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Нормативно-правовые и социальные аспекты развития здоровьесберегающих навыков у учителя физической культуры в Китае

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Аннотация. На сегодняшний день здоровьесберегающая система является не только важной частью системы образования, но и национальной безопасности страны. Чтобы вырастить здоровую нацию, необходимо прививать здоровьесбережение с детства. Часть обязанностей по укреплению здоровья в школах возложена на учителей физической культуры. Педагог способен правильно и компетентно передать знания о здоровом образе жизни подрастающему поколению, формировать мотивацию к двигательной активности и личной гигиене.

Ключевые слова: здоровьесберегающие навыки, учитель физической культуры, здоровьесберегающая деятельность, профилактика заболеваний, лечебная физическая культура.

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Introduction

The healthcare system is an important part of the entire government system of any country, since it ensures the promotion of health, the prevention and treatment of diseases, and the reproduction of a healthy nation. The healthcare system of the People's Republic of China consists of a set of socio-economic measures to organize disease prevention and medical care to improve the health of the population. This system includes government agencies, the Ministry of Health, various health authorities, academies of medical sciences, sanitary and epidemiological surveillance committees, treatment and prevention and research institutions, pharmaceutical enterprises, pharmacy and sanitary institutions, government and non-governmental organizations in the field of health and health education. The goal of the healthcare system is to increase healthy life expectancy and population, reduce mortality and disability rates, respect the rights of citizens in the field of healthcare and ensure the implementation of these rights by government instruments.

Regulatory aspect

An analysis of the legislative framework regulating education in China showed the presence of such documents regulating the activities of teachers in the field of education and health. The Chinese Constitution contains the following laws relating to education: "On Education", "On Compulsory Education", "On Teachers" and "On Promotion of Non-State Education". They state that the main purpose of education is the active and healthy development of every individual to build a developed and strong nation. Particular attention is paid to the protection of schoolchildren health in many official documents. For example, the "Draft Guidelines for Basic Education Curriculum Reform" published by the Chinese Ministry of Education emphasizes the importance of the "healthy development" of every schoolchildren [1].

The concept of maintaining health is harmoniously integrated into China's national education system. Concern for the health of the Chinese people is closely intertwined with the methods of traditional Chinese medicine. For many centuries, the methods of traditional Chinese medicine, as well as some of its ideas, have contributed to the widespread strengthening of the mental and physical health of the Chinese nation: maintaining mental balance, moderate nutrition, giving up bad habits and following the moral path.

Under the initiative of the Healthy China Program, health education is being conducted in professional and educational institutions to attract public attention to disease prevention. In educational institutions, such education is carried out through the organization of events, classes, competitions and games on a given topic. In many ways, this is realized in the cooperation of children and teachers; Parents of students also participate in events and competitions, which contributes to the widespread spread of a healthy lifestyle.

Another major program in recent years dedicated to the preservation of health and the culture of a healthy lifestyle in educational institutions is "China Campus Health Action". It aims to increase the awareness of teachers and students in the field of occupational health and safety in the workplace. As part of the program, Chinese authorities, together with experts in the field of education and health care, are developing and implementing the idea of a "safe campus", an environmentally friendly educational space built and equipped using new technologies.

One of the latest activities organized by China Campus Health Action in March 2024 is the Youth Foot and Ankle Health Action. The purpose of the event is to raise awareness about the health of the musculoskeletal system, in particular the foot and ankle. As part of the "Youth Action for the Protection of Foot and Ankle Health" until 2029, it is planned to systematically organize educational lectures and events, as well as monitor the health of the feet and ankle joints in educational institutions. Already today, hundreds of cities, tens of thousands of schools and millions of students and teachers are taking part in the action; the action received support from major health and education organizations [2].

Developing health-preserving skills of physical education teachers

The physical education teacher plays an important role in this system. Firstly, he serves as an example for the younger generation in maintaining a healthy lifestyle, and secondly, he has the necessary competencies in organizing preventive measures.

