

UDC 37.015.3

DOI: 10.34670/AR.2021.43.29.022

**About the features of primary prevention of dependent
behavior in higher education (on the example
of the Krasnoyarsk State Agrarian University)**

Yuliya V. Kuleshova

PhD in Biological Sciences, Associate Professor,
Krasnoyarsk State Agrarian University,
660130, 90, Mira ave., Krasnoyarsk, Russian Federation;
e-mail: <mailto:julia.kuleshova@yandex.ru> julia.kuleshova@yandex.ru

Tamara V. Agapova

PhD in Culturology, Associate Professor,
Krasnoyarsk State Agrarian University,
660130, 90, Mira ave., Krasnoyarsk, Russian Federation;
e-mail: Agapova-07@mail.ru

Abstract

The article considers the possibilities of primary prevention of dependent behavior in the educational environment. Dependent behavior is a serious social problem having the form of various negative consequences associated with disturbed and antisocial behavior of the individual. Pedagogical tools and a competence-based approach in higher education allow students to develop their abilities for critical and analytical thinking, self-control and self-organization, and to regulate the state of internal tension, the increase of which is associated with the inability to cope with the difficulties encountered. The most promising tool in solving this issue is the inclusion of disciplines or elective classes in the educational process, which content is related to preventive methods of health preservation. As an example, the article presents the new academic discipline "Prevention of dependent behavior", which is implemented at various stages of higher education at the Krasnoyarsk State Agrarian University. The authors note the effectiveness of preventive influence on students in the course of teaching this discipline. The combination of psychological, pedagogical and natural science approaches, as well as the use of modern information technologies and communication methods, allow us to achieve the desired effect, which is especially important in working with an actively developing personality in a rapidly changing modern world that produces more and more new factors and types of addictions.

For citation

Kuleshova Yu.V., Agapova T.V. (2021) About the features of primary prevention of dependent behavior in higher education (on the example of the Krasnoyarsk State Agrarian University). *Psikhologiya. Istoriko-kriticheskie obzory i sovremennye issledovaniya* [Psychology. Historical-critical Reviews and Current Researches], 10 (3A), pp. 44-49. DOI: 10.34670/AR.2021.43.29.022

Keywords

Primary prevention, healthy lifestyle, dependent behavior, health preservation, students, higher school, didactic tools.

Introduction

The health and quality of life of the population is one of the priorities of the state social policy in Russia. Dependent behavior as a kind of deviant behavior can be a serious social problem in the form of various negative consequences [Korolenko, Donskikh, 1990] associated with disturbed and antisocial behavior of the individual. In the modern world, there is a large number of factors that contribute to the emergence of addictions and development of dependent behavior [Gogoleva, 2003]. The most dangerous and rapidly progressing forms among them are addictions associated with the use of psychoactive substances [Mehtikhanova, 2005]. This problem is particularly relevant in the environment of the younger generation, which, due to its psychophysiological immaturity, is at the stage of active maturation, adaptation and socialization [Kuleshova, 2016]. However, these characteristics can also appear in older youth with different psychological features and emotional-volitional regulation in conflict conditions.

Stress resistance and the ability to behave constructively in difficult or conflict situations make a young person more protected and less susceptible to the development of deviations, including addictive behaviors. This relationship is scientifically based and confirms the effectiveness of purposeful training of psychological foundations of constructive behavior in conflict conditions and the ability to overcome stressful situations by activating cognitive activity [Obukhova, 2013]. These personality qualities, based on psychological stability, can be formed not only due to family values and upbringing, but also under the influence of psychological and pedagogical methods in the educational environment, being a part of the primary prevention. Psychological stability as an integral characteristic of a person, formed after its development, provides resistance to stressful effects in difficult life situations and depends on the features of the type of human nervous system [Drozdova, Kuleshova, 2007], personal experience, surrounding social environment, previously developed behavioral skills, level of development of cognitive psychic processes.

