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CONCEPTUAL APPROACHES TO FORMATION OF THE IMPROVED MODEL FOR PROPHYLAXIS OF SCHOOL TRAUMATISM

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Abstract

Conceptual approaches for the formation of schoolchildren's safe behavior based on a personality-oriented principle with determination of readiness and ability to adhere to the culture of health are presented in this essay. The stages and their components of organizational measures for creating a favorable environment for this are proposed. There are substantiated six structural blocks (administrative, scientific regulation, conceptual, content, technological, diagnostic and productive), as for the improvement of the model of school traumatism.

Key words: model, prophylaxis, school injuries.

The relevance of the problem. Traumatism is a serious problem of public health all over the world. The problem of school injuries is in the center of community's attention and its increase with numerous problematic issues including social and psychological sphere troubles the specialists of different professions. The published data remark that the rate of traumatic cases during the 10 year-term among children and teenagers increased for 11,0% and 20% accordingly.

The definite age risk factor must be defined. The most dangerous age is considered to be 7-11 years. In that measures up to 32% of traumatic cases are registered and 33% are with lethal outcome. Its multidimensional reasons are interconnected that requires large-scale strategic

solutions. Most authors point out the absence of healthy lifestyle priority among student youth and the absence of motivation in keeping health and safe behavior. In other words, the problem of realization of full prophylaxis is actualized that is impossible to improve without systematic approach and using of efficient modern technologies. First of all they must lead to the formation of health-saving behavior as well as the minimization of risk factors. Such approach determines taking into consideration of regional peculiarities. Close connection of authoritative and social organizations shouldn't be eliminated. The most important role is given to close connection between pupils, teachers, healthcare workers and family members. This triangle is a real basis of children's and pupils' traumatism prophylaxis.

The data mentioned above determined the aim of this work, which is defined as an identification of conceptual approaches in improvement of school traumatism prophylaxis model on the regional level.

Materials and methods. The basis of the research is Kirovograd region because its basic features do not differ from other similar administrative regions of Ukraine. The results of the previous research works are included in this issue. One of the research works aimed at the determination of school traumatism dynamics and confirmed its increasing rate, revealed the structural and situational peculiarities of traumatic cases in comparison with Ukraine in general. The results of another research brought out the present-day problematic issues as for the formation of a health culture among pupils. The stated evaluative, practical and semantic approach created a basis of general approach and revealed the ways and methods of keeping children's and teenagers' health.

This research work is done through semantic, analytical, synthetic and comparative analysis.

Results and their discussion. The conceptual approaches for discourse and development of improved prophylaxis model of school traumatism are built on the basis of stated readiness and ability to provide safe behavior among schoolchildren as a component of encouraging healthy lifestyle as well as own experience of educational work provided the medical and pedagogical interaction, literal data on world and domestic approaches for prevention of school trauma.

The formation of health encouraging and health saving environment for schoolchildren needs an organized activity of doctors, teachers and pupils, whose personal features depend on family values, that unites everything as a whole.

The efficient building of the environment necessary for personal development requires the appropriate organizational tasks. In this case the main task is the cooperation of healthcare workers, teaching specialists and family members followed by the achieving of the general aim

that is determined as development of motivation for keeping healthy lifestyle, the renewal of activity aimed at providing wellness education and skills with the help of innovative technologies. The leading condition for the development of stable motivation requires the methods of direct and indirect pupils' motivation (communicative discourse, conviction, hurdles overcoming, delegation of authority, etc.). The next condition includes the development of acquired skills of personal health care. It is based on innovative technologies (playful technology, project, problematic studying, case method). In other words, the conceptual body of wellness culture formation among schoolchildren is a systematic approach scheme "education-knowledge and skills – health". All mentioned above justify personality-oriented technology of healthy behavior development as it is considered to be a basic principle for improvement of prophylaxis model of school trauma. The position requires following such functions as developing, educational, cognitive, interiozational, evaluative and innovative. The realization of those functions include the following components: target component, motivational component, informative component, praxeological component, controlling component, evaluative component and reflexive component).

