PEDAGOGICAL CONDITIONS FOR PREVENTION OF HARMFUL HABITS IN PUPILS OF 5TH AND 6TH FORMS AT BOARDING SCHOOLS

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Abstract: The article considers the problem of preventing harmful habits in pupils of boarding establishments, determines pedagogical conditions for prevention of harmful habits in pupils of 5th and 6th forms at boarding schools in their extra-curricular activities. The author actualizes the issue of practical training for educators at boarding schools and improving their psychological and pedagogical readiness to implement preventive measures. The article considers such notions as “pedagogical conditions,” “prevention,” “harmful habits,” and formulates recommendations as regards organizing prevention work among the teenagers. It reveals the negative influence of harmful habits on the health condition of the pupils. It has proved the importance of riddance from addictive behavior in the practical implementation of the pupils’ healthy lifestyle. It has been established that one of the priority tasks of the present day is improving the level of education given to boarding school pupils in terms of their abandoning harmful habits. The article suggests ways to solve the problem of addictive behavior of teenagers as an effective condition to improve their health. A number of literature sources have been analyzed which allowed making conclusions as follows: the problem of prevention of harmful habits in boarding schools pupils is of extraordinary relevance and demands rapid and specific action in order to solve them; forms and methods of work in prevention of harmful habits have been given.

Keywords: problem with education, prevention of harmful habits, board school, pedagogic, education.

Introduction

Within the context of our study we define pedagogical conditions as an essential element of the pedagogical process which includes the contents, methods, and organizational forms of upbringing (Selevko, 2002, p. 9), and therefore it is aimed at the inner life of the pupil. This approach does not contradict other interpretations of the notion of “pedagogical conditions” as elaborated by the pedagogical science, because we see pedagogical conditions as active stages in the pedagogical system to ensure achieving of the set goal.

The problem of harmful habits spreading among teenagers is of interest for many researchers in various fields of science and is rightfully seen by today’s theorists and practitioners as a threat to population, the nation’s gene pool, and the country’s social security.


Regular smoking, consumption of alcohol and other psychoactive substances by teenagers is not only a social, legal, medical and psychological problem, but also a social-pedagogical issue.

Smoking, consumption of alcohol and narcotic substances is a kind of behavior deviations. In the dictionary by V. Dal, the notion of deviation is defined as “avoidance of the right way” (Dal, 1989, p. 425). Dictionaries of psychology, sociology, social pedagogics and social work interpret deviant behavior (from the Latin word “deviatio”) as a system of deeds that contradict the socially accepted legal or moral standards (destruction, disorganizing deviations, criminal or immoral behavior); as a behavior which does not fit into the standards and does not meet social expectations (Mardakhayev, 2002, pp. 62-63).
The most typical forms of deviant behavior of boarding school pupils are their alcoholic, drug, and toxic abuse, smoking, delinquency, suicidal tendencies, and sexual promiscuity. Usually boarding establishment pupils do not have any personal immunity which would allow them to overcome the social and psychological infantilism which is typical for this category of children.

Method

In order to provide the warning and preventive function, the teaching staff of boarding schools implement the following lines in prevention work: preventive education of the pupils; pedagogical work with young boys and girls; groups of social risk. Activity of educators at boarding schools is aimed at prevention of harmful habits among their pupils. The main component in theoretical and methodological training of boarding schools educators in preventive work is teaching them the necessary knowledge and practical skills which are so important in prevention of harmful habits.

It should be noted that implementation of the warning and preventive function becomes more complicated due to the fact that the contingent of comprehensive boarding schools consists of children whose parents are mostly suffering from alcohol and drug abuse. Such families have lost the ability to perform their main functions. Study of the mechanisms behind pathological development of the personality of the pupil who came to the boarding school from a family encountering problems with consumption of alcohol and narcotic substances allows us to discuss negative effects of these circumstances on the social development, for psychogenic factors continue to influence the child’s personality. That is why adults originating from families with alcohol and drug abuse have serious problems. Such children need psychological support. Therefore, working with pupils from the social risk group is aimed at correction and possible removal of negative personal characteristics capable of provoking interest in alcohol, tobacco, and psychoactive substances. It envisages working with pupils who encounter difficulties in social integration by developing in them communicative skills, methods of countering negative social pressure, and organizing conditions to assist their successful integration into the collective.