Features of primary prevention of dependent behavior in higher education

Pedagogical tools and a competence-based approach in higher education allow students to develop the ability to critical and analytical thinking, self-control and self-organization, to regulate the state of internal tension, the increase of which is connected with the inability to cope with the difficulties encountered. So, because of the out-of-control anxiety, signs of disadaptation appear and attitudes towards powerlessness, loneliness, and expectations of failure are formed, which is an unfavorable prognosis for the further development of the personality. This is facilitated by the presence of excessively low self-esteem, which prevents the ability to maintain a positive self-image and successfully adapt to different conditions. In adolescence, there are sharp fluctuations in self-esteem, orientation to communication and the reference group, which increases the risk of manipulative influence and the formation of addictions [Elkin, 2007].

That is why the issues of primary psychological and pedagogical prevention of dependent behavior in the educational environment are of particular importance. The methodological basis of primary

About the features of primary prevention...

prevention is complexity, axiology, multi-aspect and consistency [Elkin, 2007]. Preventive expediency was reflected in the distant past, in saying known since the time of Hippocrates, indicating that the disease is easier to prevent than to deal with its consequences. Therefore, achieving results in preventing the occurrence of various addictions will become even more effective if pedagogical activities are aimed not only at transmitting knowledge, but also at educating students on the basis of forming stable ideas about a healthy lifestyle [Simatova, 2014].

The most promising tool for solving this issue is the inclusion of appropriate disciplines or elective classes, the content of which is related to preventive health preservation methods. Thus, since 2011, a new academic discipline "Prevention of dependent behavior" has been introduced into bachelor course curriculum of the Krasnoyarsk State Agrarian University, aimed at the formation of strong-willed, moral, intellectual qualities, a firm life position and conscious preservation of health. Currently it seems to be the most effective way to prevent the development of dependent behavior, since the potential factors for the emergence of this deviation belong primarily to the individual [Mendeleviya, 2005]. The discipline "Prevention of dependent behavior" is implemented at various stages of higher professional education (I, II and IV courses) in the variable part of the curriculum of the Federal State Educational Standard of Higher Education for full-time and part-time students in various areas of training and is an elective discipline. In the course of teaching this discipline, the effectiveness of preventive impact on students is noted, taking into account their age. First and second year students of full-time education are a special contingent of higher education students, represented mainly by young people of adolescent age. The first year of their training is accompanied by adaptation to new educational conditions and the process of active socialization. Correspondent education involves interaction with older students and is characterized by greater awareness and interest to the educational material, as well as effectiveness through feedback. Nevertheless, the demand for this health preservation academic discipline and the interest to its content is quite high, which is confirmed by the growing choice of this discipline by many students (from 60% to 90% of full-time students) and their cognitive activity. Interaction with students of the correspondence form of education is no less significant, since they, already as adults, formed personalities, and often parents, mentors, or specialists, are the "carriers" of knowledge in the field of prevention of dependent behavior and healthy lifestyle.

Didactic tools of the discipline "Prevention of dependent behavior"

The teaching of the discipline "Prevention of dependent behavior" provides both classical forms of organizing the educational process (lectures, practical classes, independent work of students) and innovative (discussions, analysis of specific situations, brainstorming, communicative and interactive methods). At the same time, the content of the curriculum of the discipline also includes studying the role of subjective and objective factors in the formation of dependent behavior, physiological and psychological mechanisms of addiction formation [Orlova, 2013], considering the main features of the dependent personality, the possibilities and types of prevention of dependent behavior. The teaching tools of the course "Prevention of dependent behavior" are constantly increased and enriched, despite the discipline is new. So, in addition to the traditional information approach, during the seminars, conversations, discussions, case technologies, various test techniques, etc. are successfully implemented. Much attention is paid to providing this training course with methodological literature and distance learning tools. In practical classes, different reflexive techniques, organizational games are often implemented, "press conferences" are organized in order to analyze problem situations and find possible constructive solutions.

A comprehensive preventive approach is implemented at the university through thematic sections of international, all-Russian and regional conferences, round tables, creative competitions, and extracurricular public events. So, one of the first preventive measures at the university was devoted to the problem of smoking and other types of drug addiction, which was attended by specialists of the healthcare system, personnel of the city social work service, administration, teachers and students.

