

TECHNOLOGY PREVENTION OF ADDICTIVE BEHAVIOR IN CHILDREN AS PART OF A HEALTHY LIFESTYLE

Zolotova A.D.

Lugansk Taras Shevchenko National University

Annotation. *Purpose:* to develop a technology of social and educational prevention of addictive behavior in children as part of the organization of a healthy lifestyle. *Material:* a theoretical analysis and compilation of more than 50 sources of scientific and methodological literature. *Applied methods* of modeling and design of social and educational activities. *Results:* the technology of social and educational prevention of addictive behavior of children in the territorial community. The main components of addictive behavior prevention technologies children are: diagnostic levels of addictive behavior of children in the territorial community; goal-prevention technologies, the choice of technology development or prevention of addictive behavior in children, preparation and planning of prevention, the introduction of technology, expertise and evaluation of the effectiveness of the technology deployed, summing outcomes. *Conclusions:* prevention of addictive behavior is an integral part of the organization of a healthy lifestyle for children. Procedural embodiment prevention of addictive behavior of children in the life of the territorial community is represented as a developed social and educational technology.

Keywords: addictive behavior, technology, prevention, healthy, style, life.

Introduction

The urgency of this topic is conditioned by constant increasing of levels of children's addictive behavior. Addictive behavior is strive for escape from reality by artificial change of own mental state with the help of different chemical substances or by constant fixing of attention on certain kinds of activity for development and maintaining of intensive emotions [2, pg. 103]. A worrisome trend is reducing of addictive persons' age barrier and constant increasing of addictive behavior kinds. Besides chemical addictions, which have already become nearly chronic for our society, such as tobacco-smoking, alcohol, drugs, toxic substances, pedagogues, nowadays, face often with non-chemical addictions. They include: computer technologies, Internet, mobile phones, TV and video, gambling and computer games, food, work, governmental and religious influence as well as all kinds of fanaticism. And it is far from being complete list of phenomena and processes, which can cause addiction.

Different addictions result in problem with progress in studying, with interpersonal communication; they breach child's mental and physical development, can result in death. Using of psychoactive substances, besides their harmful influence on child's organism, can result in same after effects on descendants. That is why organization of child's life functioning on the base of healthy life style, excluding harmful habits, is one of guiding bench marks of education.

V. Bigenskiy, B. Bratus, D. Kolesov, S Kulakov, A. Lichko, I. P'atnitska, P. Sodorov, V. Khersonskiy et al. were the first who started researching of addictive behavior. Main principles of preventive pedagogic, used for prophylaxis of using of psychoactive substances, are elucidated in works by V. Orzhekhovska, O. Pylypenko, Social – pedagogic aspects of prophylaxis of chemical addictions are studied by O. Udalova, N. Maxymova, S. Tolstoukhova, N. Pykhtina, I. shyshova, O. Tiutiunnyk, T. Martyniuk, M. Okarynskiy, O. Murashkevych et. al. Technological approaches of addictions' prophylaxis are worked out in works by T. Fedorchenko, I. Somova, N. Zymovets, T. Yatsenko, T. Andreyeva, K. Krasovskiy/ Healthy life style is scientifically elucidated in works by S. Omelchenko, O. Vakulenko, V. Gotaschuk, O. Shevchuk, L. Suschenko, V. Trokhymets, A. Sxchelkunov et al.

Alongside with it, technological approach has not been elucidated in scientific literature sufficiently. For improvement of organization of child's life functioning on the base of healthy life style we offer to pay attention to working out of technology of children's addictive behavior prevention.

The work has been fulfilled in compliance with plan of scientific & research works of social pedagogic department of "Lugansk national university, named after Naras Shevchenko" as component of complex scientific topic "Content and technology of social pedagogic work with children of risk group" (state registration number 0107V000971).

Purpose, tasks of the work, material and methods

The purpose of the work is development of technology of children's addictive behavior prophylaxis as a component of healthy life style organization.

For solution of our tasks we used the following *methods of research:* theoretical analysis and generalization of scientific-methodic literature, simulation and projecting of social-pedagogic functioning.

