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ІСТОРИОГРАФІЯ УКРАЇНСЬКОЇ НАУКИ У ВИМІРІ ПЕДАГОГІЧНИХ ПОГЛЯДІВ І ОСВІТНЬОЇ ДІЯЛЬНОСТІ ПОЛЬСЬКИХ ПЕРСОНАЛІЙ – ІДЕЙНИХ НАТХНЕННИКІВ І РЕАЛІЗАТОРІВ ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНОГО ВИХОВАННЯ ДІТЕЙ ТА ЮНАЦТВА

Анотація. Актуальність теми статті зумовлюється потребою ґрунтовно осмислити нагромаджений в українській педагогічній науці масив наукових праць про розвиток зарубіжної педагогічної думки. Мета наукового дослідження полягає в здійсненні структурно-функційного аналізу джерел педагогічної біографістики, реалізованих українськими дослідниками, щодо практичної спадщини визначних польських персоналій, які були ініціаторами, пропагандистами і реалізаторами здоров'язбережувального виховання дітей та юнацтва, визначенні інформаційного потенціалу і особливостей цих джерел, висвітленні змісту персоніфікованого напрямку української педагогічної компаративістики у зазначеному контексті. У процесі наукового пошуку використано такі методи: джерельна (бібліографічна) евристика; метод головного масиву в поєднанні з вибірковим методом; контент-аналіз; порівняння; персоналістично-біографічний; метод аналізу системи знань; порівняльно-зіставний. Поточнено поняттєвий інструментарій (термін «історіографія»; сутнісні засади педагогічної біографістики як важливого напрямку історико-педагогічної науки України), схарактеризовано історіографічний вимір студій про зарубіжні педагогічні персоналії.

Актуалізовано думку про те, що в історії розвитку проблеми здоров'язбереження людини особливе місце посідають окремі постаті, які у значній мірі збагатили цю ділянку праці і надати їй відповідне спрямування. Здійснено контент-аналіз вітчизняних історико-педагогічних розвідок, присвячених педагогічному виміру розв'язання означеної проблеми в країнах закордоння загалом (Н. Василенко, С. Кириленко, О. Лях Породько, В. Єфімова, Т. Паничок, В. Кукса, С. Цьома, О. Дмитрієва, А. Беседіна, В. Люльченко, Л. Клос, І. Турчик та ін.) і у Польщі зокрема (А. Вихрущ, І. Даценко, І. Нестайко, Т. Повалій, В. Струманський, Н. Філіппенко, Б. Чередрецька, В. Шатило та ін.). Проаналізовано наукові статті, монографії і дисертації українських учених, в яких у персоніфікованому форматі висвітлено проблему здоров'язбережувального виховання дітей та юнацтва (Т. Бережна, Г. Білавич, Е. Вільчковський, Р. Гах, В. Герасимчук, І. Зубрицький, С. Ішук, О. Карпенко, І. Мордвінова, М. Пантюк, В. Пасічник, Б. Савчук, Л. Сливка, Г. Терещук, А. Цьось, М. Чепіль, Б. Шиян, О. Янкович та ін.).

Констатовано, що історико-педагогічний сегмент праць українських дослідників, які розглядаємо як рефлексії проблеми здоров'язбережувального виховання дітей та юнацтва у Польщі, наповнюється дедалі новими темами – датами, фактами, подіями і, відповідно, персоналіями. Разом з тим, відзначено, що коло вітчизняних напрацювань, в яких системно висвітлено історичні аспекти здоров'язбережувальної освітньо-виховної діяльності в Польщі, дуже вузьке, відтак рано ще говорити про значні результати. Увиразнено перспективне поле для подальших напрямів наукових пошуків у царині педагогічної біографістики.

Ключові слова: закордонний поступ освітньої діяльності, зарубіжна педагогічна думка, здоров'язбережувальне виховання, історіографія, українські історико-педагогічні праці, педагогічна біографістика, педагогічна персоналія, порівняльні студії.