The multi-profile staff of the Department of Psychology, Pedagogy and Human Ecology, which includes specialists of various profiles, allows us to constantly deepen and expand the scope of consideration of the issue of prevention. Students have the opportunity to discuss various aspects of addiction formation, including psychological and psychophysiological factors, lifestyle features (proper nutrition, physical activity, family relationships, etc.), harmful effects and consequences of bad habits (smoking, alcoholism, drug addiction). The emphasis is not on moralizing, but on factual data. The teaching staff of the department, having fundamental knowledge in the field of modern achievements in pedagogy, psychology, biology and medicine, can explain many rather complex issues of addiction, using a variety of methodological tools, to students who do not have a natural science or medical training. The combination of psychological, pedagogical and natural science approaches in this case allows us to achieve the desired didactic effect. The use of modern information technologies and communication methods is of great importance in improving the teaching of this discipline. So, the educational and methodological complex for the discipline "Prevention of dependent behavior" contains digitized texts of lectures, practical classes, methodological recommendations and control and measurement materials, a special collection of educational videos and slide albums, sets of electronic crosswords, scenarios of business games. Developed in the Moodle platform, the distance electronic training course "Prevention of dependent behavior", which duplicates the theoretical and practical material of the classes, allows students to get knowledge in a remote format and in the process of independent work.

Conclusions

Thus, it should be noted that the risk of addiction and development of dependent behavior is formed on a heterogeneous social ground, so it can only be resisted by a combination of humanitarian and natural science culture, which gives the necessary synergistic effect. Prevention of dependent behavior is implemented at various levels that ensure its complexity: national, legal, social, economic, medical-biological, pedagogical, and socio-psychological. Psychological and pedagogical tools are especially important in working with an actively developing and socializing personality in the rapidly changing modern world, which produces more new factors and types of addictions.

References

1. Gogoleva A.V. (2003) Addiktivnoe povedenie i ego profilaktika [Addictive behavior and its prevention]. Voronezh: Scientific and Production Association "MODEK". 240 PP.
2. Drozdova L.N., Kuleshova YU.V. (2007) Kompleksnoe psihofiziologicheskoe obsledovanie zdorov'ya studentov [Comprehensive psychophysiological examination of students' health]. In: Al'manah sovremennoj nauki i obrazovaniya [Almanac of Modern Science and Education]. N 6 (6), pp. 45-47.
3. El'kin I.O., Nabojchenko E.S. (2007) Profilaktika zavisimogo povedeniya podrostkov (na primere narkomanii i alkogolizma) [Prevention of dependent behavior of adolescents (on the example of drug addiction and alcoholism)]. Ekaterinburg: Publisher Kalinina G.P. 126 PP.
4. Korolenko C.P., Donskih T.A. (1990) Sem' putej k katastrofe. Destruktivnye formy povedeniya v sovremennom mire [Seven paths to disaster. Destructive forms of behavior in the modern world]. Novosibirsk: Nauka. 224 PP.
5. Kuleshova YU.V. (2016) Social'no-psihologicheskie i psihofiziologicheskie aspekty addiktivnogo povedeniya [Socio-

- psychological and psychophysiological aspects of addictive behavior]. In: *Sovremennye issledovaniya social'nyh problem* [Modern research on social problems]. N 10 (66), pp. 79-91.
6. Mekhtihanova N.N. (2005) *Psihologiya zavisimogo povedeniya: uchebnoe posobie* [Psychology of dependent behavior: training manual]. Yaroslavl: YSU. 122 PP.
 7. Mendeleviya V.D. (2005) *Psihologiya deviantnogo povedeniya: uchebnoe posobie* [Psychology of deviant behavior: training manual]. St. Petersburg: Rech. 445 PP.
 8. Obuhova L.F. (2013) *Vozrastnaya psihologiya: uchebnik* [Age psychology: textbook]. Moscow: Urite. 460 PP.
 9. Orlova E.A., Kolesnik N.T. (2013) *Klinicheskaya psihologiya: uchebnik* [Clinical Psychology: textbook]. Moscow: Urite. 363 PP.
 10. Simatova O.B. (2014) *Vozmozhnosti profilaktiki zavisimogo povedeniya v obrazovatel'noj srede* [Opportunities for the prevention of dependent behavior in the educational environment]. In: *Izvestiya Irkutskogo gosudarstvennogo universiteta. Seriya "Psihologiya"* [News of Irkutsk State University. Series "Psychology"]. Vol. 7, pp. 65-74.