Results of the research

Procedural implementation of children's addictive behavior in life of territorial community it is purposeful to present in the form of social technology. To day social technologies are regarded as a combination of means of influence on social object in order for its improvement, ensuring of functioning's optimization, based on "subject-object

relations". Idea, that in most of cases social technologies are of preventive character, is also important [4, pg. 31; 15, pg. 158].

Technological approach to social-pedagogic functioning is to-day so popular that specialists mark it out in separate branch of social-pedagogic science, such as theory of social-pedagogic technologies. Such branch is a system of scientific knowledge, application of which permits to achieve certain targets, simulate certain social-pedagogic conditions, means and methods [20, c. 11].

With working out of social-pedagogic prophylaxis's technology we shall base on definition, according to which "social-pedagogic technology is means of social-pedagogue's/ social worker's interaction with client, ensuring his (her) socialization in real or specially created conditions" [16, pg. 149-150].

The rules of development of social-pedagogic technologies dictate us need in personalization of social-pedagogic actions, personality's features of specialist, integrity of social-pedagogic technologies with psychological [15, pg. 158; 16, pg. 151].

Any scientifically-grounded technology shall have three distinctive features: division of a process into interconnected stages; coordinated and stage-by-stage achievement of target; uniqueness of operations' and procedures' fulfillment [10, pg. 7]. Besides, social-pedagogic technology is a complex one; within single conception it orients combined actions of different specialists for achievement of a target [16, pg. 155].

Essential characteristic of social-pedagogic technology is presence of clear algorithm of actions, consequent fulfillment of determined stages, oriented on achievement of target [4, pg. 29; 16, pg. 152].

Scientists offer several variants of social-pedagogic technologies' stages determination. Let us not to touch them separately and only note that in this case invariant character has no substantial contradictions, the determined stages can supplement and change each other. Basing on specified by specialists traditional stages of social-pedagogic technologies [4; 10, pg. 33; 16; 21, pg. 46], we can present technology of prophylaxis of children's addictive behavior in conditions of territorial community in the form of the following diagram (see fig. 1).

