

PERSPECTIVE OF HYGIENIC ASSESSMENT OF THE STATE OF HEALTH AND CONDITIONS OF EDUCATION OF STUDENTS OF COSSACK SCHOOLS

*G.A. Yamanova, V.G. Serdyukov,
A.A. Antonova, R.K. Ibadulaeva,
D.V. Davydenko*

*Astrakhan Medical State University,
Astrakhan, Russian Federation*



Galina A. Yamanova,
*assistant of Department of
General Hygiene*



Vasiliy G. Serdyukov,
*professor of Department of
General Hygiene*



Alyona A. Antonova,
*assistant of the Department of
General Hygiene*

ABSTRACT — The younger generation determines the future of the country and the nation. That is why the health of children and youth has always been and remains a fundamental problem of any state. Currently, there is a persistent tendency to reduce the health level of children and adolescents. In addition, there is a sharp decline in physical activity in the conditions of technological progress, growth and encouragement of the enthusiasm of the children's population by computer and information technologies. Solving of these problems requires joint efforts of medicine and the education system. In the modern world, the Cadet education system attracts a lot of interest, especially the Cossack education system, which has just begun its revival after the collapse of the Soviet Union. The Cossack cadet corps initially prepared not only healthy and strong warriors, but also highly educated political figures. Given the scarcity of such personnel, Russia has embarked on the path of reviving the Cossack Cadet system of education. The regime of the day, the physical load, moral education of the Cadets undoubtedly affect the state of health, the level of physical preparedness of the pupils. However, at this stage of the formation of the Cadet education system there is no single system of education, justified programs of physical activity of students. Therefore, the interest of medicine in such institutions is quite understandable.

KEYWORDS — children's health, physical development, physical activity, cadets, schoolchildren, Cossack cadet corps, Cossacks.

Unflagging interest in the past of our country is one of the features of the spiritual life of modern Russia. The hope for the return of power and the great future of our Motherland is inspired by the desire of Russians to revive the network of cadet educational institutions on the basis of a generalization of past experience in this sphere. The problem of the upbringing



Rushanya K. Ibadulaeva,
*assistant of Department of
General Hygiene*



Dmitry V. Davydenko,
*assistant of the Department of
General Hygiene*

and education of a highly educated personality of a civil servant has risen to the state for a long time.

The government is striving to create an education system that would ultimately lead to the formation of a national elite that has been the foundation and support of the state since the time of Peter the Great. Cadet Corps were attempts to create such a system, borrowed from Western Europe in the XVIII century. The result of the activities of these buildings were graduates who could continue their careers in the capital's cadet corps for military training or in universities for obtaining higher civic education [1, 5]. Such educational institutions had as their goal the education in the students of certain qualities of military and

political orientation for further public service. They were not just highly educated people, but civil servants loyal to their cause. Purposefulness, elitism, spiritual and moral education, the early definition of the profession, as well as continuity with traditions and unshakable loyalty to the Motherland were the distinguishing features of the cadet education of that time. As a result, at that time, Russia was on the way to becoming the layer of society that should be at the core of any state, highly developed both intellectually and morally.

A special role for the Cossacks in Russia can not be overlooked. Cossacks have always been an integral part of Russian society. Even in the period of persecution, they remained true to their traditions, their way of life, their country. Cossack army was a permanent pioneer in protecting the borders of Russia. From the time of Peter the Great to the next years, the Cossacks consistently performed three main state tasks: they occupied new, previously deserted lands, served as guides to Russian colonization and Russian influence, constituted an important part of the armed forces of the state and carried out service on an equal footing with regular troops. Cossacks belonged to the military estate and took an active part in all the wars of the Russian Empire during the XVIII–XX centuries. To train the officer corps of Cossack troops, Cossack Junker schools were created, which trained officers to serve in small detachments, separated from the main forces. Increased attention was paid to the development of initiative and physical education of students [2].

In the cadet educational institutions of the pre-Soviet period, a system of spiritual and moral education was developed, which was understood as a purposeful, organized process of influencing the pupil and creating certain conditions for the formation and development of positive spiritual, moral qualities, oriented to the existing ideals and values, the formation of moral spirit, spiritually moral consciousness, behavior and, in general, moral culture [5].

Interest in the history of the Cadet Corps, as well as in the entire education system in imperial Russia, declined noticeably during the Soviet period, from the first days after the Great October Revolution, which subsequently led to the destruction of the entire education system. The entire legendary experience was unclaimed, accumulated in the Cossack movement for the entire preceding period, for political and ideological reasons. The main reason was that in czarist Russia the Cadet education was class and anti-popular. In the report of the General Directorate of Educational Institutions for 1917–1920 categorically denied any continuity between the old military educational institutions, it was argued that in them "the landlord and merchant sons learned to oppress the masses of the

people." In 1918 the cadet corps was abolished on the territory controlled by the Bolsheviks; Several corps operated in exile. But, despite all the persecutions of the new government, the students of the cadet corps remained faithful to their country, following the moral and ethical principles inherent in them even during the training.

