

# Longevity, lifestyles and eating

The importance of education

UNICA<sub>press</sub>/comunicazione

Edited by  
Donatella Rita Petretto,  
Roberto Pili



Health is a goal to be addressed in each day of life and in each phase of life. Again, ageing well is a goal to be addressed early in life. According to World Health Organization, eating attitudes and behaviours, physical activity, healthy lifestyles, and psychological aspects of life are central pillars in the promotions of wellbeing, health and ageing well. In this book we aimed to approach the complex themes of health, health promotion, longevity, and ageing. The topics are discussed with a multidisciplinary approach, aiming to compare and share current knowledge in physiology, genetics, medicine, psychology and education.



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## **Pedagogical longevity: essence, conditions, personalities**

Irina Shastsitka

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Professional longevity – “duty” – the basis of teacher’s professional activity – is one of the main categories of ethic, which is reflecting a special moral attitude to the activities. Meanwhile, the person acts as an active subject of duty. The term «professional» reflects the combination of mental and psychophysical characteristics of a person, which are required and sufficient for effective work in the profession. Pedagogical longevity is a process and the result of self-awareness in the professional sphere, purposeful regulation of one’s behavior, activity and relationships on this basis.

To date, there are several implemented approaches to the consideration of professional pedagogical longevity:

- medical, studying the “Self” of the teacher as a source of mental activity;
- age-specific, explaining the course of certain physiological processes;
- energetic, ensuring the sustainability of the “Self” of the teacher;
- integrative, studying the integrity of the personality;
- functional, revealing the “Self” in the self-esteem of the teacher and his self-regulation;
- hermeneutic, explaining to the teacher the self-image;
- systemically-personalized, highlighting the various stages of development of the “Self”.

The development conditions are: organizational, temporary, innovative, design, intergroup interactions, as well as other components that ensure the development of pedagogical longevity.

The organizational development conditions are the creation of a comfortable environment as a result of the process of integration and its constituent environments: sanitary, hygienic, creative, social, cultural, scientific, methodological, psychological.

The temporary development conditions are determined by the stages of individual development of teachers and are characterized by cyclicity: the periodic nature of breathing, heart function, sleep and wakefulness, daily and seasonal rhythms, and others.

The main potential subject of innovative activity is a teacher as an individual with his subjectivity. Potential capabilities of innovational environment determine the body's self-adjustment for new activities, stimulation of development. The inclusion of teachers in such activities becomes a decisive factor in their pedagogical longevity.

Intergroup interaction consists of social identity, which turns out to be an important regulator of the teacher's social behavior, which consists of the teacher's perception of himself as a member of a certain group. The teacher's satisfaction with the work in the team reflects well-being or disadvantage of his position in the team.

The design development conditions are considered from the perspective of the culture of professional conduct, which acts as a personal, creative form and is realized in the abilities for personal dialogue: recognition of freedom, personal contacts based on empathy and mutual understanding. It manifests itself in the free choice of goals and means, responsibility for their consequences, is recorded in professional personal settings. Culture is a result of human activity, a combination of spiritual values, methods, means and images of a person's creative activity in the system of social norms. Two levels of the connection between culture and pedagogical activity currently are considered: public, when pedagogical activity is considered as a transmission of general cultural experience to a new generation and individuals, when it is the teacher who is the intermediaries in this process. The general culture of pedagogical activity is considered at the following levels:

- adaptive as satisfying vital needs and using "natural" opportunities,
- conformal as the predominance of corporate needs,
- reproductive as independence and creativity in pedagogical activity,
- creative as an autonomy of consciousness and reorientation from external evaluations to a system of personal values, taking into account the recognition of the significance of another person.

The compensatory function of the general culture is expressed in two aspects: for beginning teachers, culture replaces the lack of experience,

and for professional teachers it is relevant as a condition for combating psychological fatigue.

To date, the factors that shape and influence the growth of pedagogical longevity have been identified: personal, professional, and also a system of dynamic factors has been developed.