HISTORIOGRAPHY OF UKRAINIAN SCIENCE IN THE DIMENSION OF PEDAGOGICAL VIEWS AND EDUCATIONAL ACTIVITIES POLISH PERSONALITIES – IDEOLOGICAL INSPIRERS AND IMPLEMENTERS OF HEALTH-PRESERVING EDUCATION OF CHILDREN AND YOUTH

Abstract. The relevance of the topic of the article is determined by the need to thoroughly comprehend the accumulated body of scientific works on the development of foreign pedagogical thought in Ukrainian pedagogical science. The purpose of the research is to carry out a structural and functional analysis of the sources of pedagogical biography implemented by Ukrainian researchers regarding the practical heritage of prominent Polish personalities who were initiators, promoters and implementers of health-preserving education of children and youth, to determine the information potential and features of these sources, to highlight the content of the personified direction of Ukrainian pedagogical comparative studies in this



context. The following methods were used in the research process: source (bibliographic) heuristics; master data set method combined with the sampling method; content analysis; comparison; personalistic-biographical; knowledge system analysis method; comparative and contrastive. The conceptual tools (the term «historiography»; the essential principles of pedagogical biography as an important area of historical and pedagogical science of Ukraine) are updated, the historiographical dimension of studies on foreign pedagogical personalities is characterised.

The idea that in the history of the development of the problem of human health-preserving a special place is occupied by individual figures who have significantly enriched this area of work and given it an appropriate direction is actualised. A content analysis of domestic historical and pedagogical studies devoted to the pedagogical dimension of solving this problem in foreign countries in general (N. Vasylenko, S. Kyrlyenko, O. Liakh Porodko, V. Yefimova, T. Panychok, V. Kuksa, S. Tsioma, O. Dmitrieva, A. Biesiedina, V. Liulchenko, L. Klos, I. Turchyk, etc.) and in Poland in particular (A. Vykhruhshch, I. Datsenko, I. Nestayko, T. Povalii, V. Strumanskyi, N. Filipenko, B. Cheredretska, V. Shatylo, etc.). The article analyses scientific articles, monographs and dissertations of Ukrainian scientists, which highlight the problem of health-preserving education of children and youth in a personalised format (T. Berezhna, H. Bilavych, E. Vilchkovskyi, R. Hakh, V. Herasymchuk, I. Zubrytskyi, S. Ishchuk, O. Karpenko, I. Mordvinova, M. Pantiuk, V. Pasichnyk, B. Savchuk, L. Slyvka, H. Tereshchuk, A. Tsos, M. Chepil, B. Shyian, O. Yankovych, etc.)

It is stated that the historical and pedagogical segment of the works of Ukrainian researchers, which are considered as reflections on the problem of health-preserving education of children and youth in Poland, is filled with more and more new topics – dates, facts, events and, accordingly, personalities. At the same time, it is noted that the range of domestic developments that systematically cover the historical aspects of health-preserving education activities in Poland is very narrow, so it is too early to talk about significant results. The article identifies a promising field for further research in the field of pedagogical biography.

Keywords: foreign progress of educational activity, foreign pedagogical thought, health-preserving education, historiography, Ukrainian historical and pedagogical works, pedagogical biography, pedagogical personnel, comparative studies.

INTRODUCTION

The problem formulation. Among the tasks of the systemic reform of education in Ukraine, which is taking place in the context of European priorities, a significant place is occupied by the expedient implementation of health-preserving education (hereinafter referred to as HpE) for children and youth. A comprehensive study of this area of educational and organisational activity implies the need to predict certain innovations in Ukrainian health education, taking into account the foreign research field. The experience of scientists and educators from the Republic of Poland is worthy of attention in this regard.