Об особенностях первичной профилактики зависимого поведения в высшей школе (на примере Красноярского ГАУ)

Кулешова Юлия Викторовна

Кандидат биологических наук, доцент,
Красноярский государственный аграрный университет,
660130, Российская Федерация, Красноярск, проспект Мира, 90;
e-mail: julia.kuleshova@yandex.ru

Агапова Тамара Вадимовна

Кандидат культурологии, доцент,
Красноярский государственный аграрный университет,
660130, Российская Федерация, Красноярск, проспект Мира, 90;
e-mail: Agapova-07@mail.ru

Аннотация

В статье рассматриваются возможности первичной профилактики зависимого поведения в условиях образовательной среды. Зависимое поведение представляет серьёзную социальную проблему в виде различных негативных последствий, связанных с нарушенным и асоциальным поведением личности. Педагогические средства и компетентностный подход в высшей школе позволяют развивать способности обучающихся к критическому и аналитическому мышлению, самоконтролю и самоорганизации, регулировать состояние внутренней напряженности, нарастание которой связано с неспособностью справиться с возникшими трудностями. Наиболее перспективным инструментом в решении этого вопроса является включение в учебный процесс дисциплин или факультативных занятий, содержание которых связано с превентивными методами здоровьесбережения. В качестве примера в статье представлена нововведенная в Красноярском государственном аграрном университете учебная дисциплина «Профилактика зависимого поведения», реализующаяся на различных этапах обучения в высшей школе. Авторы отмечают эффективность профилактического воздействия на студентов в ходе преподавания данной дисциплины. Сочетание психологических, педагогических и естественнонаучных подходов, а также использование современных информационных технологий и коммуникативных методов, позволяют достичь

нужного эффекта, что особенно важно в работе с активно формирующейся личностью в условиях стремительно меняющегося современного мира, продуцирующего все более новые факторы и виды зависимостей.

Для цитирования в научных исследованиях

Кулешова Ю.В., Агапова Т.В. About the features of primary prevention of dependent behavior in higher education (on the example of the Krasnoyarsk State Agrarian University). Психология. Историко-критические обзоры и современные исследования. 2021. Т. 10. № 3А. С. 44-49. DOI: 10.34670/AR.2021.43.29.022

Ключевые слова

Первичная профилактика, здоровый образ жизни, зависимое поведение, здоровьесбережение, обучающиеся, высшая школа, дидактический инструментарий.

Библиография

1. Гоголева А.В. Аддиктивное поведение и его профилактика. Воронеж: НПО «МОДЭК», 2003. 240 с.
2. Дроздова Л.Н., Кулешова Ю.В. Комплексное психофизиологическое обследование здоровья студентов // Альманах современной науки и образования. 2007. № 6 (6). С. 45-47.
3. Елькин И.О., Набойченко Е.С. Профилактика зависимого поведения подростков (на примере наркомании и алкоголизма): учебное пособие. Екатеринбург: Издатель Калинина Г.П., 2007. 126 с.
4. Короленко Ц.П., Донских Т.А. Семь путей к катастрофе. Деструктивные формы поведения в современном мире. Новосибирск: Наука, 1990. 224 с.
5. Кулешова Ю.В. Социально-психологические и психофизиологические аспекты аддиктивного поведения // Современные исследования социальных проблем. 2016. № 10 (66). С. 79-91.
6. Менделевич В.Д. Психология девиантного поведения: учебное пособие. СПб.: Речь, 2005. 445 с.
7. Мехтиханова Н.Н. Психология зависимого поведения: учебное пособие. Ярославль: ЯрГУ, 2005. 122 с.
8. Обухова Л. Ф. Возрастная психология: учебник. М.: Юрайт, 2013. 460 с.
9. Орлова Е.А., Колесник Н.Т. Клиническая психология: учебник. М.: Юрайт, 2013. 363 с.
10. Симатова О.Б. Возможности профилактики зависимого поведения в образовательной среде // Известия Иркутского Государственного Университета. Серия «Психология». 2014. Т. 7. С. 65-74.