

Akademia Wychowania Fizycznego we Wrocławiu  
University School of Physical Education in Wrocław

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***The health education and environment protection as the teaching subject  
at the University School of Physical Education in Wrocław***

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**Wychowanie zdrowotne i ochrona środowiska, jako przedmiot dydaktyczny  
we Wrocławskiej Akademii Wychowania Fizycznego**

What is the health? Everyone comprehends it in different way. For some people the health is the opposite of the disease and for the others it is ability for the adaptation of the human body that allows obtaining an adequate level of the adaptation (Kirschner 1997).

It is not so many definitions in the literature. World Health Organization created the most wide-spread definition in 1947. According to it: "The health means a good physical, psychological, and social mood and it is not seemed only as a lack of illness or ailing (Karski 1999).

WHO recognized the health as one of the most important existential value and indicated that not only doctors but also teachers are responsible for it.

There were some changes as a result of a school reform. Among them, you can see teachers' work, their function, activity and task: "Because you have to remember that teachers, who are competent, enlightened, creative and reflective decide about changes in the educational system. So, the conversion of the education is impossible without changing the current educational system and teachers' supplement and improvement (Denek 2002).

One of the roles a contemporary teacher should fulfill is a teacher of health. The physical education teacher has great competences to do it. The activity and the fitness take a great part in a physical education next to healthy nutrition, sexual consciousness and a systematic control of a health condition (Żukowska 2004).

In 1973, Demel wrote about an importance of a health teacher in a process of a physical education: "Till now a teacher fulfilled a universal role as an exercise instructor or as a specialist of one or several disciplines. However, nowadays teacher's role needs to be connected in connection with the course for an intellectual program of a physical education.

According to this teachers will show (theoretically and practically) how to live in harmony with norms of hygiene, how to share time between work and rest, how to exercise a body, improve the health and take care of beauty" (Demel 1973).

After 25 years Pawłucki (1997) prepared a report entitled "A teacher in the presence of the health value-a critical study". He wrote: "A graduate of the University of Physical Education does not have any bases to name himself as a teacher of health. He is not prepared on symbolic and cultural fields of an educational activity as well. Especially, he is not prepared to the role of a teacher of health. Only the reform of a student's education, which is coherent with guidelines of the health pedagogy and other files of the body pedagogy, is able to change his mode of trade self-qualifications (Pawłucki 1997).

Therefore, it is a very important and actual problem, which was taken into consideration by the reform of the national education. According to the Minister of National Education (Dziennik Urzędowy Ministra Edukacji Narodowej 1999, nr 5, poz. 23) the health education should be realized within the confines of an inter-disciplinary path. It means that in this moment all the teachers are responsible for

students' competences. In the health education, the health is the one of the most important human existential values and is why there are so many educational themes that should be realized together by great number of specialist.

According to a project of a new programming basis of physical education, teachers are responsible for students' health: "Physical lessons should support a physical and psychological development of students and they should favour creating a common custom of a body care, but in particular of a physical activity in a period of a school education and after it" (Podstawa programowa – projekt z 14.01.2005). Aims, contents and models of demand for every educational part were decided into layers. Socially established values (according to Pawlucky's concern) were a criterion of a division.

Among these values were health, active rest, beauty and sport that are patterns for health, activity and recreation.

According to new assumptions included in a programming basis, it is necessary preparing physical education teachers to be a health teacher. Many researches indicate that physical education teachers do not identify with a new function and they do not have competences on this field. Moreover, they do not understand the essence of the health education and they do not see possibilities of its realization (Sekita 2001).

Therefore, University School of Physical Education in Wrocław worked out a pedagogic version of the health education and environmental protection program in order to be up to requirements which are made for teachers on the field of the health. According to the author of this program (Sekita 2001), it contains two basic sections: theoretical basis (realized as a lecture) and a process of the health education (its specificity and conditions) taking contents of the environmental protection into consideration (realized as classes) and also one supplementing section which contains technical propositions (practical and methodological solutions).

First part (theoretical bases) includes following issues: a definition of the health and its conditions, types of the education to the vital meaning of the body value and the health education as the education of pupil's health and cultural competences.