It is reasonable that studying and analysing the development of children's and adolescents' healthy lifestyle in Poland is connected with the study of the personal plane of this problem within the personalistic approach. The Polish scientist A. E. Odzywolska-Kidawa (pol. Anna Ewa Odzywolska-Kidawa notes that in the history of the development of the problem of human health, a special place is occupied by individuals who can significantly enrich this area of work and give it an appropriate direction, thanks to the scientific knowledge and charisma of these individuals, the number of people who adhere to certain standards of health preservation is constantly growing, and this, in turn, affects the state of health of society overall (Odzywolska-Kidawa, 2016).

In all historical periods of Poland's development as a state, there were individuals who joined the health movement and concretised the essence of HpE of children and adolescents through their own theoretical conclusions and practical activities. Therefore, it is quite logical that the analysis and generalisation of pedagogical creativity and organisational and practical activities of individual scientists, government and public figures, teachers, etc. have become an integral part of historical and pedagogical research by Ukrainian researchers.

Since this article provides for a direct consideration of scientific studies on the problem of pedagogical biography, we note that this content has been analysed by a number of authors of monographs and dissertations in terms of the subject of their research (V. Andrushchenko, L. Vakhovskyi, O. Habelko, L. Murmurash, I. Rozman, N. Fedchyshyn, I. Tsebrii, O. Shparyk, etc.) However, the historiography of the problem of pedagogical personalities – the creators of health-preserving education of children and youth in Poland – has not been the subject of a special holistic study. Thus, the scientific relevance and practical significance of the problem raised in our article is determined by the contradiction between the accumulated body of work on cultural and educational figures of foreign countries who are of interest as pedagogical personalities and the insufficient study of this work in the context of the problem of health education. The proposed study brings this contradiction closer to resolution.

AIM AND TASKS RESEARCH

The aim – is to carry out a structural and functional analysis of the sources of pedagogical biography implemented by Ukrainian researchers regarding the practical heritage of prominent Polish personalities who were initiators, promoters and implementers of health-preserving education of children and youth; to determine the information potential and features of these sources; to highlight the content of the personified direction of Ukrainian pedagogical comparative studies in this context.

RESEARCH METHODS

The implementation of the set goal was carried out using a set of research methods, in particular: source (bibliographic) heuristics – to identify and systematize the entire array of historical and pedagogical research; the main array method in combination with the selective method – to select sources according to a number of criteria; comparison – to identify common and specific concepts related to the problem of education for health, which are



updated in Ukrainian historical and pedagogical science; personalistic-biographical – to analyze the scientific creativity and practical achievements of representatives of the Polish community in the field of students' HpE; the method of knowledge system analysis – to provide a systematic comprehensive approach to assessing the creative achievements of a teacher as a system, concept, set of individual ideas and views, etc.; comparative and contrastive – for drawing conclusions.

RESULTS OF THE RESEARCH

First of all, let's clarify the conceptual tools. Regarding the term «historiography», we understand it in a narrow sense and interpret it as a set of historical and pedagogical studies, research, scientific literature that have a common spatial and chronological localisation and subject area of research, and «works of historical and pedagogical format» are understood as those that in their content and essence were the result of the work of its author, who acted as a creator of the text, interpreter of historical, pedagogical and other sources (Slyvka, 2022, p. 86-87). An important point of reference for our study is the conclusions of scientists about the object of pedagogical biography as a branch of historical and pedagogical science – it is a pedagogical personality in the diversity of its relations with the socio-cultural environment of a particular historical era, the unity of its individual and social, reflected in the life path and results of social activity, in creative work (Rozman, 2020, p. 45).

Structural and functional analysis of sources was carried out according to the subject classification scheme of their division into certain subject (thematic) profiles, such as: the history of pedagogical thought and the educational movement regarding the problem of preserving the health of children and youth; reflection in the work of personalities of reflections on physical, hygienic, anti-alcohol education as components of health-preserving education; biography of prominent Polish personalities who were initiators, propagandists and implementers of health-preserving education of students; pedagogical personalities as participants in public institutions of the corresponding direction; pedagogical personalities as authors of texts on the analysis of the content of school curricula in the context of health topics.

