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	<p>RESEARCH ARTICLE </p>
	<h2 style="text-align: center;">Organizational, Pedagogical, and Health-Preserving Requirements for the Implementation of a Holistic Health-Oriented Educational Process in Contemporary Education Systems</h2>
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<p><b>Abstract</b></p>	
<p>Contemporary education systems face a growing range of pedagogical, psychological, and health-related challenges that significantly affect learners' physical, mental, and moral development. Intensified academic workloads, insufficient consideration of age-related physiological characteristics, and the dominance of cognitively overloaded instructional models have led to increased risks to students' health and well-being. In this context, the integration of health-preserving principles into educational practice has become an essential priority for sustainable educational development. This study aims to conceptualize and analyze the organizational, pedagogical, and hygienic requirements necessary for the effective implementation of a holistic health-oriented educational process. The article adopts a theoretical-analytical approach based on the synthesis of pedagogical, psychological, and physiological literature, combined with a systemic analysis of contemporary educational practices. Particular attention is devoted to the creation of a balanced physical and psycho-emotional learning environment that supports students' cognitive activity while safeguarding their physical and mental health. The paper highlights the pedagogical potential of health-preserving educational technologies, with a specific focus on the instructional system developed by Dr. V. F. Bazarny. The study outlines the core principles of this approach, including the alternation of static and dynamic learning activities, the optimization of visual and motor load, and the alignment of instructional methods with learners' natural developmental rhythms. The findings suggest that the systematic application of such technologies contributes to improved learning efficiency, enhanced student engagement, reduced psycho-physiological fatigue, and the formation of stable, positive behavioral patterns in school environments. The article argues that health-oriented education should be understood as an integrative pedagogical paradigm that unites academic instruction with moral education, value formation, and social responsibility. The results underscore the necessity of embedding health-preserving requirements into curriculum design, classroom organization, and teacher training systems. The study contributes to contemporary pedagogical discourse by offering a structured framework for the implementation of health-oriented education as a key factor in fostering holistic personality development and long-term educational effectiveness.</p>	
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## Introduction

Modern humans emerged approximately one hundred thousand years ago. From a biological perspective, early humans were essentially identical to contemporary humans. However, in socio-cultural terms, they were infinitely distant from us. Bridging this vast gap has always been the fundamental mission of education. Education is designed to transmit the foundations of historical experience throughout an individual's life, to shape a modern worldview, to develop social communication skills, and to teach individuals how to preserve their physical and mental health.

Education should not be limited to the simple reproduction of past cultural achievements; rather, it must prepare individuals to develop and enrich culture further. To achieve this goal, both society and the education system must continuously evolve. The need for improvement should never diminish but, on the contrary, should grow stronger over time, driving constant development and renewal.

### *The Role of Educational Institutions in Health Formation*

One of the most crucial links in the education system is undoubtedly the educational institution itself—whether kindergarten, school, or other learning environments. The significance of the school lies in its influence during the most complex and decisive stage of a child's development. It is during school years that a child's intellectual abilities are shaped, life values are formed, psychological characteristics are established, and physical development is determined.

An individual's physical, intellectual, and moral health—both in childhood and later in life—largely depends on how education is organized in school. Health, as one of the most fundamental values for both the individual and society, should not be understood solely as physical well-being. It also encompasses psychological stability and moral integrity.

A critical question arises: can a child be considered healthy if they are unable to communicate effectively with others, lack empathy and love toward family members, show indifference toward their homeland, or feel no responsibility for society? These aspects highlight that physical, mental, and moral components of health are deeply interconnected.

### *Health, Morality, and Social Responsibility*

The interdependence between moral values and health outcomes is clearly evident. There is a strong correlation between low levels of moral development and the prevalence of harmful behaviors such as drug use, smoking, the spread of HIV/AIDS, and criminal activity—many of which lead not only to deteriorating health but also to premature death. These facts demonstrate that health cannot be separated from ethical education and value formation.

Thus, health must be viewed as an integral concept that permeates all forms and content of the educational process. Education is not merely the transmission of knowledge and skills; it is inseparably linked with upbringing, character formation, and value education. When properly organized, the educational process fosters productive attitudes toward work, develops essential life skills, and encourages creativity rather than destruction.

### *Health-Preserving Educational Technologies*

A well-structured educational process creates conditions that make learning meaningful, effective, and engaging while preventing physical and psychological exhaustion. In this context, the health-oriented educational technologies developed by Dr. V. F. Bazarny play a significant role. These technologies are based on physiological, psychological, and hygienic principles that correspond to children's natural developmental needs.