Caring for the health of physical education teachers in China is an important aspect of health conservation in education and the health of the population as a whole. Physical education teachers are most at risk of overwork and injury in the classroom; They should monitor their health indicators more carefully and optimally distribute physical activity. This is especially important for beginning physical education teachers. Therefore, education in the field of health conservation is necessary not only for students of educational institutions, but also for teachers to control and maintain their own health and the opportunity to pass on these skills to the younger generation. To implement such activities, experts in the field of physical and mental health are invited to educational institutions, local psychologists actively collaborate with teachers to quickly identify symptoms of stress and professional burnout, professional internships in physical education are conducted, and much more. All this contributes not only to the training of physical education teachers in the field of health conservation, but also to the monitoring of their health-preserving skills.

The issue of protecting the health of physical education teachers in Chinese educational institutions is becoming especially relevant. It is worth taking into account the general attitude of the educational institution towards preserving the health of teachers. Today, China still faces the problem of teacher overwork in education. Teachers stay at work for a long time to solve professional problems. This is because the "recycling culture" is firmly ingrained in Chinese society. Chinese authorities are working hard to reduce delays in the workplace and eradicate the "996 culture" of working from 9am to 9pm, 6 days a week.

Many physical education teachers, after actively playing sports with their students, often stay late at work to work on documentation. With constant excessive physical and mental stress, the physical education teacher's body does not have time to recover, and problems with the cardiovascular system, nervous system and musculoskeletal system may arise. Many physical education teachers do not immediately realize that they need rest until the symptoms of overwork become too obvious. In the matter of preserving the health of physical education teachers in an educational institution, personal initiative in being attentive to one's health should be taken into account. Following a healthy lifestyle should not only be formal; it will allow the physical education teacher to stay in shape and conduct classes with students more effectively.

Health-preserving activities of a physical education teacher at school

Health-saving measures today receive government support; their quality implementation largely depends on efforts at the local level: cooperation between teachers, children and their parents to jointly promote a healthy lifestyle.

In addition to classroom activities, physical education teachers regularly organize relay races, competitions and "health days". These events help to unite all participants in the educational process. Children can participate in the events independently or together with their parents; fans from other classes, parents and teachers working in the educational institution are also invited to participate, which contributes to the widespread popularization of a healthy lifestyle.

Extracurricular activities in China are not mandatory, but they provide children and teachers with additional physical activity. For children, especially from rural areas, additional physical education classes



are an opportunity for additional sports, especially if the family does not have the funds to send the child to a sports section. After lessons, children, together with the teacher, engage in various types of physical activity and sports: this could be traditional Chinese gymnastics Tai Chi, Wushu, various Western sports such as playing football, basketball or volleyball, etc. Thus, not only the physical health of children and teachers improves, but also the mental health: games with peers, contact with the teacher have a beneficial effect on the emotional sphere of the child. A survey of Chinese schoolchildren identified the most important sports for children.

