

Evaluation Educational Programs on Students' Responsibility

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Abstract: Responsibility – the base of full activity of the person in modern society. At this conjuncture the solution of this problem demands a support on application of the educational programs providing formation of abilities, skills and the relations necessary for understanding and an assessment of own health, motivating on a healthy lifestyle, acceptance of its values and promoting development of adequate behavior of the healthy personality. Realization of this task demands the accounting of potential of the program which possesses the specific potential of familiarizing of children and studying youth to norms and healthy lifestyle values.

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1. Introduction

Social and economic transformation of a modern society generates objective requirement for maintenance and strengthening of citizens and rising generation's health, which does actual a problem of formation of schoolchildren's healthy lifestyle within the limits of updated system of school education (Nazarbayev, 1997; Akanov, 2004).

Formation of schoolchildren's healthy lifestyle is in close interrelation with process of person upbringing in general as it promotes formation of personal qualities, valuable orientations, independence, self-confidence, persistence and discipline, it provides person self- upbringing and vital position formation (Gordienko and Kulevskaya, 2000; Ahaev and Kolesnikova, 2002).

To realise today's social order is an upbringing of the person possessing stable system of valuable orientation, conducting a healthy lifestyle, capable actively to live and work for the welfare of the Fatherland, in our opinion, it is possible on the basis of pedagogical ideas, people tradition, ethnic pedagogic means.

As national traditions and customs are not only the major components of the lifestyle which actuality of studying gets special value today in light of their presentation as the effective mechanism of biosocial adaptation based on gradual accumulation, transformation and transfer from generation to generation of ethnic experience, including in the field of health maintenance and strengthening (Abishev, 1994; Kalybekova, 2005; Imangaliyev, 1998; Iskandarov and Iskhakov, 1989).

2. The Main Part

Let's notice that the set of the alternative programs focused on schoolchildren acquaintance with Kazakh people customs and traditions, their

history and culture is recently developed (Kozhahmetova, 1998; Akberdieva, 2002). One of such programs playing important role in rising generation upbringing on the basis of use of Kazakh people progressive traditions is the program «Atameken» (ancestors' land) which provides the organisation of out-of-class and out-of-school upbringing work from 1 to 11 forms and includes more than 30 directions (Kursabaev, 2011). The most potential possibilities for the solution of formation problem of schoolchildren's healthy lifestyle bases possess such directions of this program as: "As", «Dulyga», «Babalar osieti», «Kokpar», «Tort tulik», «Kasiet», «Dombyra - dastan», "Zaman-ai", «Kusbegi».

So, the work organisation in a direction "As" (Food) in aspect of valeological education and upbringing allows to pay pupils' attention to food importance in maintenance of healthy lifestyle, to propagandise people's positive historical experience in nutrition and also medical properties of koumiss, shubat, kymran and other products.

In a direction «Dulyga» (national clothes) pupils can get acquainted not only with national clothes of the Kazakh people (a chapan, a camisole, a beshbet, etc.) but also to learn about adaptive properties of traditional clothes, its conformity to climate-geographical conditions and lifestyle. The direction «Kokpar» (national game) is one of effective means of schoolchildren introduction to healthy lifestyle. As it provides their inclusion in the activity directed on achievement of concrete moving tasks, deficiency completion of moving activity. Since olden days people's lifestyle, their life, labour, national principles, notions about honesty, boldness, courage, desire to possess force, dexterity, speed and beauty of movements, endurance, to show sharpness, endurance, creative invention, quick wit, will, aspiration to a

victory were reflected in games (Bekbatchaev, 1982; Kasymbekova, 2002). Therefore, organising process of upbringing work in the given direction teachers can not only acquaint pupils with kinds of national games but also create conditions for carrying out of competitions, holidays and also to involve pupils' parents in this activity.

