

THE FORMATION OF THE IMMUNITY TO THE USE OF PSYCHOACTIVE SUBSTANCES BY SENIOR TEENAGERS AS THE TENDENCY OF THE FORMATION OF THE LIFE SAFETY

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Introduction. The chosen issue is highly crucial due the urgent task of nowadays. This task is to form the safety of life in senior teenagers as a constituent of life value.

The value of life is a person's attitude to life as the highest human value. It is reflected in the awareness of life safety, the search of the meaning of life, the organisation of life on the basis of creativity and life optimism, the development of life competence, thus creating possibilities of decent human self-realization for an individual in modern society full of problems [26, p. 101].

The urgency of a person's safety is also emphasised in "New requirements for a person's safety" (1994), a chapter in UNO's report. It is confirmed by forming Commission for Person Security (1999). Constitution of Ukraine also refers a person security to the highest values (Article 3) [33].

Methodology. One of the foci of forming the safety of life is the formation of the immunity of teenagers to using psychoactive substances.

Senior teenagers have their feeling of "adult life" sharpened. A teenager does not only desire so that people around them should accept them to be grown-up but also desires so that their originality and individuality should be recognised. Though the desire of having the role of a grown-up meets the problem of the absence of real abilities and skills to realise them, so this inconsistency often leads to the conflict with the surrounding world [6, p. 69]; the most important achievement at this period is the awareness of their own inner world, the awareness of life important values and the creation of relationships with people around them, the formation of the conscious attitude towards themselves [7, p. 298; 16; 19; 20; 21; 22; 35; 36; 37].

Discussion. I. Bekh thinks that a teenager owns the feeling of adulthood that is the attitude towards themselves as towards grown-ups, their imagining or feeling themselves adults to some extent. The feeling of adulthood at this age is not always conscious. It is a specific form of self-consciousness for teenagers, social in its sense.

I. Bekh proves that the first and the main indicator of this feeling is the growth of the need of a teenager to be treated as an adult not as a child. If this need is neglected by an educator, teenagers demonstrate their offense, different forms of protest such as they are ill-behaved, rude, and stubborn; they oppose adults and peers; there are conflicts and collisions. The second indicator of the feeling of adulthood, in I. Bekh's words, is the presence of the desire to be independent and to protect some spheres of their lives from the interference on behalf of adults. The indicator of the presence of the feeling of adulthood in students is their own way of conduct sometimes it is opposed to the opinion of adults or peers [2, p. 116–117].

T. Fedorchenko says, that the main deviations of this age manifest themselves in ill-behaviour and misconduct at lessons, during breaks, rude attitude towards peers, teachers, parents; fights, offenses, theft, insolence, irritability, predisposition to the use of psychoactive substances, manifestations of violence against younger schoolchildren and peers, animals, gambling, hooliganism, escaping from home, abusive expressions, etc. [31, p. 48].

I. Topchiy presents four main groups of factors which cause teenagers to take psychoactive substances:

- the first group is a moral immaturity of a person: their negative attitude to their studies; the absence of socially approved activeness and socially meaningful rules; a narrow circle and instability of interests, the absence of hobbies and spiritual queries; uncertainty in issues of career orientation, the lack of focus at work, the lack of motivation for achievements, departure from responsible situations and decisions; loss of "life prospects", the vision of ways to develop one's personality; tolerance for alcohol, drugs;

- the second group: broken social microenvironment: part-time family; parents are always busy; false family relationships which lead to incorrect assimilation of social roles, improper parenting; early (at the age of 12-14) start of their own life and release from parental care; easy and uncontrolled access to money and misunderstanding of how it is got; alcoholism and drug addiction of someone from close relatives; low educational and spiritual level of parents;

- the third group: individual and biological peculiarities of a teenager that is genetic predisposition to physic disorders and alcoholism, severe somatic diseases and neuro infections at the early age; organic brain damage, mental inferiority and psychological infantilism;

- the fourth group: individual and psychological deviations of a person such as weak resistance to emotional stresses, increased anxiety, impulsiveness, disposition to risky behaviour, the lack of social adaptation especially in complicated situations, character accentuation, in the first place of comfortable, hypertensive, and unstable type [30].