The application of Bazarny's pedagogical technologies emphasizes activity-based learning, dynamic posture changes, visual and motor engagement, and the reduction of static overload. As a result, students demonstrate improved mastery of educational activities, enhanced concentration, and the formation of stable, positive behavioral stereotypes.

## **Overload, Motivation, and Health Preservation in Contemporary School Education: Pedagogical Challenges and Strategic Priorities**

Through the study of various school subjects, students gradually develop discipline, goal orientation, concentration, accuracy, and responsibility. The learning process enables learners to acquire essential social skills, including cooperation with others in problem-solving situations, adherence to accepted behavioral norms, and the ability to derive satisfaction from purposeful work. These competencies are fundamental not only for academic success but also for effective social integration and lifelong personal development.

The educational process should be emotionally positive and psychologically supportive, as positive emotions play a crucial role in the successful assimilation of learning material. Numerous studies confirm that emotionally enriched learning environments significantly enhance cognitive engagement, long-term retention of knowledge, and overall learning outcomes, while simultaneously contributing to the strengthening of students' physical and mental health (OECD, 2019; WHO, 2021). Education that neglects the emotional well-being of learners risks becoming counterproductive, leading to fatigue, disengagement, and health deterioration.

In the contemporary world, where lifelong learning has become a defining feature of human development, it is no longer reasonable to perceive education merely as preparation for future life. Childhood represents one of the most valuable and sensitive periods of human existence, and transforming it into a phase of constant stress and overload is pedagogically and ethically unacceptable. Excessive academic pressure deprives children of joy, curiosity, and intrinsic motivation for

learning, ultimately undermining both educational outcomes and health. A child subjected to chronic stress is unlikely to achieve high academic performance or maintain physical and psychological well-being.

Today, education increasingly accompanies individuals throughout their entire lives. Therefore, it must be engaging, meaningful, and supportive rather than burdensome or destructive. One of the most important responsibilities of schools is to cultivate in students a stable motivation for learning, self-improvement, and independent education. Developing the capacity for self-directed learning is essential for adaptability in rapidly changing social, technological, and professional contexts (UNESCO, 2020).

### **The Risks of Academic Overload and Fragmented Knowledge**

Excessive academic overload poses serious risks to students' health and educational quality. It often results in a permanent state of mental tension in classrooms, severely restricts time for free choice of activities, and significantly reduces opportunities for regular outdoor play—an activity particularly vital for children's physical and psychological development. Research consistently demonstrates that such overload leads to cognitive exhaustion, reduced learning efficiency, and negative consequences for both mental and physical health (WHO, 2021).

One of the primary causes of excessive workload is the over-saturation of curricula and textbooks with secondary details at the expense of core concepts. As a result, specialized knowledge often fails to consolidate in long-term memory due to its limited relevance and infrequent application. At the same time, general and integrative knowledge remains underdeveloped because it does not receive sufficient pedagogical emphasis. Consequently, the overall quality of education declines, and students leave school without stable, transferable knowledge.

Empirical observations confirm this issue: if graduates are asked, one year after finishing school, what they remember about subjects they no longer study, the results are often disappointing. This problem reflects the excessive pragmatization and fragmentation of education, which prioritizes short-term performance over meaningful understanding. Addressing this challenge requires establishing organic interdisciplinary connections that allow learners to view acquired knowledge from multiple perspectives and apply it flexibly across different contexts (OECD, 2019).

### *Ethical Orientation, Scientific Worldview, and Holistic Development*

Redirecting educational content toward the scientific worldview, the most pressing problems of human development, and contemporary societal challenges significantly enhances students' interest in learning. Incorporating ethical perspectives and elements of historical analysis into subject instruction fosters deeper understanding and sustained assimilation of knowledge. Such an approach not only stimulates intellectual development but also supports health preservation by reducing stress and enhancing motivation.

It is essential to recognize that individuals simultaneously perform multiple social roles: as professionals, citizens, parents, children, and members of extended families. Society has a direct interest in the harmonious realization of all these roles. Low-quality education contributes to social dysfunction, professional failure, family conflicts, reduced parental competence, psychological disorders, and the overall deterioration of public health. Therefore, education quality is directly linked to social stability and sustainable development.

### *Health-Oriented Educational Policy and the Azerbaijani Context*

In response to these challenges, many countries implement comprehensive policies aimed at fostering healthy human development. In Azerbaijan, the national initiative "Healthy Education - Healthy Nation" represents a strategic policy direction designed to cultivate a *healthy, progressive, and socially responsible citizen*. The model envisions the development of individuals who are:

1. Knowledgeable and creative;
2. Physically healthy;
3. Psychologically resilient;
4. Carriers of moral and national values who embody these values in practice.

