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HEALTH AS A COMPONENT OF HUMAN POTENTIAL: ASPECTS OF EDUCATIONAL TECHNOLOGY

Despite the development of diagnostic and therapeutic techniques can not be to halt the rise of chronic non-communicable diseases. Health Strategy provides opportunities to develop prevention of chronic non-infectious diseases, was justified M. Terris. The main methodological techniques screening in identifying risk groups of apparently healthy population and conducting relevant activities aimed at combating the risk factors for disease (G.L. Apanasenko, 1992).

In 1984, the WHO team of experts put forward the idea of the need to transition from measures aimed at factors risks, to improve public health. The main condition for the implementation of this provision is the need to assess their own health through direct indicators. With the advent of the category of «safe level» of health was formed by the concept of «preventive physical rehabilitation» (G.L. Apanasenko 1992.1997) because at a stage of functional changes in rehabilitation activities have the highest efficiency. At this stage it is necessary to

raise the question of «preventive» rehabilitation, restoring functions impaired premorbid condition. At the same time, effective human enhancement is possible only when adequate physical exercise.

Availability of quantitative criteria «safe level» and formalized (standard) conditions diagnostics and rehabilitation is the basis for creating an individual program of physical rehabilitation of the individual.

In this regard, the main task of preventive medicine today is to increase adaptive capacity and functional reserve of the human body (patients and healthy).

The system of higher medical education rarely focuses on technologies healthy. Professional medical training is aimed at studying the etiology, pathogenesis, treatment and prevention of diseases.

By understanding the person as a whole can be approximated using the system campaign, which is an analogue of scientific integrity or principle of holism. Man – this is a three-pronged sys-

tem with pyramidal principle structure. Are located on top of the highest values, objectives, meaning of human life. In the pyramid are three lower-level, solid, middle – and upper psychological – spiritual. Crucial element that sets the mode of operation of the whole system is the peak.

Hierarchy is based on the principle of the modern system of non-pharmacological psychosomatic harmonization which allows to improve health human at the same time develop and disclose its potential.

The aim of health-educational technologies is to enable preservation of health throughout life, the formation of the necessary knowledge, exercise, healthy lifestyle skills and use the knowledge gained in everyday life. Health-educational technologies the field of preservation of health determines the principles of learning that reflects the pressing social needs. After years of practice, doctors have come to understand the need for health-technology in daily practice.

In this connection there is a need to train doctors used principles and methods of improvement of the person, the essence of the study, the mechanisms and manifestations of health, methods of diagnosis and prognosis, as well as compensation in order to increase its level, and thus improve the quality of life of the individual and social adaptation.

Conclusions.

1) Developing a system of continuing professional medical education allows you to select the time factor for learning technologies will in theory and in practice.

2) At present, the demand is a system approach to the person with the principle of bioenergetic integrity or holism.

3) Interpretation of the well-known thesis «In a healthy body – healthy mind» through the improvement of the physical body, we can formulate and vice versa: the restoration of the spiritual component of the pyramid of knowledge occurs improving the physical realm (the return of the individual in a «safe» area of health).