

PREVENTION OF THE DEVELOPMENT OF ADDICT BEHAVIOR IN STUDENTS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS

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ABSTRACT

In this article, the prevention of drug addiction among students of professional education, the creation of a preventive system in educational institutions, the protection of the mental and spiritual health of boys and girls, the wide implementation of programs that serve to increase their adaptability and a general analysis of theoretically based approaches to promotion issues is described.

Keywords: addiction, behavior, dependence, autodestructive, legal stress.

INTRODUCTION

One of the effective measures to prevent the formation of drug addiction in students of professional educational institutions is the preventive system established in the educational institution.

D.V. Lazarenko said that the preventive work of the educational institution helps to change the attitude of the students of the institution to health, to form a person's attention to health care behavior and potentially dangerous in adolescents. should help build self-defense skills in situations.

R.V. Ovcharova calls the main goal of psychocorrection work to be the creation of optimal conditions for training the mechanisms of combating pathogenic effects.

In the process of international practice, various models are distinguished in the correction and prevention work: informing adult adolescents about the negative consequences of the effects of psychoactive substances on the body and restoring their mental and physical condition based on the medical model focused on medical and social consequences is done.

Informing young people and teenagers about the problem of drug addiction and possible methods of rehabilitation is carried out on the basis of an educational model.

There is an approach based on spreading information about drugs, their harm to the body and negative consequences for health. It is carried out by partially providing information about medicines.

Emotional education develops the ability to recognize human emotions, recognize them, experience and control them, and eliminate negative consequences.

There is an approach based on the role of social factors. He states that a person's behavior develops and is formed based on the positive and negative results of his behavior and the observation of the consequences of his behavior, as well as patterns of behavior in society. Therefore, a lot of things in a person's behavior depend on his environment.

An approach to reducing the prevalence of alcohol and drug addiction is based on activities that replace drugs and alcoholism.

There is a health promotion approach to changing the way you feel about your health. There is a short phrase for this strategy: "Making the most convenient choice."

The life skills approach is based on behavior change. This is done by forming the necessary skills and abilities that will help you overcome life's difficulties.

Dissemination of knowledge about drugs and the harm of their use, formation of a healthy lifestyle, encouragement to strengthen it, development of life skills and formation of adaptation in interaction with the environment are developed on the basis of comprehensive prevention programs. Options for a combination of preventive approaches represent an integrative approach.

In the context of prevention of drug addiction in minors, educational prevention programs are recognized as the most effective. They were developed based on a combination of psychosocial and causal models (T.A. Sulstonova).

The psychosocial model has a set of measures that ensure the formation of personal resources in adolescents. It is aimed at preventing the manifestation of drug addiction in adolescents who are oriented towards a healthy lifestyle, an effective approach to withdrawal from an antisocial group or entity, and a controlled behavior change.

The causal model is aimed at identifying and eliminating the causes of addictive behavior. It is necessary from the perspective of development that the main focus of preventive work is not on chemicals and their consequences, but on people and the analysis of the causes of deviant behavior. for the primary prevention of risk factors for addictive behavior.

Thus, preventive work is aimed at activating internal capabilities, abilities, personal characteristics and personal characteristics of students of professional education, which allow them to overcome life difficulties, stressful situations and achieve a state of social and psychological adaptation. Preventive activities should use all the psychological possibilities of the resource approach.

Preventive work consists of three components:

1. Understanding the effects of chemical substances, the mechanisms of disease development, and the consequences of disease and chemical dependency constitutes an educational component. It can help you learn about your mental health and learn how to take care of yourself.
2. There are psychological personality traits that create addiction in the use of chemical substances. The psychological component includes the correction of personal characteristics, the creation of a comfortable and reliable environment in the team, and the psychological adjustment of adolescents at risk.
3. The social component helps to teach social adaptation to environmental conditions, communication skills and a healthy lifestyle.

There are three types of prevention of the use of psychoactive substances for the purpose of prevention.

A set of measures aimed at preventing the use of narcotic drugs and psychoactive substances by teenagers is called primary prevention. Preventive measures aimed at the formation of the disease in people who occasionally consume psychoactive substances, but have not yet developed addiction, are called secondary prevention. A complex of various types of therapeutic rehabilitation measures is called tertiary prevention.