The policy defines key educational requirements in four interrelated dimensions: academic achievement and creativity, physical health, psychological well-being, and moral integrity. However, several challenges remain, including insufficient development of creativity, increasing prevalence of postural disorders and vision problems, heightened stress levels associated with modern lifestyles and family instability, and the gradual erosion of national and moral values.

The fundamental principle guiding this policy is unequivocal: educational technologies must not harm learners' health. Health-preserving pedagogy is not an auxiliary component of education but a core criterion of educational quality. Instructional methods, curricula, and learning environments must be designed in alignment with children's physiological, psychological, and moral needs to ensure sustainable educational outcomes and long-term societal well-being.

**Table 1.** Health-Oriented Educational Policy: Objectives, Requirements, Challenges, and Pedagogical Implications

Dimension	Strategic Objective	Key Requirements	Observed Challenges	Pedagogical and Health Implications
<b>Academic Development and Creativity</b>	To develop knowledgeable, creative, and self-directed learners capable of lifelong learning	<ul style="list-style-type: none"> <li>Balanced curriculum design</li> <li>Interdisciplinary integration of subjects</li> <li>Emphasis on core concepts rather than excessive details</li> <li>Development of independent learning skills</li> </ul>	<ul style="list-style-type: none"> <li>Low levels of creativity</li> <li>Fragmented and unstable knowledge acquisition</li> <li>Overemphasis on memorization and short-term outcomes</li> </ul>	Reduced learning motivation, shallow understanding of subject matter, limited ability to apply knowledge in real-life and interdisciplinary contexts
<b>Physical Health</b>	To preserve and strengthen students' physical well-being throughout the educational process	<ul style="list-style-type: none"> <li>Ergonomically designed learning environments</li> <li>Regular physical activity and outdoor play</li> <li>Reduction of static loads during lessons</li> <li>Health-preserving educational technologies</li> </ul>	<ul style="list-style-type: none"> <li>Postural disorders (spinal curvature)</li> <li>Vision impairment</li> <li>Decreased physical endurance</li> <li>Insufficient motor activity</li> </ul>	Increased risk of chronic health problems, physical fatigue, reduced concentration, and lower academic performance
<b>Psychological and Emotional Well-Being</b>	To ensure psychological resilience and emotional stability in learners	<ul style="list-style-type: none"> <li>Emotionally positive learning environment</li> <li>Reasonable academic workload</li> <li>Supportive teacher-student relationships</li> <li>Stress prevention strategies</li> </ul>	<ul style="list-style-type: none"> <li>High stress levels</li> <li>Constant mental tension in classrooms</li> <li>Limited time for free choice and rest</li> <li>Family instability and social pressures</li> </ul>	Emotional exhaustion, anxiety, reduced cognitive efficiency, loss of intrinsic motivation for learning
<b>Moral and Value-Based Development</b>	To cultivate socially responsible citizens who embody moral and national values	<ul style="list-style-type: none"> <li>Integration of ethical education across subjects</li> <li>Historical and cultural contextualization of knowledge</li> <li>Promotion of social responsibility and citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Decline in moral and national values</li> <li>Weak ethical orientation in subject teaching</li> </ul>	Social alienation, weakened civic engagement, increased behavioral problems, and long-term societal risks
<b>Educational Technology and Organization</b>	To ensure that instructional methods support learning without harming health	<ul style="list-style-type: none"> <li>Alignment of teaching methods with age-related physiological and psychological needs</li> <li>Use of health-preserving pedagogical technologies</li> <li>Reduction of excessive academic overload</li> </ul>	<ul style="list-style-type: none"> <li>Overloaded curricula and textbooks</li> <li>Ineffective instructional organization</li> <li>Health risks caused by inappropriate teaching methods</li> </ul>	Declining educational quality, reduced knowledge retention, deterioration of physical and mental health
<b>Policy and System-Level Implementation</b>	To form a healthy, progressive, and	<ul style="list-style-type: none"> <li>Integrated national educational policies</li> <li>Teacher training in</li> </ul>	<ul style="list-style-type: none"> <li>Partial or inconsistent policy implementation</li> </ul>	Reduced effectiveness of reforms, mismatch

	sustainable society through education	health-oriented pedagogy • Continuous monitoring of educational quality and health outcomes	• Limited awareness of health-preserving principles	between policy goals and classroom practice
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### Intellectual Development of Schoolchildren in the Age of Information Overload: Risks, Transformations, and Pedagogical Responsibilities

The intellectual development of schoolchildren has always been regarded as a central objective of education. As Blaise Pascal once observed, it is thought alone that can elevate a human being to greatness. According to Pascal, human power should not be sought in the vastness of the cosmos but in the order of thought itself. While the universe may metaphorically “embrace and absorb” the human being as an insignificant point, human consciousness, through thinking, is capable of intellectually “embracing” the universe.

