
The transition from analysis to synthesis and optimization of one's own lifestyle	Creating a system of physical education aimed at developing invariant, methodologically important, health-related, long-term knowledge
Flexible monitoring system	Creation of integrative interdisciplinary educational and methodological course and the teaching provision

The content and organization of healthy lifestyle training for arts students provides the consistent implementation of three interrelated psychological and pedagogical aspects of teaching in physical education classes: subject-professional, sport and health-related, and socio-behavioral; each of which involves a number of tasks and knowledge shown in Fig. 1. This will help perspective graduates - specialists in arts - understand the priorities of physical education for the maintenance of individual health, develop the capacity and ability to control the healthy lifestyle, and timely use of corrective measures. During the cognitive and learning activity various forms of abstract thinking activation should be applied: the concepts (feature definition), thoughts (assertion and denial of the object properties) and conclusions (generalizations of opinion).

Also during the organization of classes in physical education you should focus considerable attention on implementing of modern techniques of health improvement; learning to understand health effects of exercise and comprehend their possible applications.

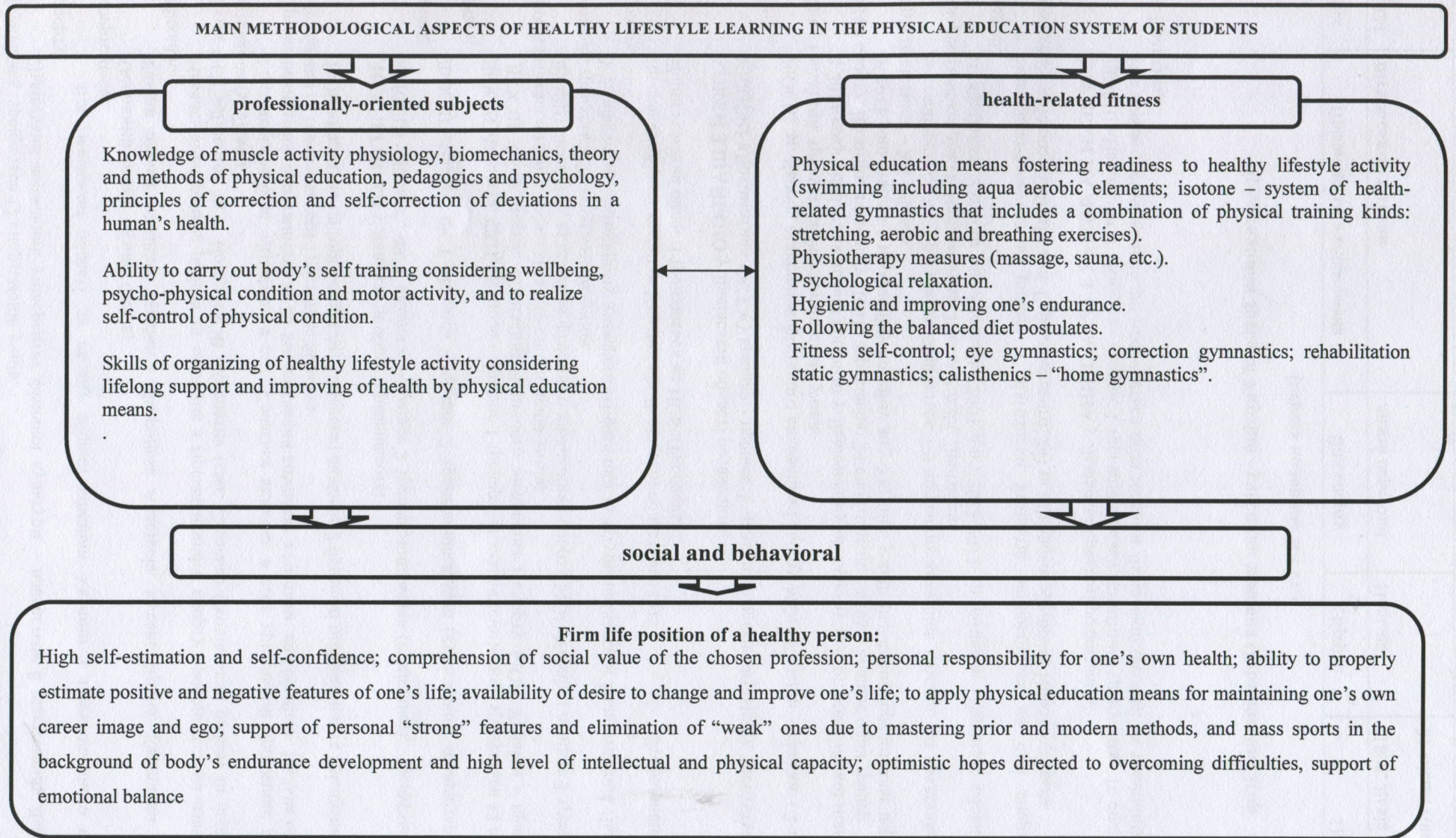


Fig. 1. Content of practical healthy lifestyle lessons in the physical education system for arts students

In addition, the formation of healthy lifestyles of arts student should follow certain steps of healthy lifestyle studies, including diagnostic, adaptation, analytical and corrective stages (Fig. 2).