The scientific search has shown that a significant increase in the number of historical and pedagogical studies on the problem of health preservation of children and youth in its pedagogical dimension dates back to the late 1990s. This period saw radical changes in the social consciousness and humanitarian sphere of Ukraine, which stimulated the recovery from oblivion of many names of well known and lesser known teachers, scientists, and educators who contributed to the development of national education and pedagogical thought (Rozman, 2020, p. 6). The gradual integration of the Ukrainian state into the European space creates a demand for studying the foreign progress of educational activities in the context of the health of a growing personality (N. Vasylenko (2000); S. Kyrlyenko (2004); O. Liakh Porodko (2009); V. Yefimova (2010); T. Panychok (2010); V. Kuksa (2011); S. Tsioma (2014); O. Dmitrieva (2015); A. Biesiedina (2015); V. Liulchenko (2016); L. Klos (2017); I. Turchuk (2021), etc.). There are a number of works on highlighting individual profiles of the Polish experience of forming a healthy lifestyle in students and teacher training in this context (B. Cheredretska (1997); V. Strumanskyi (1998); I. Datsenko (2008); I. Nestaiko (2010); T. Povalii (2011); N. Filippenko (2011); V. Shatylo, V. Kopetchuk, O. Horai (2011); A. Vykrushch (2020), etc.)

Given that in the interwar period of the XX century, Eastern Galicia was part of Poland, the research, the subject of which chronologically covers the 1920s and 1930s and geographically concerns the Western Ukrainian lands, is in some way related to the issues of our study. We would like to make a special mention of the researchers whose contribution to the study of pedagogical personalities involved in various aspects of health-promoting educational activities in Western Ukraine in the late XIX – first third of the XX century, The most prominent are M. Pantiuk (Pantiuk, 1998), B. Savchuk (Savchuk, 2001), V. Herasymchuk (Herasymchuk, 2017), I. Zubrytskyi (Zubrytskyi, 2018), T. Trach (Trach, 2018), H. Bilavych (Bilavych, 2021) and others.

The scientific and biographical studies of S. Ishchuk (2002) and M. Chepil (2009) on Janusz Korczak, O. Karpenko on Henryk Jordan (Karpenko, 2016), H. Tereshchuk and O. Yankovych on Vincent Okon (Tereshchuk & Yankovych, 2021), and O. Yankovych on Maria Lopatkova (Yankovych, 2020), etc. The works of these scholars reflect the life path, educational, scientific, educational, and other activities of prominent representatives of the Polish community who have also proven themselves in the field of health-preserving education.

Bright pages in the development of the national historical and pedagogical science were written by the authors of dissertation studies, which revealed certain problems related to the presentation of the genesis of physical education of a young person in Poland. In this sense, we consider significant the dissertations of V. Pasichnyk «Training of Physical Education Teachers in Poland (second half of the XIX – early XXI century)» (Pasichnyk, 2010) and R. Hach «The System of Physical Education of Youth in Ukrainian and Polish Secondary Schools (second half of the XIX – early XX century)» (Hach, 2012). A significant contribution to the study of world pedagogical thought on the problems of physical education of students was made by E. Vilchkovskiy, B. Shyian, A. Tsos and V. Pasichnyk – authors of the monograph «The System of Physical Education of Pupils of Secondary Schools in Poland and Ukraine (XVI – Early XXI Century): A Comparative Analysis» (Vilchkovskiy, Shyian, Tsos & Pasichnyk, 2016).