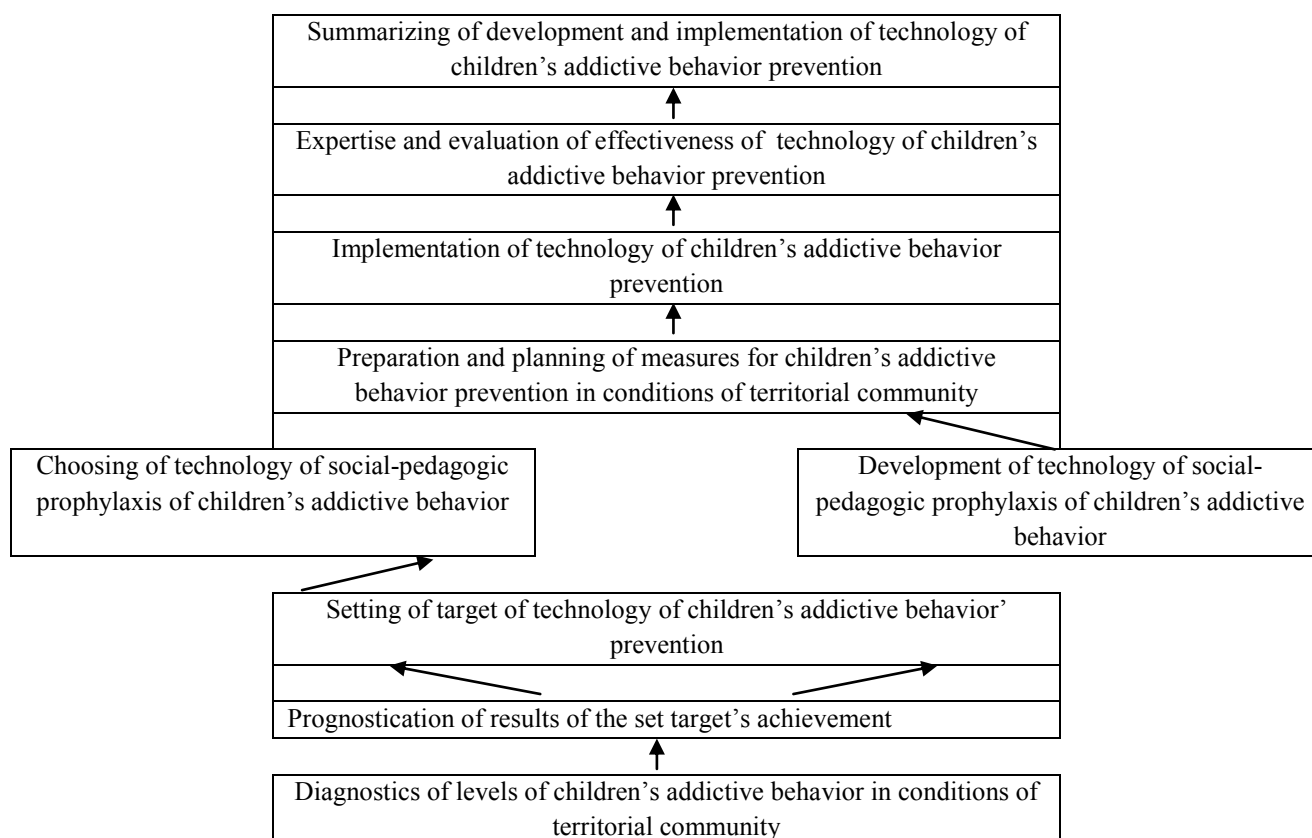


Fig.1. Technology of social-pedagogic prophylaxis of children's addictive behavior in conditions of territorial community

As it follows from the diagram main components of technologies of children's addictive behavior at level of territorial community are: diagnostics, prognostication, target formation, choice or development of technology, preparation and planning, implementation, expertise and evaluation of technology's effectiveness, summarizing. As far as technologies of social-pedagogic prophylaxis relate to general technologies, which represent regularities of interaction of specialists with a child [20, pg. 46], – technology of prophylaxis of children's addictive behavior in conditions of territorial community relates to type of applied technologies, which are “arranged, planned as per certain project and consequently realized actions, operations and procedures, which instrumentally ensure achievement of the set target in work with a person or group of persons in certain environmental conditions” [10, pg. 1]. Such technology is a continuous one, i.e. it is oriented on support of child's life conditions, prevention from deviations in child's behavior [20, pg. 47].

Logic of further elucidation of technology of addictive behavior's social-pedagogic prevention requires determination of its main stages. Let us regard diagnostic stage of the technology.

“Social-pedagogic diagnostic is specially organized process of cognition, in which there happens selection of information about influence on personality and social environment of social-psychological, pedagogic, ecological and sociological factors for increasing of factors' effectiveness”. In social-pedagogic diagnostics there exist social-pedagogic characteristics of educational micro-society, of pedagogic process, of family education as well as individual-psychological characteristics of a personality [4, pg. 51]. It is purposeful to represent diagnostic stage as two main directions of work: first of all diagnosis of levels of children's addictive behavior and status of prevention work in the given community. Secondly, it is determination of risk group children with addictive behavior for further differentiation of prevention influence.

Diagnostic stage of technology of social-pedagogic addictive behavior's prevention can be represented in the form of the given below diagram (see fig. 2).

As it follows from the diagram, mechanism of complex diagnostic stipulates multi-stage character and simultaneous work in several directions. First, we shall know the levels of children's chemical and not chemical addictions in certain community, for us to be able to determine content and forms of preventive influence. Diagnostic methodic of children's addictive behavior's levels envisages observation, questioning of children, method of competent judges. We chose this method because it has undoubted advantage, connected with its efficiency, as far as expert, by his, specialty, knows respondent quite well and it requires much less time than long observation over the tested. Expert judge can be people without special preparation, but knowing those, whom they test [19, pg. 103]. In this case experts are teachers and parents. After analyzed procedures we process the received data and compare them with data of sociological statistics.

As a result we have opportunity to determine how many children are on zero level of addictive behavior, how many of them – on level of insignificant risk and on level of dangerous risk, how many children have steady symptoms of addictive behavior. Application of this methodic stipulates anonymous character and confidentiality of the received data. Only in this way we can receive confident data and determine not only levels of children's addictive behavior but also obtain information about dominating in children environment of certain community kinds of addictions.