Figure 1 below shows popular extracurricular activities in physical education

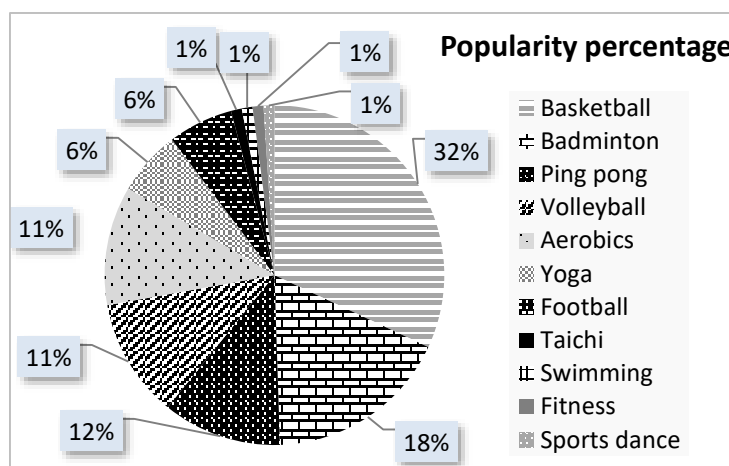


Fig. 1. Significant sports for Chinese schoolchildren

The analysis showed that modern Chinese schoolchildren are interested in Western sports; perhaps, interest in them is growing due to the policy of reform and openness to studying Western education systems, but traditional sports are still held in high esteem. The sports were not chosen at random. They are held in the school hall or school stadium; they require a standard set of equipment, and these activities not only improve the physical fitness of the children and the teacher, but also improve team spirit. Through extracurricular activities, children and the teacher actively interact and gain practical and visual experience about the benefits of a healthy lifestyle.

Therapeutic physical training is harmoniously integrated into the system of developing health-saving skills in China. In China, physical education teachers conduct physical therapy classes with children. Physical exercises of therapeutic physical culture were developed together with doctors and are used both for prevention and for concomitant treatment of diseases. Physical therapy classes are held not only in secondary schools, they are also popular in rehabilitation institutions, sanatoriums, special schools, etc.

In secondary schools, therapeutic physical education is often practiced in special groups attended by students who have a health certificate and who are contraindicated to regular physical education classes.

This initiative was initiated in the 1990s by the National Education Commission. The general principles of teaching the National Program of Physical Education in secondary schools, developed by the commission, provided for separate provisions on special physical education classes for children with disabilities [3]. In 2002, these principles were revised to provide recommendations for conducting physical education classes with children with disabilities. In 2014, the "National Standards for the Physical Health of Students" were introduced, which finally established the need for special classes for children who are unable to attend regular physical education classes. To work with children from special sports groups, physical education teachers undergo additional training or a teacher who has received special education in the field of "special physical education" and "physical therapy" is invited to the school.

For the first time in China, students of special physical education courses were hired in 2001, but today in China there are problems that hinder the active development of the discipline "Special Physical Education". Equipping schools with special equipment and funding guest teachers still requires government support. Special health groups and special physical therapy classes require more active government participation, including sufficient financial support.

Tianjin University of Physical Education was one of the first universities to begin training students in the specialty "special physical education". Today there is an opportunity to take professional training courses in the specialty "special physical education" for students already studying in regular specialties in the field of "physical education and sports". This allows us to expand the number of special physical education teachers in the country. The discipline "Special Physical Education" includes classes in such subjects as "Physical Education", "Rehabilitation Training", "Social Sports" and many others. However, today the improvement of the educational process in the field of special physical culture is still ongoing; building an education system for students of this specialty is a long process that requires concerted efforts on the part of the state and educational institutions.

Despite the fact that children with disabilities must attend a special physical education group, they are not exempt from marks, special events and competitions with awards. This encourages people to take exercise seriously and see it not as "easy" but as "essential".

Health-preserving activities of physical education teachers of pre-retirement and retirement age

A significant area in China is providing assistance to physical education teachers of pre-retirement and retirement age. Elderly physical education teachers are the most vulnerable category regarding health and physical capabilities. Firstly, age-related changes in the body can affect the teacher's physical condition and the performance of physical exercises with students. This can lead to a loss of authority and respect from students, which in turn can negatively impact learning. In addition, elderly physical education teachers often face health problems such as joint pain, limited mobility or heart problems. This may result in the teacher being unable to fully fulfill his or her responsibilities and teach students. In addition, age-related changes can affect a teacher's ability to quickly learn new technologies and teaching methods, which can also create problems in the job. In general, elderly physical education teachers need special support and attention from society, school administration and colleagues.

The Human Resource Development Center of the State Administration of Physical Culture of China pays attention to the problems of elderly physical education teachers and athletes. The center's goal in this area is long-term health-saving and professional support for older physical education teachers. With the center's support, older athletes can quickly obtain a qualification certificate as a physical education teacher and get a job. The center invites various companies to collaborate and organizes charity fund-raising events, after which the money is redirected to educational institutions to support elderly physical education teachers. This money is used to organize health trips and various events aimed at improving the health of elderly physical education teachers.