According to ISD in its 10th revision the list of psychoactive substances is as following: alcohol, opiates, cannabis, sedative (hypnotic) substances, cocaine, stimulants (also caffeine), hallucinogens, tobacco, and unidentifiable substances which are taken with a psychoactive purpose (household chemicals, plants and mushrooms narcotic content, etc.) [32, p. 88]. Stimulants include cocaine, amphetamines, alcohol, tobacco; they refer an opiate group to inhibitory substances: tranquilizers, hypnotics; hallucinogenic substances include include inhalants, LSD, stramonium, ecstasy. These substances are conventionally classified into three generalized groups such as tobacco, alcohol, drugs. They impact psychic and physical health of a person and lead to the addiction and later to the dependence [19, p. 12].

The danger for a person and for a society on the whole from taking psychoactive substances (PAS) is the fact that they cause social (inner readiness to taking PAS being influenced by the surrounding environment (a group, a family), psychic (the state which causes an individual to get emotional satisfaction from taking them), physical dependence (irresistible physical need for the use of

psychoactive substances, their absence becomes a cause of physical disorders (headache, joint pain, stomach disorders, etc.) [19, p. 12].

We agree with T. Fedorchenko, who characterises the term "susceptibility to the use of psychoactive substances" as an integral, dynamic personality trait, which is manifested in the ability to organize and regulate a person's activity, to adequately assess their behavior and deeds, the views of others; to maintain and realize their own positions in various, including unfavorable conditions, based on personally conscious acquired moral norms and principles, and not at the expense of external forces; to withstand the pressure, to counteract the influences which contradict the inner attitudes and convictions, to actively transform them, to make moral decisions on their own [32].

I. Topchiy says that the information about the dangers of the use of psychoactive substances is obtained by teenagers from various sources that cause ambiguous influences. Nowadays, a great negative impact on students of this specified age group has a romantic halo around PAS. Therefore, the success of preventive work in this sphere can only be achieved when pupils begin to treat such tools as a dull, boring and mediocre occupation, that is, this is the issue of immunity to the use of psychoactive substances [29, c. 34–36]. "We can speak about the immunity to negative manifestations when an individual has a positive orientation, which, on the basis of the acquired moral principles, which became the internal motives of deeds, allows us to think practically, to independently interpret a particular situation, and react to it. It closely relates to the regulatory action of personally meaningful remote goals, and orientation towards the ideal of an individual" [30, p. 38].

According to the World Health Organization, Ukraine is one of the so-called "leaders" in juveniles drinking alcohol: it takes the 8th place in the world ranking according to indicators of the presence of this harmful habit among children of 11 years of age; the 16th place among 13-year-olds and the 20th place among pupils who turned 15 years old. Every fifth adolescent drinks alcohol once a week, every tenth one does it 2-3 times a week. Ukraine is ranked the sixth in the world for smoking at the age of 11, the eighth for smoking at the age of thirteen, and the third for smoking at the age of fifteen [5, p. 15].

Since the 90s of the last century, the number of drug addicts in Ukraine increases annually by 10-12%, of which is only 27% for adults, whereas for adolescents it is 60%, and for children aged between 11 and 14 years it is 13%. The average age of a drug user in Ukraine decreases by 0,1-0,15 of a year each year. Over the last five years, the number of drug users among children and adolescents under the age of 16 has increased by 45%, including the number of such juveniles with drug addiction which has increased by 25% [18, p. 29].

Among modern teens the most popular drinks are soft drinks, which include beer, longer, rum-cola, gin-tonic, honey drinks. One of the negative phenomena is a painful passion for beer (beer alcoholism). Over the past ten years, the number of beer drinkers in Ukraine have increased by ten times. Today, 1% of children of 12-13 years of age drink alcohol every day [25].

Physical symptoms of beer alcoholism is a loose body; overweight; loud, heavy breathing; bags under the eyes; bluish face color; the presence of an irresistible specific odor of acetone.

The signs of dependence on beer include the need to drink a liter of beer every day; irritability and aggression in the absence of access to this drink; the use of it during the day or in the morning; the change of facial features; "beer stomach", abdominal obesity, gynecomastia, varicose veins.

The consequences of beer alcoholism are pancreatitis, gastritis, myocardial stroke, brain impairment, neuropathy, auditory and visual acuity damage, problems with reproductive system, kidney diseases. Violation of hormonal balance leads to coarse voice, the appearance of "beer whiskers", infertility, oncology in women; to the decline and absence of sexual function in men [25].