1. Diagnostics: identification of the "risk group", i.e. anxious children, low resistance to stress and sociability, focus on sensation seeking, etc.

2. Informational and educational: providing information to a teenager about the characteristics of interpersonal relationships, communication technologies, ways to get out of stressful situations, and the consequences of using psychoactive substances.

Training on personal growth with elements of correction of personality traits and behavior patterns, including formation and development of self-help skills.

V.A. According to Frolov, psychological and pedagogical prevention consists of:

1. Diagnosis of addiction to psychoactive substances and pathological gambling;
2. Choosing psychological-pedagogical methods that allow the teenager to realize himself naturally;
3. Psychological and pedagogical prevention is carried out throughout adolescence.

According to T. A. Sultonova, it is necessary to develop and implement preventive programs for the prevention of drug and addiction behavior of students in educational institutions. Programs should include the following stages: analytical-orientation, technical-organizational, forecast-retrospective, forecast-diagnosis, forecast-design, verification, adjustment.

At the analytical-orientation stage, a problem analysis of the state of preventive works is carried out, obstacles are identified, the compatibility of conditions is checked, ways of improving preventive works are considered.

It includes defining the goals, tasks and procedures for the development of a technical and organizational program [ibid.].

The predictive-retrospective stage helps to create a system of interaction between the educational institution and various social structures. These structures consist of families, additional education, culture, internal affairs institutions, psychological, medical and social support centers, mass media.

The predictive and diagnostic phase considers the diagnosis of students' drug addiction and pathological behavior. The methods of processing the obtained results, the choice of psychological-pedagogical methods allow the teenager to realize himself naturally. At the stage of forecasting and design, a prevention program is developed and the criteria and indicators of its implementation efficiency are determined.

Based on expert assessment, verification and adjustment determines directions for improvement of the preventive model.

From the point of view of V.A. Frolov, the following requirements must be met in order to implement a preventive program:

- continuity and direction of the re-education process;
- development and support of the child's internal, often invisible, socially useful abilities and interests;
- lack of carelessness and intrusiveness in retraining;
- endurance and patience of all participants of the preventive education process;
- adolescent activity to show initiative and strong will.

Activities that take into account the individual characteristics of adolescents are important for them. With the help of this activity, teenagers develop the characteristics of a socially successful person; defense mechanisms are strengthened; Peers are included in the prevention process as subjects of assistance. They act as active promoters of a healthy lifestyle, develop personal responsibility for their actions. One of these types of activities is the implementation

of an individual psychological and pedagogical preventive impact program, the main purpose of which is to change the personality of minors to universally recognized norms, rules and other social values, to prevent the student of professional education from dangerous behavior. distracting from actions is to attract him to actions approved by society.

Thus, prevention is taking into account the individual characteristics and activity of a person, helping to eliminate negative behavior, establishing positive principles of self-management, and taking appropriate measures to accelerate the process of forming a common opinion. requires a will to prevent. positive direction of behavior. enough methodological and practical materials have been collected to conduct work on prevention of drug addiction with students of professional education and their family members.

CONCLUSION

Addictive behavior is a dependent, self-absorbed behavior associated with a dependence on the use of a substance or an attraction to a certain activity, which, under the influence, leads to a significant change in mental state and further degradation of the individual. destructive, destructive behavior.

Professional education students are 16-17-year-old boys and girls studying at an educational institution. This is the period of early adolescence, which is called puberty. Boys and girls with drug addiction have an unknown, dangerous, negative or unformed self-concept, a low tolerance for difficulties, a tendency to exaggerate the complexity of problems, emotional instability, immaturity of moral beliefs. , characterized by cognitive disorders that lead to impairment of dignity, value orientation, learning and communication difficulties.

Prevention of addictive behavior in students of professional education to increase their resistance to stress, maintain health, develop communication skills to communicate with others, self-determination and activation of personal resources designed to provide conditions. Effective forms of preventive work: training, group therapy, discussions, brainstorming, role-playing, watching and discussing videos, individual counseling. It is desirable to develop comprehensive programs for the prevention of drug addiction in educational institutions.

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