Second part—the process of the health education realized in form of classes in seminary groups. There are following problems: the physical education as an inter-disciplinary path in Polish school, a rational nutrition, duties and obligations of a health teacher, the health education as basis of health promotion.

Third part (supplementing one)—technical propositions. In this part, students are to prepare and organize a health lessons. In this way, you can get turning information what students as future physical education teachers learnt about cultural and health competences.

At the university in Wrocław the most urgent thing is a change of philosophy in educating future physical education teachers.

According to contemporary assumptions of the education, Polish school awaits for such a physical education teacher that will be a teacher of health, recreation, sport or dance.

This means the university should prepare everyone who receives teaching rights to fulfill all the roles mentioned before regardless of a graduated specialization.

Therefore, it is important that a subject "health education and environmental protection" will be listed to a program of studies at all university schools of physical education in Poland.

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### SUMMARY

The main goal is to present a program of a subject "physical education and environmental protection" which is realized at the University School of Physical Education in Wrocław. This program was worked in a pedagogic version. According to the author (Sekita 2001),

it contains two basic sections: theoretical bases (realized as lectures) and a process of the health education (its conditions and specificity) realized during classes. There are also supplementing sections in which you can find propositions of practical and methodological solutions of a health lesson. When students prepare a health lesson, you receive turning information about having absorbed health competence by students as future physical education teachers.

This proposition is a kind of an answer for requirements, which teachers have to handle with on a field of health in a reformed school.

During the school year 2004/2005, this programme was realized for the first time.

Regardless of all the opinions about the proposed program, the most urgent need for the university in Wrocław a change of a philosophy in educating future physical education teachers.

In accordance with assumptions of a contemporary education, polish school awaits for such a physical education teacher who will fulfil a function of a health, recreation or dance teacher.

It means the university should prepare everyone who receives teacher's competence to fulfil all that functions regardless of a graduated specialization.

It is important that a subject "physical education and environmental protection" is listed to a programme of studies at all the university school of physical education in Poland.

### STRESZCZENIE

Celem pracy jest przedstawienie propozycji programowej przedmiotu: „Wychowanie fizyczne i ochrona środowiska” realizowanego we Wrocławskiej Akademii Wychowania Fizycznego.

Program został opracowany w wersji pedagogicznej i w myśl autora (Sekita 2001) obejmuje dwa działy podstawowe: podstawy teoretyczne (realizowane w formie wykładów) oraz proces wychowania zdrowotnego (jego specyfika i uwarunkowania) realizowany w grupach seminaryjnych na ćwiczeniach. Dział uzupełniający stanowią propozycje praktycznych rozwiązań metodycznych lekcji zdrowia. Polecając studentom przygotowanie lekcji zdrowia uzyskujemy informację zwrotną o opanowaniu przez nich zdrowotnych kompetencji kulturowych, jako przyszłych nauczycieli wychowania zdrowotnego.

Propozycja ta jest odpowiedzią na wymagania stawiane nauczycielom przedmiotu wychowanie fizyczne w dziedzinie zdrowia w reformującej się szkole.

W bieżącym roku akademickim 2004/2005 program ten został wdrożony do realizacji.

Niezależnie od tego, jaka będzie opinia o zaproponowanym programie, najpilniejszą potrzebą na wrocławskiej uczelni jest zmiana w filozofii kształcenia przyszłych nauczycieli wychowania fizycznego. Zgodnie z założeniami współczesnej edukacji, szkoła polska oczekuje takiego nauczyciela wychowania fizycznego, który będzie pełnił funkcję nauczyciela zdrowia, rekreacji, sportu czy tańca. Oznacza to, iż uczelnia powinna przygotowywać wszystkich absolwentów otrzymujących uprawnienia nauczycielskie do pełnienia powyższych funkcji bez względu na ukończoną specjalność.

Zatem ważne jest, aby przedmiot „Wychowanie zdrowotne i ochrona środowiska” został wpisany na stałe w program studiów wszystkich akademii wychowania fizycznego w Polsce.