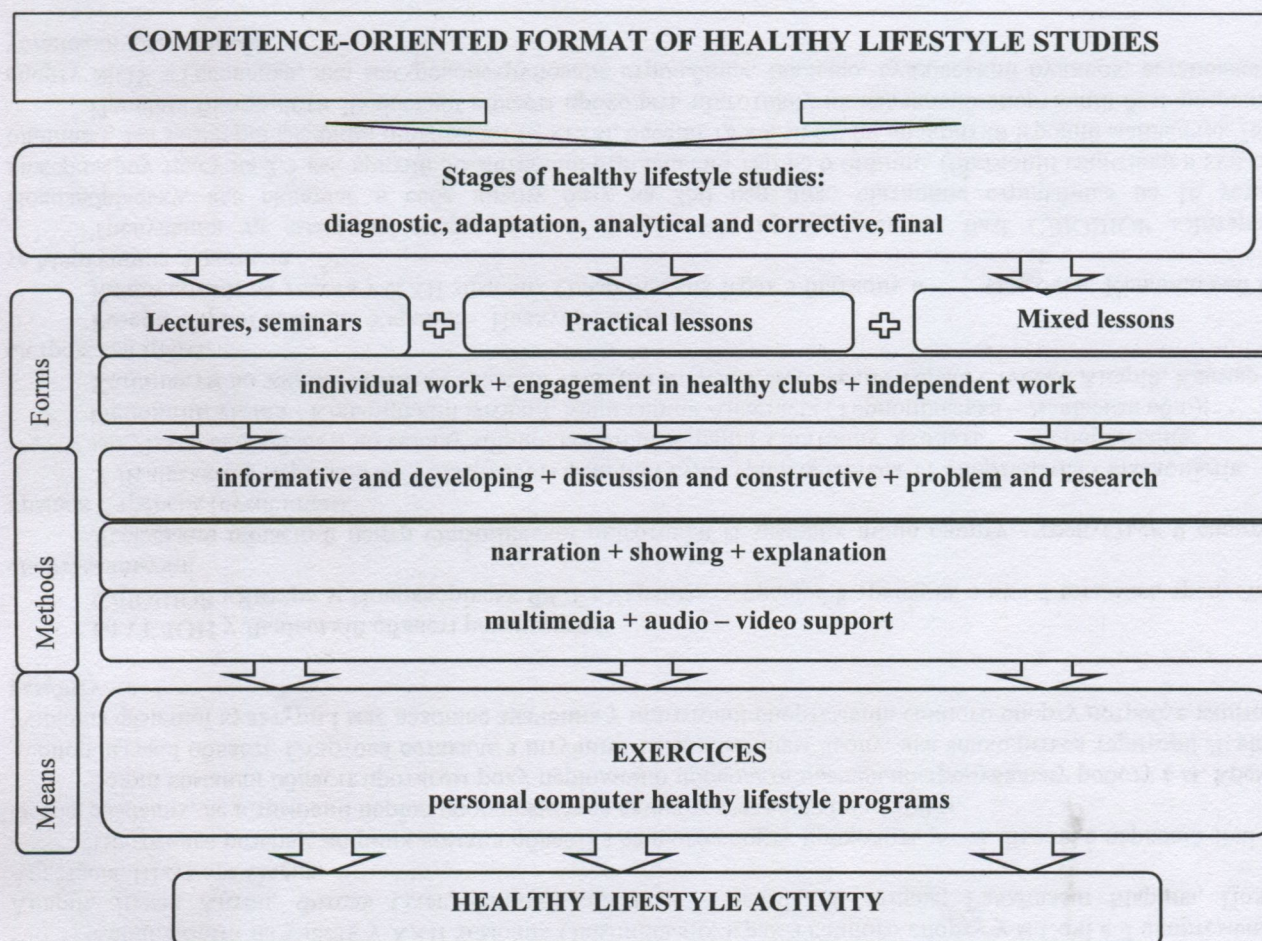


Fig. 1. Scheme of healthy lifestyle studies for students of "Fine and decorative art" speciality

Thus, the diagnostic stage involves the diagnosis of students' knowledge and morphological and functional changes in their body under the influence of exercises. The adaptation stage is designed for a student's joining the healthy lifestyle learning process and provides student's getting used to conditions that would ensure a healthy lifestyle. Through the development of responsible attitude towards their health, during this stage skills to be used on a subconscious level are formed.