Times have changed, and the technological capacities of human intelligence have expanded to an unprecedented degree. However, one of the most alarming challenges of the present era is that *thinking itself is increasingly being replaced by information*. Information, in turn, has begun to function as a surrogate for intelligence. As a result, contemporary society tends to value not the depth of human thought, but the quantity of information possessed. This shift gradually devalues the thinking process and undermines the development of genuine intellectual capacity.

### Transformation of the Teacher’s Role and Learning Interaction

The conditions under which teachers foster students’ intellectual development have also changed significantly. In the context of information abundance, the teacher is no longer merely a source of knowledge. Instead, the teacher increasingly assumes the role of a mediator, organizer, and facilitator of students’ interaction with information. This transformation has elevated the importance of pedagogical methods grounded in cooperation and collaboration.

Modern education is no longer limited to the traditional “teacher–student” relationship. It now actively incorporates “student–student” and “student–external environment” interactions, thereby enriching the learning process and promoting cooperative learning. Such pedagogical approaches cultivate teamwork skills, shared responsibility, collective problem-solving, and the ability to achieve personal success within a group context. These competencies are essential for both professional and social life in contemporary societies.

For learners, comfort and adaptability within the learning process have become key indicators of intellectual well-being. The availability of digital technologies enables students to work at an individual pace and independently access diverse information sources. However, this convenience also introduces new risks, particularly when not balanced with pedagogical guidance and developmental considerations.

### Movement, Health, and the Learning Environment

One of the most critical deficiencies of modern education lies in the severe limitation of students’ physical activity. As previously noted, opportunities for movement and the satisfaction of children’s natural need for physical activity have been drastically reduced. This reduction necessitates the search for additional health-preserving resources within the educational system.

Such resources may be found in the thoughtful organization of the educational environment—one that minimizes the negative effects of physical inactivity and emotional deprivation, while significantly reducing mental and visual overload. A well-designed educational space can positively influence students’ emotional development, cognitive endurance, and overall health.

### Information Overload, Virtual Reality, and the Crisis of Thinking

Millions of schoolchildren today accept unreliable or false information as credible, gradually losing their “immunity” to deception. The dominance of virtual reality further distances many young people from their own reflective thinking, directing them instead toward instincts promoted through electronic media. The famous warning of Sophocles—that nothing is more terrifying than intelligence that does not serve humanity—can be reformulated for the present era: *nothing is more dangerous than intelligence placed at the service of instincts*.

The shift from internally generated, imagination-based thinking to externally imposed, informational and instructional “psych programming” significantly weakens children’s ability to form independent thoughts and develop creative intelligence. Research in the field of so-called “energy–information” influences offer little cause for optimism. What is most concerning is that children’s imaginative thinking is increasingly constrained by excessive rationalization and formal logic.

### **Creativity, Imagination, and Neurophysiological Perspectives**

The erosion of imaginative and creative thinking poses a serious threat to the holistic development of the individual. Without figurative and creative imagination, a harmoniously developed personality cannot exist. Leading neurophysiologists, including Nobel laureates such as Charles Sherrington and Karl Pribram, have demonstrated that the brain itself contains no intrinsic repository of emotions or meanings. The brain does not autonomously generate thought in isolation; rather, creative thinking emerges from the sensory, emotional, and experiential perception of the world.

Paradoxically, there is nothing inherently “creative” within the brain itself. Creativity arises through lived experience, imagination, emotional engagement, and meaningful interaction with reality. Consequently, knowledge detached from human emotions and personal effort cannot form the moral foundation of young people’s behavior.

It has been empirically established that purely verbal, non-experiential, informational intelligence—divorced from sensory perception—is fundamentally parasitic. It is capable only of consuming unlimited quantities of information created by others. A school system that teaches children to view the world exclusively through someone else’s perspective becomes a hostage to this limited form of informational intelligence, which fails to reveal the full spectrum of human potential.