Low-alcohol drinks (longer, rum-cola, gin-tonic) are popular in the youth environment. Due to the advertisement for this specific product, these beverages are positioned as light and fashionable, with a lot of pleasant tastes, available at prices and places of purchase. These characteristics make them attractive in the eyes of modern teens.

According to a sociological survey conducted by the staff and students of National Technical University "Kharkiv Polytechnic Institute", one can define the hierarchy of main factors which drive a teenager to the use of low-alcohol beverages: in the first place these are fashion trends (62%); in the second it is the freedom to buy low-alcohol beverages (58%); the third place belongs to the powerful friends (44%); the fourth place is taken by the advertisement of these goods (31%), and the fifth place is determined by the availability of their prices (28%) [4, p. 79].

The main motives for taking low-alcohol beverages include the following: "to lift the mood", "I like the taste" and "cultural" ("low-alcohol beverages are attributes of a good holiday"). Regarding personal motives, which usually encourage a teenager to buy low-alcohol drinks, the first ranks are occupied by the following, such as "to lift the mood" (66%) and "I like the taste" (55%). With a significant margin, they are followed by "to try a new taste" (25%), "low-alcohol beverages provide confidence" (17%), "so accepted in the company" and "to hurt others" (14%) [4, p. 79–81].

To form the immunity to the use of psychoactive substances, it is important to understand the level of adaptive capacity, self-confidence development, and to cultivate skills in order to resist group pressure.

For example, a training session "The ability to resist someone else's pressure" aimed to train the skills of defending students' own position; to form the belief that every person is personally responsible for his or her decision; to develop the ability to make an independent choice and ability to act according to their own decisions.

At the beginning of the lesson, the "Myths" exercise was offered to teens, which was intended to help students develop a mature and well-grounded attitude towards drugs.

Adolescents' attention was drawn to the fact that not all pupils have the right idea about drugs, because these focus on the stories of friends and acquaintances. It is dangerous, firstly, because myths about drugs can exaggerate the real threat (for example, the myth that marijuana is a completely harmless drug), and secondly,

because myths can exaggerate the danger (for example, the myth that if a person once tries a drug, then necessarily becomes a drug addict).

Further, a number of statements were suggested such as "It is enough to try the drug only once to become a drug addict", "Drug addiction is not a disease, but apostasy", "All drug addicts are criminals", "Marijuana is completely safe".

In the classroom, there were posters such as "Yes", "No", "Maybe". For some minutes, the students pondered their position on each of these statements, then joined three groups according to their beliefs, and then organized a discussion in which each group grounded their point of view [8, p. 304].

Then, pupils were offered the "marionette" exercise, the purpose of which was to give the students on their own experience to experience both the state of full drug dependence and the state when the other person completely depends on them.

Students joined into three, each of the three elected a "puppet" and two "men in grey suits". They were invited to play a small puppet show, where "men in grey suits" controlled all movements of "puppets". Then they discussed this exercise, focusing on both the feelings of "puppets", and the feelings of "men in grey suits". Students talked about different feelings such as discomfort, tension or, conversely, excessive power over another person. Consequently, in a state of dependence hyperopia makes relations between people distorted and inferior.

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Students were given some pieces of advice which help with drug resistance, namely:

- 1) be in a good relationship with people around you;
- 2) be able to withstand the influence of drug addicts (for the first time it is usually offered for free, remember: this is a trap);
- 3) make friends with people who lead a healthy lifestyle, avoid the environment of drug addicts;
- 4) know all the truth about what leads to the use of drugs;
- 5) take care of your health, practise physical education and sports;
- 6) have a hobby;
- 7) be able to ask for help from adults when you are in a difficult situation [3].

Then teenagers were offered the algorithm of "A perfect refusal". Students had to answer the question: "Can I refuse a proposal if it matches my interests? How?" Pupils described the situations in which they had to refuse this or that proposal. During the discussion of these situations, we proposed the algorithm of "A perfect refusal": I means message + failure + argument + counter proposal.

Then the students were divided into pairs, one of them persuaded the other one (based on the suggestion which was taken from a real situation), the other one refused using the offered algorithm, and then the participants exchanged their roles. Students offered variants of refusal, which contributed to the training of skills in defending their own position, the development of the ability to make an independent choice and

the ability to act according to their own decisions; it expanded the behavioural repertoire of a student in the process of confrontation with the group [8, p. 305].