For organization of effective preventive process it is necessary to determine the status of preventive work in territorial community. Diagnostic methodic for state of children's addictive behavior's prevention envisages questioning of children, parents and teachers concerning their awareness about sense and content of different kinds of addictions. Questioning of children permits to know what prevention measures were conducted and with what effect; questioning of parents gives information about their worry with problems of addiction in society and in their territorial community and their readiness to take part in preventive process. Results of teachers' questioning are determination of pedagogues' competence levels and their readiness for prevention work.

For determination of risk group specialists offer to “scan” all children [4, pg. 56]. Methodic of determination of risk group children with addictive behavior shall show presence of psychological, social and biological risk factors, which make a child non resistant for addictions. It is stipulated to carry out psychological diagnostic methods for every age period.

As far as social risk factors include family as main institute of personality's socialization, teaching staff and group of peers, determination of risk factors in these spheres is possible with the help of analysis of family social situation of development, methodic of group's diagnostic, including sociometry, talks with class supervisors, analysis of school documentation (register, social passport of class) and, undoubtedly, with the help of observation. Diagnostic of biological risk factors of addictive behavior implies analysis of school medical documentation; if necessary to specify data- consultation with school doctor. Determination of children with steady addictive behavior is fulfilled, mainly, with the help of observation and talks with class supervisor and parents.

Next stage – is a predicting one; it implies determination of problem and prognostication of progressing of education. Prognosis is oriented on determination of object's potential - as far as this object is the base of pedagogic functioning - on dividing it into elements and determination of links between them [10, pg. 34; 20, pg. 48].

This stage shall compulsory include analysis and systemizing of information, which was received at diagnostic stage, on the base of which it is possible to make certain conclusion [16, pg. 154].

