
Global Determinants of A Healthy Lifestyle and Their Role in Antinarcotic Education

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Abstract— The situation of drug addiction among adolescent students is investigated, a review of existing programs of anti-drug education is carried out. The structure and content of value consciousness, attitudes and behavior of adolescents as a complex of ideological determinants in the formation of a healthy lifestyle are revealed. The author's program of anti-drug education of students of primary vocational education is described.

Key words: ideological determinants, healthy lifestyle, anti-drug education, primary vocational education.

INTRODUCTION

The spread of drug addiction in our country is becoming threatening. Adolescents and young students are most susceptible to multiple risk factors for first-time trial and regular use of psychoactive substances. Thus, a survey of more than 1,500 senior adolescents, conducted by us in vocational education institutions in Ufa, testifies to the pronounced tolerance of a significant number of respondents to tobacco smoking, the consumption of alcoholic beverages, drugs and other psychotropic substances. It turned out that almost every second young man and every fourth girl smoke. Drinking alcohol (mainly beer) is the norm of behavior for 23.6% and 12.3% of students, respectively, and only 20.1% of adolescents categorically reject drug addiction as a component of their lifestyle. The data obtained indicate a pronounced symptom of the cult of excessive hedonism and consumerism among adolescents, which actualizes the search for the causes of spiritual nihilism of young people and effective measures to prevent various forms of pathological addiction.

The psychological vulnerability of adolescents is one of them. The instability of the psyche is an indicator of some individual-personality deficits in the development of the child, a violation of the system of self-regulation and the manifestation of feelings, self-esteem. Relationship with people around, inability to take care of oneself. [1, S. 29-31]. Scientific publications emphasize the role of the social situation in the development of a teenager, the importance of the types of parent-child relationships, the nature of free time, moral and aesthetic socialization, which, in aggregate, bear the risks of deviant behavior.

The leading problem in the development of addictions, according to B. I. Khasan, is the desire of a young person, on the one hand, to be like everyone else, and on the other hand, to preserve and express his individuality and originality [1, p. 47]. Comprehension and understanding of this feature in the development of older adolescent children is refracted in various projects and programs of anti-drug education:

- providing information on the negative impact of drugs on the body and life expectancy (strategy of intimidation and fear);

- emotional "training" of adolescents who have difficulties in understanding and expressing their own emotions and feelings;
- education of counteraction to drugs as the ability to withstand the aggressive pressure of the narcotic environment;
- providing an alternative with the ability to realize the adolescent's desire for risk in socially recognized situations of increased behavioral activity;
- health promotion through free and responsible choice of healthy lifestyle practices;
- social competence with the leading idea that adolescents become addicted to psychotropic substances as a result of a serious deficiency in psychosocial self-regulation skills, etc.

The multivariance of preventive measures in relation to the studied area of education reflects its extremely complex nature, at the same time it suggests that perhaps a universal mechanism (mechanisms) of the effectiveness of this process escapes from the field of view of teachers.

The blurred boundaries between Good and Evil in the modern world significantly exacerbate the need for an active search for deep meanings, meanings and fundamental values of a healthy lifestyle. In this regard, let us dwell on the characteristics of the main ideological determinants, which together contribute to the active opposition of adolescents to the pressure of the narcogenic environment.

In modern philosophical literature, value expresses the human dimension of culture; the relationship of natural and social phenomena with the needs of the subject; life guidelines; mechanism of moral regulation; the foundations of goal-setting. From the standpoint of the psychological and pedagogical approach, value is

the setting of deep acceptance of the object of assessment, "not only" conscious ", but also vital, existentially sensible being" [2, p. 131].

The value sphere of consciousness is involved with the discovery of the meaning of life (V. Dilthey, M.R. Ginzburg), personal meanings (A.N. Leontyev, D.A. Leontyev, etc.), value orientations (N.A.).