Only toward the end of the 1980s, Russia began to return to the Cadet system of education. On November 14, 1989, the Declaration of the Supreme Soviet of the USSR enshrined the right of the Russian Cossacks to rehabilitation [3].

Only toward the end of the 1980s, Russia began to return to the Cadet system of education. On November 14, 1989, the Declaration of the Supreme Soviet of the USSR enshrined the right of the Russian Cossacks to rehabilitate [3]. For the Russian society, which is in a state of socioeconomic crisis, it becomes necessary to change the education system, change political, socio-economic landmarks, and the social order of life in general [4]. The main source of formation of the administrative resource of Russia should be the national system for the training of civil servants, consisting of Suvorov and Nakhimov schools, as well as Cadet Corps of the Ministry of Education [1, 7].

Active development of ways to solve the problems that have arisen at the moment is being carried out. The implementation of all the above tasks should be carried out from childhood. Undoubtedly, it is necessary to take into account the health and physical development of children and adolescents. According to the Law of the Russian Federation "On Education", the health of students is a fundamental principle of state policy in the field of education [6]. Therefore, one of the main activities of educational institutions is the development and implementation of activities aimed at preserving and strengthening the health of the younger generation. However, now both in Russia and in foreign countries there is a persistent tendency to reduce the health of the younger generation. In addition to the deviation in the physical development of students, there is an increase in the incidence of chronic diseases: digestive organs, musculoskeletal system, visual analyzer, nervous system [8, 15, 16].

It is necessary to attribute, in the first place, the imperfection of educational programs, including insufficient control over the health of students towards the reasons for the current situation, which undoubtedly will further reduce the level of preparedness of the staff. As a result, over 40% of young people who are younger than the draft age do not meet the requirements set by the army service, including the passing of minimum standards of physical training. Undoubtedly, the defense capability of the country and the fighting

efficiency of troops are largely due to the quality of the health of the pre-conscripts.

In modern conditions in Russia, the interest in preserving and strengthening the health of the children's population as a factor that determines the labor, intellectual and defense potential of the country in the future becomes evident not only for the medical community, but also for the authorities [10, 11]. Therefore, at this stage, educational institutions of a new type deserve close attention, since they act as the main factor of impact on the health and physical development of children. The revival of the traditional Cossack government service for Russia is seen as one of the elements of the emergence of a new Russian reality [1]. President Dmitry Medvedev, on July 3, 2008, adopted a new "Concept of the state policy of the Russian Federation in relation to the Russian Cossacks", whose goal is to develop the state policy of the Russian Federation to revive the Russian Cossacks.

The opening of new Cossack schools, cadet corps testifies to active work in this direction. The number of Cossack cadet corps in Russia is now more than fifty, while the leaders in the development of Cossack education are the Krasnodar and the Rostov Regions. In Astrakhan, the Cossack Corps has been functioning since August 2014 [14]. The educational programs of the Cossack educational institutions are based on military-applied orientation. Along with the traditional tasks of strengthening and preserving health, physical working capacity, Cadet schools form skills: possession of weapons, riding skills, possession of hand-to-hand combat, education of personal qualities. Early professional orientation will contribute to the training of highly qualified and educated cadres of the top level.

However, with the opening of the cadet corps, there is a need to evaluate their educational and educational process, since subjects that are not included in traditional educational programs are introduced into the daily schedule and schedule [12]. Important factors of the risk of children's health in educational institutions of a new type are the basis for the formation of a chronic stress state [12], which contributes to the development of neurotic states, functional abnormalities and chronic diseases in them (G.G. Onischenko et al., 2004). Therefore, innovative educational institutions and educational programs, which declare their effectiveness in the educational plan and in improving health, are of particular interest to hygienists [13].

Cadet schools and corps occupy a special place among such institutions, as they revive the traditions of specialized educational organizations for boys (M.I. Stepanova et al., 2008). Education of children and adolescents of the same sex creates certain psycho-

hygienic and medical-psychological problems that were not mentioned in the investigation on the cadets (A.G. Kundelevkov (2003), IV. Asvits (2007), M.I. Stepanova et al. (2006-2007), E.A. Zhilina (2006-2007), E.Z. Godina et al. (2008)). The evaluation of the separate (by gender) education of boys in the conditions of the Cadet Corps is an interesting hygienic problem, important for the scientific justification of health-saving technologies and types of institutions, it concerns those children and adolescents on whom the solution of the demographic problem depends, the formation of labor reserves and the defense potential of the country.