The influence of psychoactive substances on a particular personality can be extremely varied and depends on its individual and character-related peculiarities. However, the most direct expressions of behavior deviations in case of abuse of psychoactive substances are aggressiveness, poor control over one’s actions, and a state of euphoria. All of these promote immoral and sometimes delinquent behavior (Bardin, 1986, p. 9).

In the present-day conditions, the essence of life for a child from a comprehensive educational establishment for orphans requires implementation of an upbringing system to ensure correction of personal development, prevention and overcoming deviations in moral behavior of the pupils (warning and prevention function of boarding schools). This function facilitates bringing up a socially healthy personality of the pupil because it strives to reveal, prevent and reduce the asocial phenomena and reasons for social maladjustment of boarding school pupils, as well as form a positive direction for the pupil’s personality.

To implement this function, boarding schools educators need to know:
- causes and forms for expression of deviant behavior by boarding establishment pupils;
- contents and forms of social and prevention work;
- methods and ways of suggestion and persuasion;
- effects of harmful habits and non-social behavior patterns on health and life of a personality;
- essentials of healthy lifestyle (Bezpalko, 2009, p. 65).

When pupils from boarding schools for orphans and pupils deprived of parental care come to the boarding school they often resist the pedagogical influence because of having lived in the under-grade micro-social environment. That is why educators have to take into account living conditions of the family where they spent their childhood. They should implement such methods of upbringing which promote all-round and full-fledged expression of the child and holistic formation of the child’s personality. A pupil will only become open and available for pedagogic influence when the nature of communication with him encourages him to express and establish his views and assists him in doing so. Pedagogical processes at the boarding school managed by the educators must become personality-focused and humane and comply with the purpose of bringing up a new human being. Hence the primary task of an orphan boarding school educator is not only to create certain material well-being for the children but also generate an atmosphere of psychological comfort to help them feel free and relaxed, perceive the good will of the educators and strive to gain positive experiences.

Pedagogical prevention work lies in forming particular moral feeling of responsibility, a set of purposeful collective and individual influences on the children’s consciousness, feelings and will in order to create
immunity to negative influence of the social environment, prevent asocial behavior of the teenagers and their antisocial behavior, and to rebuild the pupils’ attitude towards the social environment in the course of their correctional education. The essence of preventive work consists in developing the teenagers’ feeling of responsibility for their behavior; this facilitates their deeper realization of their rights and duties alike (Soviet Encyclopedic Dictionary, 1987, p. 47).

Prevention of harmful habits is a goal-oriented and well-balanced activity of all subjects of prevention which strives to reduce the risk of drug addiction among the pupils, create conditions for realization of the children’s personal potential; to achieve social parity between professional activities of prevention specialists and the level of social activity of the pupils, between the contents of preventive education and social requirements to the nature of such activity, between the needs of younger teenagers in receiving additional informational, enlightenment, and consulting services, as well as medical, social, corrective and rehabilitation aid and qualifications of the specialists providing all these services.

Training of future social educators (counselors) for prevention work with boarding establishment pupils provides their thorough knowledge of main concepts, psychological, social and physiological peculiarities of pupils of the 5th and 6th forms, social and pedagogical conditions for development of their personalities and their influence on forming their addictive behavior in this age; mastering the methods of organizing effective prevention work with the pupils, with consideration of the peculiarities, new developments, age transformations and the social situation of a particular pupils’s development.

The main lines of training specialists for preventive work are as follows: preventive work with pupils (upbringing sessions, extracurricular work); individual and class work with groups of risks (extracurricular work and work by individual schedules); informational, methodological, and consulting work with the teaching staff (teachers’ councils, methodological classes, scientific and practical seminars, special courses for teachers and educators); cooperation with social and other structures as regards improved effectiveness of prevention work at the educational establishment (interaction with experts, search for partners, and social project managers) (Prikhodko, 2006, p. 147).