With the broadening of horizons and the growth of technical capabilities of a modern person, the meaning of life appears to be an increasingly large-scale spiritual phenomenon, and its search "... is not just a" secondary rationalization of "instinctive drives", but the main motivational force in a person [3, p. 29], leading it to the desired image-ideal.

The deformed consciousness of the addict produces ideals of dubious content, the invisible thread of spiritual kinship with the surrounding world is broken, the high meaning of one's own earthly destiny is lost, the worldview supports for creative self-realization and the very possibility of physical existence are crumbling. The relationship in the "goal - health" scheme acquires distorted features, and the discrepancy between what was conceived and the result of activity is accompanied by pathological "disturbance of balance" in the structures of the brain [4, p. 56].

As you move to higher motives of internal regulation of behavior, as is known, the role of the cognitive component of consciousness increases. Being an image of the investigated reality, knowledge is the result of the subject's reflection of the surrounding world with the strengthening of such means of cognitive activity as representation, convention, interpretation [5, p. 20]. At the same time, knowledge "returns" to its semantic essence - to express the "life world" by the world of "subjective-correlative" (E. Husserl). This refers to a certain type of knowledge that M. Scheler calls educational. This knowledge does not presuppose the "application" of concepts, rules, laws, but the

possession of things and their direct vision in a semantic context. It is acquired on one or several "good, accurate samples" and expresses essential knowledge [6, pp. 31-32]. Learned knowledge is known to underlie the formation of beliefs. The latter reflect a person's confidence in the correctness of his views, principles, ideals and predetermine his purposeful activity. By conviction in pedagogy, it is customary to understand the unity of knowledge and personal attitude to it at the level of intellectual, emotional and ethnic understanding of the problematic reality. In psychology, this phenomenon is associated with the motivational sphere of the individual, the development of volitional processes, and a social attitude.

The position of G. Ye. Zalessky is noteworthy: the scientist characterizes "conviction" by a special "alloy" of three components of the psyche: knowledge as a basis for making decisions, a positive, personal attitude of the subject of cognition towards him, the need to act in accordance with this knowledge [7, p. 25]. G.E. Zalessky emphasizes the importance of the phenomenon in the methods of moral assessment, goal-setting and selectivity of motives, which ensures the child's normal development and protects against risk factors for auto-aggressive behavior.

Having defined in general terms the structure and content of the main ideological determinants of the effectiveness of the lifestyle, we have developed a program of anti-drug education based on the actualization of the potential of the spiritual development of a teenager in the real process of professional education. A modular scheme for building the program was chosen. By a module we mean a package of variable educational and methodological materials containing the theoretical position and practical tasks of a specific thematic plan of anti-drug education. Such a device makes the program open, provides the possibility of targeted use of

modules, and also allows you to combine them in connection with the specific problems of drug addiction among young people.

The proposed program includes a set of modules: the worldview foundations of the formation of a healthy lifestyle, a psychological and pedagogical approach to the prevention of addictive behavior, a family-school-healthy child, the organization of leisure for adolescents, the medical foundations of improving the educational environment, legal aspects of the prevention of professional socialization of students. The module "World outlook foundations for the formation of a healthy lifestyle" serves as a system-forming component of the program, since its content allows you to understand the deep causes of the crisis of existential needs of adolescents, to discover promising directions and technologies of their personal and professional socialization, which is refracted in the content and other educational and methodological materials.

In conclusion, we note that the multidimensionality and ambiguity of solving the problem of effective protection (self-defense) of the younger generation from various forms of addictive behavior indicates the obvious limitation of the approach to prevention from any one natural connection. As a rule, in educational work there is a complex of different methods of preventive activity. A systematic view of the problem allows us to assess the nature of the process under study, taking into account the child's leading needs, from different positions, to detect and eliminate the deficit of his resource life support, to propose a set of pedagogical conditions for the formation of a worldview paradigm of a healthy lifestyle as a significant factor in anti-drug education.

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