Among the scientific developments that to a certain extent contributed to the development of Ukrainian pedagogical biography, we note I. Mordvinova's dissertation «Organisational and Pedagogical Foundations of Health Education of Primary School Students in Modern Poland» (Mordvinova, 2015) – we consider the study to be a guide for assessing the structure of the HpE of students in grades I-III of secondary schools in Poland in the current conditions and Polish pedagogical thought in this context. The monograph by O. Yezhova, A. Biesiedina and T. Berezhna «Health Promotion Schools in Eastern Europe: Theory and Practice» (Yezhova, Biesiedina & Berezhna, 2016) is also worthy of attention, which contains important information about the stages of development and models of activity of health promotion schools in modern Poland, a list of international conferences held under the auspices of the WHO that influenced the formation of the European Network of Health Promotion Schools.



Perhaps the most «personalized» in relation to the problem to which the article is devoted is the author's monograph «Health-preserving Education of Pupils of Secondary Schools in Poland (XX – Early XXI Century)» (Slyvka, 2022). In particular, this work highlights the educational activities and pedagogical views of more than 180 Polish personalities in terms of reflecting the problem of children and youth's HpE in their pedagogical work and practice. In addition, a retrospective analysis of about three dozen foreign figures, scientists, and educators of different historical epochs – Antiquity, the Middle Ages, the Renaissance, the Enlightenment, Romanticism, and Modern History – was carried out in terms of the reflection of health-preserving initiatives in their creative and pedagogical activities: Alcmaeon (Croton), Pythagoras, Hippocrates, Aristotle, Claudius Galen, Asclepiades (Athens), Aulus Cornelius Celsus, Ibn Sina (Latinised – Avicenna), Arnold of Villanova, Vittorino da Feltre, Erasmus of Rotterdam, Thomas More, Francois Rabelais, Joachim Camerarius (the Elder), Roger Ascham, Jerome Mercurialis, Richard Mulcaster, Jan Amos Comenius, John Locke, Jean Jacques Rousseau, Claude Hadrian Helvetius, Johann Heinrich Pestalozzi, Johann Bernhard Basedow, Johann Christoph Friedrich GutsMuths, Per Henrik Ling, Jalmar Fredrik Ling, and others.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Consequently, the conducted scientific search has shown that the historiography of Ukrainian pedagogical science presents a significant body of research that highlights the achievements of foreign pedagogical personalities in the field of educational philosophy and history from different perspectives (this separate interdisciplinary research area is called «pedagogical biography»).

The historical and pedagogical segment of research by Ukrainian researchers, which we consider to be reflections on the problem of the HpE of children and youth in Poland, is filled with new topics – dates, facts, events and, accordingly, personalities. The aforementioned works to some extent represent the active manifestations of individual Polish personalities in the educational and cultural space. Representatives of the Ukrainian scientific community have contributed to the study of well-known Polish thinkers of the XX – early XXI centuries as pedagogical personalities, in general terms, identified and analysed the factors of life of personalities, their creative achievements, the content of professional and social activities, etc. We consider that due to the introduction of this circle of figures into scientific circulation, a new level of personification of the history of the development of education and pedagogical thought abroad has been achieved. In general, we can say that the dynamic development of comparative studies on the life and creative ideas of Polish personalities reflects their profile orientation, when individual, similar in content ideas and views of figures are compared, etc.

At the same time, studies of the thematic profile related to the contribution of representatives of the Polish community to the theory and practice of HpE can hardly be called comprehensive and systematic, and this content is covered in domestic science in a rather fragmentary way. The group of modern Ukrainian scholars who would comprehensively and systematically deal with the problem of historical aspects of health-preserving education activities in Poland is very narrow, so it is too early to talk about significant results.

The study opens up a promising field for further research in the field of pedagogical biography. There is a need to improve the methodological experience and technology of preparing research on pedagogical personalities. An ongoing task of Ukrainian pedagogy is to compile an anthology of pedagogical thought on the issue of the health-preserving education of children and youth, and in this regard, scientific research should be directed to a thorough study of the personalistic component of the theory and practice of health-preserving education of secondary school students in Poland. We see prospects for further research in studying the work of Ukrainian scholars on prominent representatives of foreign pedagogical thought in terms of the problem of educational approaches to solving the problem of health-preserving of children and youth in different historical periods.

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