Personal factors determine three types of attitudes, where attitudes are the willingness to perceive and act in a certain way, the person's selective activity, which regulates forms of actions. These are operational, target, semantic settings, which are manifested at three levels of regulation of the teacher's activity: methods (how I do), purpose (what I do), meaning (why I do). The teacher's acme acts as an indicator of personal development. The concept of «acme» was first introduced into scientific circulation by the religious philosopher O.P. Florensky in the context of Russian religious and philosophical anthropology (N.A. Berdyaev, V.V. Soloviev, A.N. Losev). In the context of development of psychological knowledge, a person is considered as the highest value and integrity, capable of development and self-development in the context of a life path (B.G. Ananyev, K. Rogers, S.L. Rubinshtein, A. Maslow, V. Frankl and others). At the same time, reaching the «pinnacle of life» (S.L. Rubinshtein) not only retains its creative potential, but also increases it, realizing it for the common good. In real pedagogical activity, the «acme» indicator is real actions of teachers, which make a great contribution to the basic values of life and culture, have specific characteristics and work for development, for its individual level of formation of pedagogical longevity.

Self-concept of a teacher in the context of professional longevity, the desire for acme is characterized by multi-level, hierarchical, determining the life strategy and activities of teachers with identifying internal problems aimed at their own continuous development. In the self-concept, the emotional component is distinguished (the teacher's assessment of himself and is manifested in the system of self-esteem through self-respect and level of aspirations), the behavioral component (interaction from the standpoint of certain states of the «Self» formed on the basis of relations to the world and himself), motivational component (regulation of the teacher's personality in the system of integrated affective and cognitive processes).

The professional factor reflects three components of teachers work:

- pedagogical activity as a technology of labor,
- pedagogical communication such as climate and atmosphere,
- personality as value orientations, ideals, internal meaning of teachers work.

The system of dynamic personal factors that preserve teachers' creative activity includes: a set of character traits, worldview, love for students, the ability to work with them, energy, optimism and a sense of humor, work and rest, heredity, a rational lifestyle and nutrition, sobriety and physical exercise. The non-standard nature of teachers' professional activity is determined by the need for implementing programs of professional self-improvement and longevity. The basis of professional longevity is self-development, which determines the ability of a professional pedagogical personality to turn his own life activity into an object of practical transformation, managing its duration. Inclusion in the system of lifelong education and self-education allows you to develop the ability to change, to stand in a different position, to assimilate the values and life meaning of people of younger generations, which are necessary conditions for overcoming old age. They become factors of professional youth under the following conditions:

- rational use of self-educational opportunities,
- variability of self-educational programs depending on fixed gaps,
- changes in educational objectives depending on the psychodiagnostics of aging.

At present, the Republic of Belarus is developing a draft of the national strategy on decent longevity. It incorporates the idea of educating older people and the ability to continue professional activities. In the city of Minsk, about 70% of working pensioners (age 60 or more) are employed in education. There has been an increase in interest among residents of Minsk over 60 years of age in training in various fields.

Today in our country, a system of continuing education has been created through the functioning of state and private institutions of additional adult education, which offer various types of programs for the preservation and development of pedagogical and other areas of professional longevity. Consider the example of The Institute of advanced training and retraining of Belarusian state pedagogical University named after Maxim Tank (hereinafter – the Institute), which opportunities are used by more than three thousand people annually. The Institute implements

educational programs in 30 specialties of retraining in 6 areas. Of these, 21 specialties provide the assignment of pedagogical qualification. In 18 specialties, the condition for admission is higher education in the field of “Pedagogy”. This suggests that teachers choose further professional development in their field. In 2019, this is 64% of all students in retraining specialties.

The Institute also offers 27 advanced training programs on topics that are implemented only at the request of teachers. More than 700 people annually master them. Over the past 3 years, internship programs, both individual and group, were developed. For the same period, representatives of 13 countries also chose the Institute’s programs for the development of pedagogical professionalism. Today, all age groups, starting from the age of 22, are represented fairly evenly. And students demonstrate active perception of the world, commitment to humane ethical standards and expansion of their own cognitive sphere.

The resulting effect of the dynamics of pedagogical longevity is a combination of psychological, general cultural and axiological indicators of teachers’ professional status. Today, long-term professionals are working in teaching activities at Belarusian State Pedagogical University (BSPU). The result of their professional longevity is quality performance of professional functions, the presence of an individual style of activity and social recognition, and pedagogical activity.