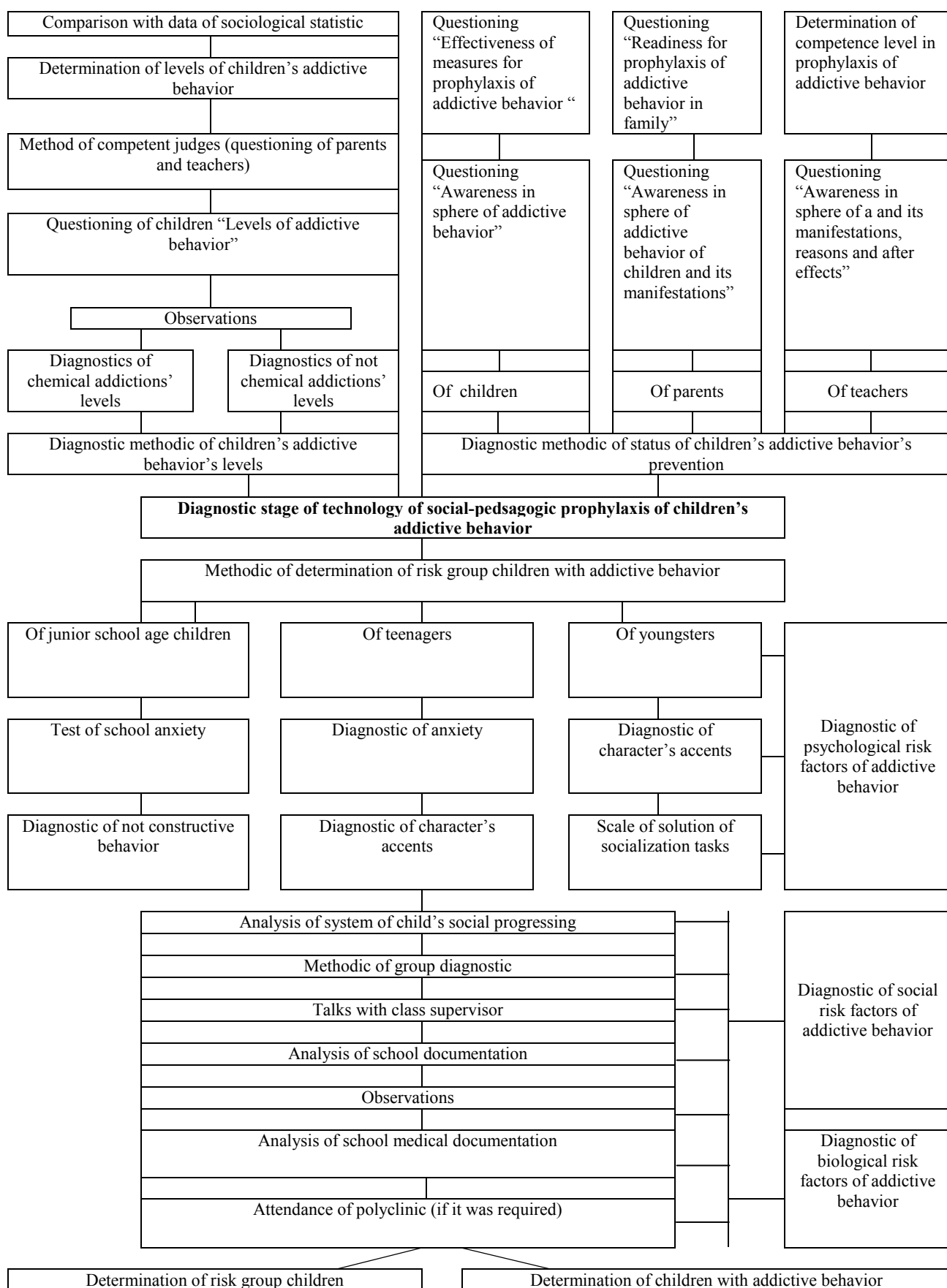


Fig.2. Diagnostic stage of technology of social-pedagogic prevention of children's addictive behavior in conditions of territorial community

It would be quite correct to use technologies of social-pedagogic prophylaxis of children's addictive behavior, general scientific group of predicting methods, such as analysis, synthesis, extrapolation, interpolation, induction, deduction, analogy at prognosis stage [4; 18; 19, pg. 112].

In the frames of researching of our problems such methods will be comparative analysis of main parameters of social-pedagogic objects of preventive system, analytical work with registered results, working out of criteria of preventive technology's effectiveness, creating of universal models of next stages of social-pedagogic prevention of addictive behavior.

After specialist's collecting information about object of influence, making of social diagnosis, he, on this base, formulates the aim of social-pedagogic functioning and, in compliance with it, the tasks. Prognostication and determination of aim are closely connected [10, pg. 34; 16, pg. 154].

The purpose of technology of addictive behavior's prevention is reducing of levels of all kinds of children's addictive behavior in conditions of territorial community.

The tasks of prevention system of children's addictive behavior are the following: full refusal of chemical addictions; reduction of technological addictions' level; reduction of procedural addictions' level; reduction of food addictions' level; reduction of psycho-emotional dependences.

The next stage is a stage of choice and working out of social-pedagogic technology. In other words, in specialists' opinion, social pedagogue, in his, functioning, can choose the technology, which he considers purposeful for solution of certain problem and also he can compose his own program and work out or improve existing technology independently [16, pg. 154; 20, pg. 50].

For working out of technology of children's addictive behavior's prevention it was offered to combine main elements of general social-pedagogic technologies, developed by leading specialists in these problems and apply them as per context of prevention of addictive behavior.

Scientists offer to realize these procedures with the help of traditional epistemological methods: method of dialectics, analysis and synthesis, theoretical simulation, social projecting [4, pg. 52].

At this stage there happens individualization of technology, considering situation, specificities of an object, possibilities of a specialist [10, pg. 35].

With working out of social-pedagogic technology it is necessary to consider social circumstances and features of a person, which can ensure identification, individualization and personification of the technology [19, pg. 76].

The next stage of technology of social-pedagogic prevention of children's addictive behavior is the stage of preparation and planning; it is oriented on determination of material-technical, organizational and methodic aspects, required for effective implementation of the technology. It permits to prevent from complications and delay in realization of prevention influence.

This stage of social-pedagogic technology of children's addictive behavior's prevention in conditions of territorial community stipulates start of illuminating functioning for familiarization of future subjects of prevention system with content of experiment and formation of their motivations for active participation in realization of developed technology.

Now, we have come to characteristic of procedural stage. This stage is a process of direct realization of certain functioning; it is considered to be one of main stages [20, pg. 48]. Quantity of directions, forms and methods of work of this technology's stage is so numerous that it is impossible to elucidate them all in the present article; separate publication will be devoted to this problem.