Analytical and corrective stage considering the thorough analysis outcomes allows making changes both in the content of healthy lifestyle learning and directly to the organization of sports and recreational activities. It depends on how efficient is the whole process of learning.

The final stage provides learning process evaluation and makes it possible to identify "weak" spots of the educational process and returns both a teacher and a student to the diagnostic stage and ensures continuation of healthy lifestyle studies at a higher level.

The key points in the process of healthy lifestyle learning are forms, methods and means. Based on the analysis of scientific literature and our own teaching experience we have singled out the most important forms of conducting the healthy lifestyle training. They are lectures, seminars and mixed lessons, independent and individual work, training in health clubs.

The effective methods thus recognized are: informative and developing, discussion and constructive method, problem and research. An important aspect is the combination of narrations, demonstrations and explanations. The implementation of these methods will be through the use of multimedia and audiovisual systems.

As for means, the main ones are physical exercises. Besides, individual healthy lifestyle programs, tests, and computer tests are crucial ones.

Highly specialized training of students, the concentration of their attention on improving their physical fitness, increasing the level of physical qualities during the physical training lessons lead to the overlooking of

responsibility for their own health. In contrast to athletic direction you should use a methodology that will form students' prevention initiative, rehabilitation ability and recreational preferences for their health.

Thus, an important factor of physical education in arts universities are focused on the preparation of a new type of a graduate competent in carrying out healthy lifestyle activities throughout life, and this, in its turn, implies a change in both content and educational purposes of the whole sports area. Each graduate of such specific university, realizing the need for diversity of all available educational health practices should be able to use modern technology for improving the preservation and strengthening of his/her health.

Discussion. An important objective of physical education for students specializing in "Fine and decorative art" is not just forming a system of knowledge and skills necessary for further creative longevity, but teaching them to use their own healthy lifestyle technology. Developing of healthy lifestyle skills should be started from the first day of training students in relation to their social and professional adaptation [4, 8]. It is important for a student to aware the role and place of self-education in the formation of healthy lifestyle and be acquainted with rational methods of physical education for their improvised and creative use.

Studies in the field of pedagogy [9] suggest that the formation of healthy lifestyle in higher educational establishments of different professional direction has been determined by the system of physical education, depending on the characteristics of students' future careers.

We agree with the opinion of specialists [8, 9, 11] that the available physical education system in higher education establishments requires reorganization and improvement. Physiological characteristics of people who have chosen creative professions nowadays require a special approach to teaching activities preserving youth's health. Arts students have peculiar features and abilities which should be fostered by the whole system of physical education. The complexity of the process of formation of healthy lifestyle is complicated by the personal abilities of each student, his/her personality has an impact and require a special content of learning technologies used in physical education.

Scientists [10, 11, etc.] are sure that social factors play a major role in people's health. In this regard, physical education should be carried out during the socialization and healthy lifestyle studies and provide primary problem solving - forming healthy lifestyle competence of students, which determines the development level of their effective behavior in order to preserve their health.

We also share the view of a number of researchers [7, 12, 13] as for a lack of need among students to take care of their health. Most students neglect the use of exercise as one of the effective means of recovery. An important part in the upbringing of a healthy lifestyle is to engage students in independent physical training, implementation in everyday life scientifically based recommendations for the rational work hours, rest, nutrition, physical activity.

On the basis of current trends and innovations in physical education [14, 15], we set out the requirements for upbringing the effectiveness of the cognitive process of arts students' healthy lifestyle and improving the quality of healthy lifestyle studies; healthy lifestyle peculiarities; organizational aspects of the formation of healthy lifestyle among students of creative specialties. Summarizing the research on physical education optimization, we have determined pedagogical and organizational conditions and cleared up expected results of the potential application of healthy lifestyle studies.

Conclusions:

1. Synthesis of trends to optimize physical education process allowed us to clarify the organizational and pedagogical conditions of the healthy lifestyle process development among arts students. The trends content is aimed at increasing the importance of physical education knowledge and skills for future life; minimization of sports oriented physical education; prevention of occupational diseases, and so on. Implementation of defined organizational conditions will develop students' healthy lifestyle skills.

2. We have given grounds to the content of healthy lifestyle studies for arts students, which is aimed at achieving the following main aspects at the physical education lessons: professionally-oriented subjects, health-related fitness, social and behavioral aspect.

3. We have defined the basic stages of healthy lifestyle development for arts students: diagnostic, adaptation, analytical and corrective, and final. Each of the outlined stages is aimed at solving specific healthy lifestyle problems.

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