

# **School risk factors**

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## **Complex pedagogical risk factors:**

- stressful pedagogical tactics;
- intensification of the educational process;
- the discrepancy between the methods and technologies of teaching age and functional capabilities of schoolchildren;
- irrational organization of educational activities;
- functional illiteracy of the teacher;
- lack of a work system for promoting health and a healthy lifestyle.

## **Stressful pedagogical tactics**

The most significant pedagogical risk factors are stressful pedagogical tactics, since the stress experienced by a child due to race, time limitation, failure, dissatisfaction of adults lasts indefinitely. It is important to remember that an authoritarian teacher, who considers knowledge of his subject as the most important goal of teaching children, is a serious danger to the psychological health of schoolchildren.

Research results show that in classes with an authoritarian, tough teacher, educator, the current incidence is 2 times higher, the number of newly emerging neurological disorders is 1.5 to 2 times more than in classes with a calm and benevolent teacher (with equal conditions of study).



## **Intensification of the educational process**

Intensification of the educational process is a variety of ways. The first, most obvious, is an increase in the number of study hours. Together with the preparation of homework, the working day of a modern student is 10 to 12 hours. A significant increase in academic load at school does not pass without a trace: these children are more likely to have a higher prevalence and severity of neuropsychiatric disorders, great fatigue, accompanied by immune and hormonal dysfunctions, lower resistance and other disorders.

There is a second option of intensification - a real reduction in the number of study hours while maintaining or increasing the amount of educational material, which leads to an increase in homework, and also to overwork and fatigue.

## **The discrepancy between the methods and technologies of teaching age and functional capabilities of schoolchildren**

Forcing learning to read and write; the method of teaching uninterrupted writing is the third most important risk factor causing heightened stress, fatigue. This technique does not take into account either the functional immaturity of the muscles, nor the unfinished the processes of formation of the bones of the hand and phalanges of the fingers, nor the imperfection of the neuromuscular regulation of graphic movements. This technique violates the psychophysiological structure of the letter, requires the child to perform biomechanically inexpedient movements, artificially (due to breath holding) creates hypoxia, etc. The result of this discrepancy is not only bad handwriting, inefficient and long-term writing and emotional stress, the resulting complex of school problems, increased anxiety, and often - neurosis-like and neurotic disorders.



## **Irrational organization of educational activities**

Reduction of changes, absence of an hour of active rest after 3 lessons, concentration of control and independent work on one day, irrational organization of a lesson characteristic of a modern school, during which the student's activity changes 4 - 5 times (which makes it difficult to switch and in fact deprives a child of a period of maximum performance ). Schoolchildren of all classes do not have enough sleep 1.5–2.0 hours in 80–90% of cases.

For some time, a child can withstand such a tense life, and then donates - either to school (motivation disappears: he becomes lazy, does not want to learn, does not try ...), or health.

The increased sensitivity of the organism to intellectual, physical and emotional overloads at school age, combined with the stressful tactics of the teacher, the discrepancy between the methods and training technologies, create «ideal» conditions for the development of neuropsychiatric diseases.

## Functional illiteracy of the teacher

Another risk factor for the child is the teacher himself. He may know his subject, but he may not know the child, his age and individual characteristics, his capabilities. The school needs a teacher who is aware of his responsibility for the emotionally - comfortable development and health of the student, the teacher who is able to defend the interests of the child.

It has been established that the professional activity of a teacher is one of the most intense types of social activity: teacher's work is included in the group of professions with a large number of stress factors. This situation potentially contains an increase in the neuropsychic tension of the personality, which leads to the emergence of neurotic disorders, psychosomatic diseases. In the practice of educational institutions, the problem of professional maladjustment arises as a reflection of the personality contradictions between the mobilization required by the teacher and the availability of internal energy resources, which cause fairly stable negative effects.



## **Lack of a work system for promoting health and a healthy lifestyle**

Rational organization of the educational process is necessary to prevent overloads, overvoltage and ensure the conditions for successful training of schoolchildren and preserve their health.

Therefore, one of the main tasks of the school administration on the issue of health is the organization and monitoring of the effectiveness of the whole complex of measures aimed at preserving and strengthening the health of students.

The most important indicators of the rational organization of the educational process are:

- organization of lessons based on the principles of health protection;
- use of health-saving technologies in the classroom.

To teach a child, a young person, to general principles, modern systems and methods of protecting and promoting health, of course, is the task of educational institutions.

The modern level of civilization and culture puts forward one of the most important priorities for a person to learn: not to get sick, to be healthy.

Health-saving technology is not an alternative to all other systems and approaches.



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