### **Didactics, Technology, and the Decline of Creative Thought**

Many schools today remain ill-equipped to foster the discovery of creativity and the development of latent, unexplored abilities in children. The prevailing instructional models often distance students from sensory imagination and figurative thinking. Jan Amos Comenius, who laid the foundations of European educational methodology, once described education as a form of “didactic machinery.” Contemporary educational practice, particularly in its uncritical embrace of information technologies, confirms this characterization with alarming clarity.

The rapid and unreflective integration of information and communication technologies (ICT) into school life has contributed to a decline in students’ capacity to generate independent thought. Empirical evidence suggests that even without the use of ICT, poorly organized instruction during the first four years of primary education can reduce a child’s creative imagination by half and weaken the holistic, image-based perception of the world by up to four times.

The accumulation of letters, numbers, symbols, and diagrams in students’ memory increasingly extinguishes their sense of a living, meaningful worldview. Continued overreliance on computers, the internet, and standardized testing leads to the gradual disappearance of creative imagination. Ultimately, excessive informational saturation weakens creative thinking and gives rise to what may be described as a “*zombified intelligence*”—an intellect capable of processing data but incapable of independent, imaginative, and ethical thought.

### **Relevance of the Problem**

The issues addressed in this article reflect the pressing need to identify and implement new mechanisms currently employed within modern education systems. The study analyzes contemporary challenges related to educational organization and highlights effective ways of applying innovative, health-oriented pedagogical approaches. The relevance of the problem lies in the growing demand for educational models that simultaneously enhance learning outcomes and preserve learners’ physical, psychological, and moral well-being.

### **Scientific Novelty of the Study**

The scientific novelty of the article consists in a comprehensive analysis of the implementation mechanisms of the “*Healthy Education - Healthy Nation*” project. The study provides an in-depth examination of health-based educational models and presents a structured overview of their theoretical foundations, pedagogical principles, and practical applicability. By integrating health-preserving technologies into the educational framework, the research contributes new insights into the development of holistic and sustainable education systems.

### **Practical Significance of the Study**

The practical significance of this research lies in its applied analysis of the “*Healthy Education - Healthy Nation*” project. The article demonstrates concrete mechanisms for implementing health-oriented education in practice and offers guidance for educators, administrators, and policymakers on how to effectively integrate health-preserving principles into teaching and learning processes. The findings may be used in teacher training, curriculum development, and the organization of school environments aimed at improving educational quality and student well-being.

### **Conclusion**

The intellectual development of schoolchildren in the digital age faces profound challenges. Education systems must urgently reconsider their reliance on information-heavy, mechanistic models of instruction and restore the central role of imagination, creativity, emotional engagement, and embodied experience. Only by rebalancing information with thought, technology with humanity, and efficiency with meaning can education fulfill its fundamental mission: the formation of intellectually independent, morally responsible, and creatively capable individuals. The organization of a health-oriented

educational process is a fundamental requirement of modern pedagogy. It ensures not only academic success but also the long-term physical, mental, and moral well-being of learners. By integrating health-preserving principles and scientifically grounded pedagogical technologies into education, schools can create an environment that supports sustainable development, responsible citizenship, and the holistic formation of personality.

### Findings

The findings of this study demonstrate that the implementation of health-oriented educational models significantly contributes to the holistic development of schoolchildren. The analysis confirms that educational environments grounded in health-preserving principles positively influence students' intellectual engagement, emotional well-being, and physical health. The integration of balanced academic workloads, cooperative learning methods, and movement-supportive classroom organization enhances learning motivation and supports sustainable knowledge acquisition.

The results indicate that excessive informational overload and rigid instructional models negatively affect creative thinking, long-term knowledge retention, and students' psychological resilience. In contrast, health-oriented pedagogical technologies—particularly those emphasizing emotional positivity, physical activity, and imagination-based learning—promote stable cognitive performance and reduce psycho-physiological fatigue. The study further finds that interdisciplinary integration and ethically oriented content presentation increase students' interest in learning and strengthen moral value formation.

Overall, the findings confirm that health preservation is not an auxiliary component but a core indicator of educational quality. Schools that systematically apply health-preserving strategies are more effective in fostering creativity, independent thinking, and socially responsible behavior among learners.

### Ethical Considerations

This study was conducted in accordance with internationally recognized ethical standards in educational research. The research is based on theoretical analysis and pedagogical review and did not involve direct experimentation on human subjects or the collection of personal or sensitive data. All sources used in the study were properly cited, and academic integrity principles were strictly observed. The author confirms respect for ethical norms related to transparency, objectivity, and responsible scholarship.

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### Conflict of Interest

The author declares no conflict of interest regarding the publication of this article.

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