The next stage of social-pedagogic technology of children's addictive behavior's prevention in conditions of territorial community is expert-evaluating one. This is a stage, which permits to estimate the results of technology's implementation, effectiveness of fulfilled work [10].

At this stage specialist carries out complex expert evaluation, determines how effectively the problem was solved. If the problem is solved – cooperation of specialist and client can be considered to be completed. If specialist was not able to solve the problem or solved it partially, it is necessary to find out at what stage technology should be corrected [4, pg. 52; 16, pg. 154].

Conclusions:

Procedural implementation of prophylaxis of children's addictive behavior in life of territorial community has been presented in form of social technology. Main components of the technology of children's addictive behavior's prevention at level of territorial communities is diagnostics, prognostication, aim-forming, choice or development of technology, preparation and planning, implementation, expertise and evaluation of technology's effectiveness, summarizing. Diagnostic component has been presented by the following main directions of work as, first – diagnostic of levels of children's addictive behavior and state of prevention work in certain territorial community. Secondly, - it is determination of children of risk groups and children with addictive behavior for further differentiation of prevention influence. Methodic of determination of risk group children with addictive behavior shall specify presence of psychological, social and biological risk factors of addictive behavior. Prognostic component of technology of addictive behavior prophylaxis includes analysis and systemizing of information, which was obtained in the process of diagnostic stage. Aim bearing component of technology of children's addictive behavior prophylaxis implies formulating the purpose of social-pedagogic functioning and, in compliance with it, the tasks corresponding to determined social diagnosis. The purpose of the technology of children's addictive behavior's prophylaxis implies reduction of all levels of addictions. The stage of choice and development of social-pedagogic technology and the stage of preparation and

planning mean determination of material-technical, organizational and methodic aspects, required for effective implementation of the technology. Expert-evaluation stage permits to appraise result of the technology's implementation and effectiveness of the fulfilled work. And summarizing stage stipulates summarizing of implemented technology's results also with the help of mathematical statistic's methods.

The prospects of further working out of the problem imply definition of directions, forms and methods of work on technology of children's addictive behavior's prevention.

References:

1. Aliksieienko T.F. *Social'na pedagogika: teoriia ta praktika* [Social pedagogy: theory and practice], 2005, vol.1, pp. 56-60.
2. Bezpal'ko O.V. *Social'na pedagogika v skhemakh i tabliciakh* [Social pedagogy in charts and tables], Kiev, Logos, 2003, 134 p.
3. Lins'kij I.V., Minko O.I., Pervomajs'kij E.B. *Visnik psikhatriyi ta psikhofarmakoterapiyi* [Bulletin of psychiatry and psychopharmatherapy], 2007, vol.2, pp. 44-58.
4. Zavač'ka L.M. *Tekhnologiyi profesijnoyi diial'nosti social'nogo pedagoga* [Technology professional activities of social pedagogy], Kiev, Word, 2008, 240 p.
5. Zaveriko N.V. *Social'na pedagogika: teoriia ta praktika* [Social pedagogy: theory and practice], 2008, vol.2, pp. 61-66.
6. Zaporozhec A.V. *Mir nauki, kul'tury, obrazovaniia* [World of science, culture, education], 2009, vol.6 (18), pp. 283-286.
7. Kal'chenko L.V. *Visnik LNU imeni Tarasa Shevchenka* [Bulletin of Luhansk Taras Shevchenko National University], 2009, vol.17(180), pp. 251-261.
8. Konoshenko S.V. *Pedagogika, psihologia ta mediko-biologicni problemi fizicnogo vihovanna i sportu* [Pedagogics, psychology, medical-biological problems of physical training and sports], 2007, vol.7, pp. 67-69.
9. Litvinova N.A. *Visnik LNU imeni Tarasa Shevchenka* [Bulletin of Lugansk Taras Shevchenko National University], 2009, vol.17(180), pp. 110-115.
10. Almazov B.N., Beliaeva M.A., Bessonova N.N. *Metodika i tekhnologii raboty social'nogo pedagoga* [Methodology and technology of social educator], Moscow, Academy, 2002, 192 p.
11. Murashkevich O.A. *Social'na pedagogika: teoriia ta praktika* [Social pedagogy: theory and practice], 2008, vol.2, pp. 67-74.
12. Mukhamed'iarov N.N. *Pedagogika, psihologia ta mediko-biologicni problemi fizicnogo vihovanna i sportu* [Pedagogics, psychology, medical-biological problems of physical training and sports], 2013, vol.3, pp. 36-38.
13. Orzhekhova V.M. *Naukovij svit* [Scientific World], 2008, vol.10, pp. 28-30.
14. Serdiuk O.O. *Ukrayins'kij socium* [Ukrainian society], 2005, vol.4, pp. 46-51.
15. Kaps'ka A.J. *Social'na pedagogika* [Social pedagogy], Kiev, 2009, 488 p.
16. Zvierieva I.D. *Social'na pedagogika: teoriia ta tekhnologiyi* [Social pedagogy: theory and technology], Kiev, 2006, 316 p.
17. Tolstoukhova S.V. *Social'na robota v Ukrayini: teoriia i praktika* [Social work in Ukraine: theory and practice], 2007, vol.1, pp. 5-12.
18. Kharchenko S.Ia., Krasnova N.P., Iurkiv Ia.I. *Innovacijni tekhnologiyi social'no-pedagogichnoi roboti z sim'iami «grupi riziku»* [Innovative technologies of social and educational work with families "at risk"], Lugansk, 2013, 540 p.
19. Kharchenko S.Ia. *Socializaciia ditej ta molodi v procesi social'no-pedagogichnoi diial'nosti: teoriia i praktika* [Socialization of children and young people in social and educational activities: theory and practice], Lugansk, Alma Mater, 2006, 320 p.
20. Kharchenko S.Ia., Krasnova N.P., Kharchenko L.P. *Social'no-pedagogichni tekhnologiyi* [Social and educational technology], Lugansk, Alma Mater, 2005, 552 p.
21. Shakurova M.V. *Metodika i tekhnologiiia raboty social'nogo pedagoga* [Methodology and technology of social educator], Moscow, Academy, 2002, 272 p.
22. Iurkiv Ia.I. *Visnik LNU imeni Tarasa Shevchenka* [Bulletin of Luhansk Taras Shevchenko National University], 2012, vol.22 (257), pp. 210-219.
23. Andersson P. Global Hangover – alcohol as an obstacle to development. *Educational Association of the Sobriety Movement (NBV)*, Estonia, Aktaprint AS, 2008, 65 p.
24. Botvin G.J. Preventing drug abuse in schools: social and competence enhancement approaches targeting individual-level etiologic factors. *Addiction Behave*, 2000, vol.25(6), pp. 887-897.

25. Boys A., Marsden J., Strang J. Understanding reasons for drug use amongst young people: a functional perspective. *Health Education Research*, 2001, vol.16(4), pp. 457-469.
26. Griffin K.W., Scheier L.M., Botvin G.J., Diaz T. Protective role of personal competence skills in adolescent substance use: psychological well-being as a mediating factor. *Psychology Addiction Behaviours*, 2001, vol.15(3), pp. 194-203.
27. Botvin G.J., Griffin K.W., Diaz T. Preventing illicit drug use in adolescents: long-term follow-up data from a randomized control trial of a school population. *Addiction Behaviours*, 2000, vol.25(5), pp. 769-774.
28. Mirowsky J., Ross C.E. *Education, social status, and health*, New York, Aldine de Gruyter, 2003, vol.7, 242 p.
29. Walters G.D., Gilbert A.A. Defining addiction: Contrasting views of clients and experts. *Addiction Research*, 2000, vol.8(3), pp. 211-221.

Information about the author:

Zolotova A.D.: ORCID: 0000-0002-3352-0593; kafedrasp@mail.ru; Lugansk Taras Shevchenko National University; Defense str. 2, Lugansk, 91011, Ukraine

Cite this article as: Zolotova A.D. Technology prevention of addictive behavior in children as part of a healthy lifestyle. *Pedagogics, psychology, medical-biological problems of physical training and sports*, 2014, vol.5, pp. 24-31. doi:10.6084/m9.figshare.971029

The electronic version of this article is the complete one and can be found online at: <http://www.sportpedagogy.org.ua/html/arhive-e.html>

This is an Open Access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited (<http://creativecommons.org/licenses/by/3.0/deed.en>).

Received: 25.01.2014

Published: 25.02.2014