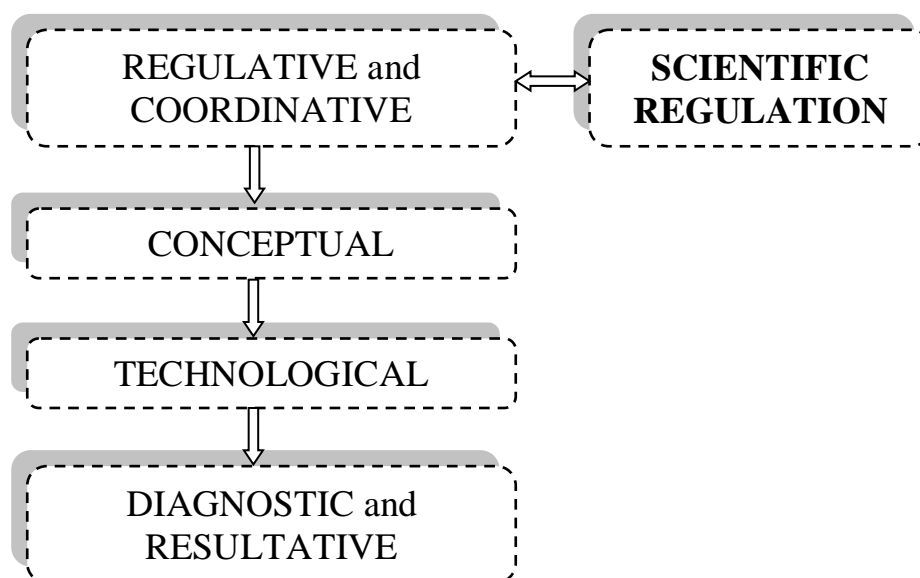
The **target component** is a result of collective activity of management subjects and is realized in building the so-called "tree of aims". The **motivational component** includes taking into account the demand of interest support, which is provided by motivational monitoring, using of various methods of motivation and stimulation. The **conceptual (informative) component** means formation of health-saving behavior with a creation of the appropriate scientific and methodical materials. It requires problematic tasks, flexibility and variation concept, encouragement of pupils for individual work with materials, their critical thinking, bringing of personal experience. The **operative and activity (praxeological) component** is realized through the forms and methods of studying that meet the requirements and aims. Educational process includes constant active interaction through the using training forms, discussions, situational analysis and didactic game. The **control and regulative component provides** feedback, the monitoring of results of health culture formation. The **reflexive component** is a self-analysis, personal evaluation of knowledge and skills results, the formation of conclusions and plans for further work.

The materials mentioned above let define the structure of the improved model of school trauma prevention. As far as we can see, the model includes six structural blocks: regulative, conceptual, scientific, informative, technological, diagnostic and result. Each one has its concept, solve some tasks of general process in formation of safe behavior, as a basis of school injuries prevention.

Table 1- The components of pupils' safe behavior formation

The components of pupils' safe behavior formation	Stages		
	Motive	Cognitive	Operative
Target component	The development of pupils' demand of safe behaviour	The providing an educational basis for health culture and health-saving technologies	The formation of competencies in healthy lifestyle values, rules and behavior
Motivational and evaluative components	The promotion of positive emotional attitude for personal health and other people's health	The engagement of direct and indirect motivation (communicative discourse, conviction, hurdles overcoming, delegation of authority, etc.)	The use of creative tasks of individual work
Conceptual (informative) component	The popularization of healthy lifestyle with the engagement of all the forms, methods and kinds of mass media; the improvement of health culture propaganda	The realization of state policy in the educational and sport spheres; the development of different forms of extracurricular education; the engagement of specialists of closely connected professions	Pupils' mastering of healthy lifestyle technologies; social protection of children. The creation of safe conditions on the road.
Activity and operative component	Innovative activity in the spreading of the appropriate information based on the provable principles with the engagement of specialists of closely connected professions	Filling the content of educational process with the issues of health strengthening and safe behavior	The use of different forms and methods of interactive studying according to the demands of modernity in healthy lifestyle and safe behavior
Control and regulative component	The providing with monitoring and control in the keeping healthcare legislation in the work with pupils; the work coordination of educational establishments	The formation and acceptance of innovative activity	The development and using of special tasks, exercises aimed at data check of theoretical knowledge and safety skills while different practical tasks
Reflexive component	The providing with the realization, coordination, control and regulation of modernization of innovative steps	The questionnaire of pupils about their awareness in safe behavior and health technologies	The monitoring of knowledge level and skills in keeping safe behavior and the evaluation of personal health culture

Pic.1. Structural blocks of improved school trauma prophylaxis model on the regional level



Thus, the conceptual approaches for formation of the improved school trauma prophylaxis model on the regional level were stated that let us build its structure. The defining peculiarities are that proposed as a personality oriented technology of keeping health-saving behavior as a part of health culture. It realizes the developing, educational, cognitive, interiozational, interactive, evaluative, innovative functions and is aimed at motivational, telic, personal, informative, cognitive, praxeological and controlling evaluative components.

Conclusions and perspectives of further research works

The basic conceptual positions of personality-oriented principle of providing the formation of safe behavior among pupils in the educational process and their stages as well as the components are offered and substantiated.

Six structural blocks of improvement of school traumatism prevention (coordinative, scientific regulation, conceptual, content, technological, diagnostic and productive) were identified.

The promising availability of further research works lays in formation of the improved model of school trauma prophylaxis with a legislative support.

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