At the present-day stage, one of the tasks in training social educators (counselors) for implementation of anti-drug, health lifestyle and health preservation paradigm in preventive education of teenagers is forming the professional readiness to prevention of drug addiction among teenagers.

The category of “professional readiness” is at the same time the goal and the result of training specialists for professional activities, and the contents of professional readiness are the criteria for diagnostics of the training process. The quality of training stands in direct dependence with the specialist’s level of readiness to perform his professional functions.

Prevention work must begin from optimizing the living space and shifting the focus from the informational approach to the behavioral approach (forming responsible behavior, socially active attitude, development of an individual’s potential abilities), emotional (emotional antagonism to all forms of self-destructive behavior, forming a positive role pattern) and existential (reflection on the past and the future, forming life philosophy and values in life).

For persons within the “risk groups,” activities of secondary prevention (psychological and pedagogical correction) are applied, with their main goals being as follows: early detection of negative changes in behavior, individual states of psychology preceding manifestations of addictive behavior; determination of the pupils’ awareness of the effects of narcogenic substances on the human body and consequences of their consumption; detection of conditions and factors of “narcogenic risk”, diagnostics of motives for addictive behavior and using this basis for determining persons who belong to the risk group; determination of the components within the pupil’s personality structure which are most sensitive to educational influence (peculiarities of character, temperament, and interests) (Kapska, 2006, p. 240).

While analyzing the mechanism of juvenile narcotization, N. Maksimova (Maksimova, 1998, pp. 35-37) points out the interdependence between consumption of alcohol and narcotic substances. She concluded that alcoholism, drug addiction and solvent abuse are varieties of the same phenomenon and considers the following stages in development of drug abuse: Stage I – smoking (nicotine abuse); Stage II – consumption of alcohol; Stage III – marijuana smoking; Stage IV – consumption of narcotic substances prohibited for non-medical use.
Results

In choosing technologies, forms and methods of preventive activities, it is important to use the psychological and pedagogical resource of the personality in the aspect of developing its cognitive interests. A significant role belongs to replenishment of the education contents with exercises meant to activate thinking, senses and perception, which promotes better digestion of information and formation of behavioral skills. These requirements can be implemented within an interactive dialogue of the educator and the pupil.

Application of interactive technologies in preventive work facilitates development of critical thinking and cognitive interests of boarding schools pupils; formation of conscious attitude to the problem of harmful habits, and skills in withstanding negative influences from the environment; establishment of life values and the value of health; creation of the atmosphere of cooperation and interaction during the studies.

The modern pedagogical science has created a rich stock of interactive forms and methods of learning which an educator can use in preventive work with the pupils. These may include as follows: classes for topical communication, game-based methods of learning (trainings, information for consideration, discussions, sociological surveys, watching videos of anti-alcohol and anti-drug nature, small plays, quizzes, problem situations, problem-focused dialogues, fantastic/virtual interviews, radio theater performances, talk shows, creative work competitions (pictures and placards; book exhibitions), events to commemorate victims of AIDS, “Youth Against Drugs”; auctions of ideas; video lectures, disputes, interactive conversations and interactive lectures featuring specialists with the use of visual aids (slides, drawings, video materials); conferences, social and psychological theater based on psychodrama and role-play methods; round-table discussions, social projects; case study; creative methods, work with social advertising, creative marathons etc.

Scientists lay great emphasis on the fact, that on the one hand, a future teacher must have good professional training in conducting work to form healthy lifestyle habits in the pupils’ community in general, and as regards prevention of deviant behavior in particular; and on the other hand, the teacher must set a good example for the pupils as to keeping to the healthy lifestyle. Thus, it is the work of the entire teaching staff that is of scientific and practical importance in solving the problem with the spread of smoking, consumption of alcohol and other narcotic substances among boarding establishment pupils. The specified problematic is rather prospective within the context of further research.

References