In this experiment older teens were involved in health protective activities.

Healthcare-saving activity is aimed at the formation, preservation and strengthening of their own health, as well as the health of other people, the formation of culture and health ecology [17].

Healthcare-saving activity of establishments of secondary education includes the following forms and types such as:

1) the system of curing somatic health disorders using a complex of health and medical measures;

2) various forms of the organization of educational process, taking into account its psychological and physiological effects on the organism;

3) the control over the observance of sanitary-and-hygienic norms of the organization of educational process, rationing of educational load and prevention of fatigue of students;

4) the system of medical-psychological, hygienic methods of monitoring the health and prevention of harmful habits;

5) the development and implementation of training programs which form a culture of health and prevention of harmful habits;

6) the service of psychological assistance to teachers and students in terms of overcoming stress, anxiety, promoting a humane approach to each child, forming benevolence and fair relationships in the team;

7) measures aiming at strengthening the health of students, creating conditions for their harmonious development [1, p. 122–123].

At the same time, one can not forget that the activity is only a potential educator. It can form useful qualities, may be a neutral process, and, finally, can not develop under certain conditions, but distort a student as a person. The decisive role here is played by the correct organization of such an activity, which is determined by the level of pedagogical mastery of teachers [9, p. 96].

During the experiment, the potential of school clubs was widely used.

Thus, the activities of the school club "Everything in Your Hands" were based on the principles of voluntariness and accessibility; the education in the team, which manifests in the richness of relationships which reveal a wide space for the development of children, the formation of communicative skills; the activity of an individual, reflecting the active position of a student during the acquisition of knowledge, skills and abilities; subject-subjective interaction, which involves the equal partnership of a teacher and students, their cooperation and co-creation during the educational process; an acmeological principle, which requires from the teacher the orientation of educational process to the highest moral achievements and the potential of a pupil, creating conditions for the achievement of the vital success of an individual; a vital semantic amateur, involving the formation of an individual as a creator and designer of their own life, who is able to make independent decisions and bear responsibility for them [13, p. 4].

A decisive importance in organizing the work of the school club "Everything in your hands" was the increase of the degree of immunity to the use of psychoactive substances in older adolescents.

Here are the topics of meetings of the school club "Everything in your hands" such as "Harmful habits or illnesses", "Learn to say "No", "Your life is your choice", "Healthy lifestyle: everything in your hands", "One cannot health, it is given by one's mind"; "We are for a healthy lifestyle" [12, p. 171].

Thus, the goal of the exercise "Healthy lifestyle: everything in your hands" was to form in older teens a persistent belief that tobacco use, the use of alcohol and drugs have a negative impact on the human body; to strengthen the healthcare-saving position of students; to develop students' ability to analyze and determine the effects of life's actions.

At the beginning of the lesson students were offered to listen to a story "Drops of health" [33, p. 78].

Then students discussed this story. Students were asked some questions such as:

- What do you think is the biggest misery in the life of people?
- What would change in the lives of people if they received drops of health?
- What is the enemy of health of a person? (harmful habits such as smoking, alcohol, drugs).

Then students listened to the story and analysed it. So, the first group of students prepared a message "The Hijackers of the Mind". The slogan of the second group's performance was "You smoked only five cigarettes, and there is no time for your life," and the third group prepared "If you do not become the owner of your life, its owner will become a drug".

Then older teenagers were asked to create a collage of health. Students were divided into four groups that performed the same task. They first depicted a picture of a healthy and happy life. After the end of the work, representatives of each group presented their collages and told the story they had made up.

Then, students depicted what destroys our health and a happy future. Participants of each group presented distorted collages and told their modified stories.

Then, children changed the collage so that it again became life-assertive and joyful. After the work, representatives of the four groups demonstrated restored collages and told their final stories.

At the end of the lesson students discussed the following questions:

- What thoughts emerged while you were making your collage?
- What will you do to protect and improve your health? [12, p. 151–152].

Main forms of activity of this school club were quizzes, conferences, disputes, discussions, role-playing, simulation games, intellectual games, show programs, individual creative works, oral journals, project protection [11, p. 122], anti-smoking decades «Healthy lifestyle: everything is in your hands», thematic discos.

We used a project method in this experiment.