Kolominsky Yakov Lvovich (01/11/1934 – 09/25/2019) (84 years old), PHD in Psychological Sciences, professor, was teaching at the Institute of Psychology of BSPU until 1984. In 1955, he graduated from the Minsk State Pedagogical Institute named after A.M. Gorky (today it is BSPU), specializing in Pedagogy and Psychology, since 1955 he was teaching. His professional interests are the psychology of relationships in small groups, the social psychology of personality development, social pedagogical psychology and psychological culture. Y.L. Kolominsky is the author of more than 400 scientific, educational and popular science works, including 30 foreign publications in 16 languages. It should be noted that, along with membership in various scientific communities, he was a member of the International Acmeological Academy (St. Petersburg) and was a chairman of the Belarusian Society of Psychologists.

Ioffe Emanuel Grigorievich (80 years old) – Doctor of Historical Sciences, historian, political scientist, sociologist, cultural scientist, literary

critic, local historian and journalist. He is a member of the Belarusian Union of Journalists and the International Association of Belarusianists. E.G. Ioffe received additional education in the field of political science and sociology. Since 1978 he has been teaching at the Belarusian State Pedagogical University and has become one of the first lecturers who switched to the Belarusian language in the teaching of political science. He developed a number of new lectures and special courses, wrote and edited textbooks.

Rozhina Liliya Nikolaevna (83 years old) – PHD in Psychological Sciences, professor of BSPU. She began her teaching career in 1964. Her scientific achievements are confirmed by the American Biographical Institute (USA) with the certificate “Woman of 2003” and the biographical encyclopedia “Who is who?” (USA, 2004). Since 1987, she headed the All-University Department of Psychology, BSPU. L.N. Rozhina developed a concept and a project for the training of practical psychologists, which was implemented at the university. She is the author of more than 350 scientific works, including 5 monographs, 16 educational and teaching aids, 6 chapters in monographs, more than 250 articles devoted to the problems of artistic knowledge of the human psyche, the role of art in the development of self-identity of a person, its emotional sphere, image structures thinking and cognitive styles, moral and aesthetic education.

Yuri Mikhailovich Dosin (70 years old) is a professor at the Belarusian State Pedagogical University, who began his professional career in medicine and continues to teach. His scientific interests are normal physiology, rheumatology, immunology, endocrinology, valeology. Since 2002, he became the head of the department of anatomy, physiology and valeology, and since 2009, he became a professor in the department of bio-medical foundations of physical education at BSPU. Y.M. Dosin is the author of about 200 scientific papers, a scientific editor and co-author of educational and methodological manuals for students, an encyclopedic reference book on resorts and health resorts of Belarus. He is the inventor of the USSR, rationalizer, developer of methods for the diagnosis and treatment of severe rheumatic diseases. Today, Y.M. Dosin teaches at the Institute of Advanced Studies and Retraining of the Belarusian State Pedagogical University on the specialty of retraining «Physical culture and recreational work in educational institutions».

Chechet Viktor Vladimirovich (83 years old) – PHD in pedagogical sciences, professor, since 2000 he has been working at the Department of Management and Educational Technologies of The Institute of advanced training and retraining of BSPU. His scientific interests are problems of family, patriotic education, social pedagogy, higher education, the history of pedagogy. V.V. Chechet is a member of the National Commission on Children's Rights, one of the authors of the Laws of the Republic of Belarus «Law on Education in the Republic of Belarus» (1991) and “On Children's Rights” (1993), a member of the Presidium of the Scientific and Methodological Council under Ministry of Education of the Republic of Belarus on social and educational work.

Shilova Elena Savelievna (72 years old) – PHD in Pedagogical Sciences, associate professor of the department of management and educational technologies of The Institute of advanced training and retraining of BSPU. Her research interests are adult education, primary education, the use of intensive technologies and active teaching methods in the educational process. She began teaching in 1971 as a primary school teacher, and since 1997, E.S. Shilova began to work in the teacher training system.

Thus, professional longevity today is viewed through a person who determines his attitude to activities. Pedagogical longevity acts as a result of a conscious choice of the type of activity and its maintenance in the current state. Consideration of pedagogical longevity from the point of view of various approaches, development conditions, factors leading to the formation of a general culture of pedagogical activity provides a positive result of pedagogical activity, its adoption as a necessary condition for active human longevity.

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