Analysis of the practice of spiritual and moral education in military schools shows that in modern conditions there is no single conceptual approach to understanding its essence and content, there is an imbalance of social ideals and values. The consequences of this are distorted representations of cadets of Suvorov, Nakhimov schools, cadets about such values as goodness, honor, conscience, generosity, mercy, justice, citizenship, patriotism, etc. [6].

On the basis of the foregoing, it is planned to carry out research work on studying the influence of the Cossack Cadet Corps training system on the state of health and physical development of pupils on the example of the State Autonomous General Education Institution of the Astrakhan Region "Cossack Cadet Corps named after Ataman I.A. Biryukov".

REFERENCES:

1. **OZEROV A.A.** // Problems and Perspectives of Military-Patriotic Education in Cossack Cadet Corps of Russia / A.A. Ozerov / Engineering Bulletin of the Don. – Issue № 4–2. – volume 32. – 2014, Rostov-on-Don.
2. **BOBYLEV D.V.** // Military education of the Cossacks of Russia in the cadet schools / D.V. Bobylev / Bulletin of Chelyabinsk State University. – 2009. – №4. – History. Issue. 29. – P. 82–90.
3. Declaration of the Supreme Soviet of the USSR "On the Recognition as Illegal and Criminal of Repressive Acts against Peoples who Have Undergone a Forcible Transfer and Ensure Their Rights" of 14.11.1989.
4. **SARANOV A.M.** // Author's abstract of the thesis on the theme: "Theoretical Foundations of the Formation and Development of Innovative Educational Systems" / A.M. Saranov / 2000, Volgograd.
5. Analytical program of the Ministry of Regional Development of the Russian Federation "Formation and development of the civil service of the Russian Cossacks in 2008–2010". Approved by the order of the Ministry of Regional Development of the Russian Federation on August 13, 2007.
6. The Federal Law "On Education in the Russian Federation" No. 273-FL of December 29, 2012 as amended 2017–2016.

7. **OZEROV A.A.** // Politico-legal institutionalization of the modern Cossacks / A.A. Ozerov / Rostov-on-Don: Published by Rostov University, 2006. – 240 p.
8. **YELIZAROVA I.S.** Monitoring the state of health of schoolchildren 6-15 years in Astrakhan / I.S. Elizarova, V.G. Serdyukov, A.A. Antonova // Astrakhan Medical Journal – Astrakhan, 2011. – Volume 6, №3 – p. 285–287.
9. On introducing amendments and additions to the Law of the Russian Federation "On Education" Federal Law. Adopted by the State Duma on 12.07.1995. Approved by the Federation Council on 05.01.1996. // Ros. newspaper. № 13 of 23.01.1996.
10. **ONISHCHENKO G.G.** / Socio-hygienic problems of the state of health of children and adolescents / G.G. Onishchenko // Hygiene and Sanitation – 2001. – №5. – C 7–11.
11. **KUCHMA V.R.** // Theory and practice of hygiene of children and adolescents at the turn of millennia - M.: Publishing house of the Scientific Center for Children's Health of RAMS. – 2001. – 376 p.
12. **KUCHMA V.R., STEPANOVA M.I.** // Stress in schoolchildren: causes, consequences, prevention / V.R. Kuchma / Medicine of Labor and Industrial Ecology / Moscow. – 2001. – № 8. – P. 32–37.
13. **KUCHMA V.R., SUKHAREVA L.M., PAVLOVICH K.E.** // "Teenager: Physiological, hygienic and psychological foundations of teaching and upbringing" / V.R. Kuchma – Moscow.: MIOO, 2004. – 280 p.
14. Government Decision "On the Establishment of the State Autonomous General Educational Establishment of the Astrakhan Region" Astrakhan Cadet Boarding School "Cossack Cadet Corps named after Ataman I.A. Biryukov" from 15. 03. 2013 № 68 P.
15. **ANTONOVA A.A.** Comparative characteristics of the physical development of children. A.A. Antonova, S.N. Chentsova, V.G. Serdyukov // Astrakhan Medical Journal – 2012. – Volume 7, №4 – p. 26–29.
16. **YELIZAROVA I.S.** Dynamics of the state of health of children and adolescents Astrakhan / I.S. Elizarova, A.A. Antonova, T.V. Serdyukova, V.G. Serdyukov, N.V. Sibiryakova, K.V. Tyrtysnaya // Allergology and Immunology – 2012. – Volume 13, №1 – p. 101.