Advantages of project method are the development of intellectual activity of children, education of activity and initiative; providing each student with opportunities for self-realization in creative activity, taking into account their own

abilities, inclinations, value orientations; the stimulation of creative activity of pupils, the development of their abilities, independence, enrichment of life experience; the development of students' ability to acquire communicative knowledge and skills; to work independently and in groups; to use different points of view to solve the same problem; the promotion of personal initiative of younger teens, their orientation on their independent creative activity [17, p. 86–87].

The goal of the project “Do energy drinks provide with wings or kill?” was to prevent the use of energy drinks by teens; to promote a healthy lifestyle.

The tasks of the project were:

- to form in older teens the notion about harmful effects of energy drinks on the human body;
- to promote the necessity of banning the use of energy drinks;
- the awareness of benefits of a healthy lifestyle.

In order to achieve this goal, senior teenagers were divided into five initiative groups, namely:

- the first group were schoolchildren who prepared a message "The history of the evolution of energy drinks in Europe and Ukraine";
- the second group were the pupils who prepared the message "Popular brands of energy drinks";
- the third group were students whose task was to prepare the message "The composition of energy drinks";
- the fourth group were the children who prepared the message "Facts for energy drinks";
- the fifth group were teenagers who prepared a message "Facts Against energy drinks”.

The participation in the project contributed to the formation of ideas in older adolescents about the harmful effects of energy drinks on the human body; the awareness of the benefits of a healthy lifestyle; the formation of the ability to critically treat their actions, referring, in particular, to the problem of the use of energy drinks [12, p. 169–170]. Through the pedagogical support of students, teachers stimulated pupils self-recognition of their positive traits; formed moral qualities of a student in the process of assessing their own behavior; emphasized positive actions of students; supported an initiative, activity; showed confidence in pupils; formed students' faith in their own [10, p. 219].

Conclusion. Thus, the involvement of older teenagers in the healthcare activities aiming at forming the immunity to the use of psychoactive substances was implemented within the framework of student self-government activities using the following forms such as educational hours, hours of communication, conversations, training sessions, school clubs, discussions, quizzes, project activities, promotions, oral journals, conferences, intellectual, role-playing, simulation games, sports competitions, thematic discos, review and discussion of documentary. their own films, etc.

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Abstracts

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Канішевська Л. В. Формування несприйнятливості до вживання психоактивних речовин у старших підлітків як напрям формування безпеки життя.

Розглядаються питання формування несприйнятливості до вживання психоактивних речовин у старших підлітків як напрям формування безпеки життя.

Здійснено аналіз педагогічної літератури з проблеми формування несприйнятливості до вживання психоактивних речовин та уточнено основні фактори, що сприяють вживанню неповнолітніми психоактивних речовин.

Представлено деякі форми залучення старших підлітків до здоров'язберезувальної діяльності, спрямованої на формування несприйнятливості до вживання психоактивних речовин.

Ключові слова: безпека життя, несприйнятливість до вживання психоактивних речовин, старші підлітки, шкільний клуб, проектна діяльність.

Канишевская Л. В. Формирование невосприимчивости к употреблению психоактивных веществ у старших подростков как направление формирования безопасности жизни.

Раскрываются вопросы формирования невосприимчивости к употреблению психоактивных веществ у старших подростков как направление формирования безопасности жизни.

Осуществлен анализ педагогической литературы по проблеме формирования невосприимчивости к употреблению психоактивных веществ и уточнены основные факторы, способствующие употреблению несовершеннолетними психоактивных веществ.

Представлены некоторые формы привлечения старших подростков к здоровьезберегающей деятельности, направленной на формирование невосприимчивости к употреблению психоактивных веществ.

Ключевые слова: безопасность жизни, невосприимчивость к употреблению психоактивных веществ, старшие подростки, школьный клуб, проектная деятельность.

Kanishevska L.V. The formation of the immunity to the use of psychoactive substances in senior teenagers as the focus of the formation of life safety.

We have covered the issue of the formation of the immunity to the use of psychoactive substances in senior teenagers as the focus of the formation of life safety.

We have analysed pedagogical literature about the problem of the formation of the immunity to the use of psychoactive substances and clarified main factors which force teenagers to use psychoactive substances.

We present some ways how to involve senior teenagers to the life saving activity which focus at the formation of the immunity to the use of psychoactive substances.

Key words: life safety, the immunity to the use of psychoactive substances, senior teenagers, a school club, project activity.

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