Psychological support for older teachers is no less important than physical support, which is why funds are allocated to organize meetings with psychologists. The good thing about these meetings is that they are staffed by psychologists who are trained to work with older people. Speaking not only about health, the center also funds various computer courses for older teachers. This approach to teaching computer skills to older adults ensures that no course participant is left behind. Thanks to such courses, teachers of the older generation not only improve their skills, but also allow themselves to feel needed and see prospects for the future. This kind of concern for the older generation is not uncommon in China, and it is well implemented in the professional sphere [4].

Organizing physical education lessons at school

According to the rules approved by the Chinese Ministry of Education, for the first and second grades of primary school there are 2 physical education lessons per week with a standard teaching hour of 45 minutes. In the third or fourth grade, the number of lessons increases to 3 and then remains so until the end of school. This regime is also optimal for the teacher of physical education, it allows not to overload the body during the day and to be physically active with children both in the morning and at the end of the working day. The main goal of the "Conclusions on the implementation of measures to strengthen physical education in schools to promote the comprehensive development of physical and mental health of students" is to find an individual approach to each student. Educational institutions are recommended to strive to ensure that each student is involved in sufficient physical activity during the working day. Let it be cleaning the classroom or helping the teacher – the main thing is that the student is on the move and spends less time on gadgets in his spare moments. The goal set by the Regional Department of Education goes much deeper than it seems at first sight – it consists not only in attracting students to physical activity within the walls of the school, but also in forming habits of physical activity throughout their lives. It is impossible not to think that



in the future they will spend a lot of time at work, and with a busy work schedule it is important to find time for healthy physical activity, as well as psychological relaxation.

Children are also encouraged to devote the necessary time to physical activity outside of school. But this task already falls more on the shoulders of parents than teachers. However, the school's task is to organize health education and tell parents about the need for an "active hour" every day. In connection with this task, schools produce brochures for parents, compiled in cooperation with medical and social institutions. The brochures point out the dangers of a sedentary lifestyle, excessive computer workloads, and so on. Simple gymnastic exercises are given that each student can perform together with their parents. The set of exercises is usually simple and relaxed, but includes exercises for different muscle groups that allow you to train the whole body. These brochures often contain eye exercises that help protect your eyesight from excessive computer work. Brochures also often contain recommendations on self-massage, which help to get rid of discomfort in the neck, lower back, legs and other areas caused by a sedentary lifestyle. Brochures are always available: they are distributed at parent meetings, information from health brochures is published on the school website, etc.

At the current stage of the development of Chinese education, caused by the need to rebuild the country after the Cultural Revolution, the government has published "20 measures of Beijing to strengthen physical education in primary and secondary schools to strengthen the physical health of schoolchildren. "These measures meant that educational institutions would strictly comply with the requirement to include an "hour of physical activity" in the daily educational process of children. Specific requirements were put forward in "Article 20 on physical education in primary and secondary schools". Despite the fact that these measures were quite harsh, it allowed China to quickly improve the health of the population and raise a new generation of physically more resilient people than their ancestors [5].

Conclusions

Based on the presented material, the following conclusions can be drawn. Physical education of students and the formation of healthy lifestyle skills are discussed in China at different levels: state-political, public-social, practice-oriented. There are many documents and programs for the implementation of the state task - maintaining the health of citizens, in particular schoolchildren.

The physical education teacher plays a responsible role in preserving the health of schoolchildren. Possession of the necessary competencies allows the teacher to skillfully manage the health preservation process at school and outside of school by organizing extracurricular activities

In order for the health preservation process to be carried out successfully, it is necessary to take into account regulatory documents, take into account the capabilities of schoolchildren and physical education teachers, as well as the availability of equipment for conducting lessons and health-improving activities.

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