Studying direction "Ata-Ana" schoolchildren can investigate more in detail feature of lifestyle, bases of family upbringing of Kazakhs and other people of Kazakhstan Republic, social functions of fathers, mothers, grandmothers, grandfathers, study mutual relations of family members, kin which contributes to formation of civil and world outlooks in maintenance and strengthening of health, spiritual, social and personal aspects of schoolchildren and their parents' healthy lifestyle.

Such directions possess certain possibilities in development of knowledge bases about healthy lifestyle as: «Babalar osieti» (ancestors' will) - pupils can collect proverbs, sayings, popular expressions about health, its meaning of healthy lifestyle, these expressions origin and etc.; «Kasiet» (gift) – they can collect a material about folk healers and alternative ways of disease treatment. Also, certain possibilities for formation of schoolchildren's healthy lifestyle, mainly their personal, spiritual, social and valeological aspects have such directions as "Salt-dastur", «Kyz and dzhigit», "Ata-ana", «Sabi», «Asyl mura», «Sonbes zhuldyydar», «Nauryz», «Zerde», «Shezhire».

All aspects of health, healthy lifestyle are interconnected with each other, therefore acquaintance and studying of nation traditions and customs should be based on comprehension of their meaning, content and purposes. Popular wisdom rules regulate not only person actions in connection with his status: grandfather, grandmother, father, mother, son, son-in-law, etc., but in popular wisdom preaches there is a deep ideological sense and function of each role. So, as an example, schoolchildren studying a direction «Kyz and dzhigit» can acquaint with standard-valuable qualities of the Kazakh girls and boys, national norms of ethics to which the Kazakh people aspired.

The research-experimental work conducted by us testifies about efficiency of use of the program at South Kazakhstan schools (Torybaeva, 2004).

So, for example, organising process of upbringing work in a direction "Kokpar" class teachers with parents carried out competitions on national games, national kinds of sports between children and also interfamily competitions that as a whole helps to interest children and their parents to studying of national games, to going in for national kinds of sports, formation of valeological and physical

aspects of healthy lifestyle.

When studying of directions "Dulyga", "Zerger", "Beineler syry", etc. parents helped children to prepare samples of national clothes (for example, to sew a camisole, beshpet, etc.) to embroider patterns, ornament told about their role and meaning etc. Inclusion of parents in joint activity with children on studying of national traditions, culture, customs not only activated upbringing work of school on introduction of schoolchildren to national culture, but also contributed to increase of parents' pedagogical culture level, studying of national knowledge bases of health strengthening, as a whole provided problem solution of schoolchildren's healthy lifestyle formation.

In directions "Balalar osieti" pupils collected proverbs, sayings, popular expressions about health, its meaning, healthy lifestyle, these expressions origin, etc.; "Kasiet" – they collected a material about folk healers and alternative ways of disease treatment. Inclusion in a direction "Sabi" in aspect of valeological education allowed pupils to study such ceremonies as "auryzdandyru", "sylap-sipau", "besikke salu" and others which have a great importance for strengthening and development of person health.

3. Conclusion

As a whole conducted work of school staff on use of the program possibilities in schoolchildren's valeological education and upbringing contributed to increase of level of schoolchildren's knowledge of national experience of health maintenance and strengthening. So as comparison at verifying research stage, only 14 % of schoolchildren could give examples to name national traditions and customs helping to health strengthening and development.

As the results of our experience-pedagogical work have shown the majority of schoolchildren - 52 % not only correctly name traditions and customs, but also open their role in health strengthening and development, give examples of use of local kinds of plants, food for health maintenance, their medical properties, etc.

So we have considered possibilities of only separate directions of the program «Atameken» on which upbringing work in the majority of South Kazakhstan schools is conducted. At the same time the work on healthy youth upbringing is to be effective, teachers must know national traditions, customs; to be able to apply national experience of health maintenance and strengthening taking into account of children's age features; to involve parents, public tutors in teamwork on formation of schoolchildren's healthy lifestyle on the basis of national traditions and customs.

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