INTEGRATIVE APPROACHES IN PROPHYLAXIS OF DEPENDENCES IN YOUTH ENVIRONMENT IN THE CONTEXT OF DIGITALIZATION

Proceedings of the IV International scientific fórum

(Rostov-on-Don (Russia) – Kyzyl-Orda (Republic of Kazakhstan) – Elista (Republic of Kalmykia))

6–7 December 2018

Rostov-on-Don – Taganrog
Southern Federal University Press
2018
The book contains the results of researches of participants of the V International Scientific Forum "Integrative approaches in prevention of dependence in youth environment in the context of digitalization", among which representatives of scientific, medical national and Foreign organizations, including universities, research centers, laboratories of Russia, the Republic of Belarus, the Republic of Kazakhstan, Italy, Bulgaria.

The authors of publications are practical workers, scientists, postgraduate students and undergraduates studying various aspects of prevention of addictions in youth environment.

Published in the author’s edition.
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AN APPROACH TO THE PERCEPTION OF RISK BEFORE SMOKING IN UNIVERSITY STUDENTS.

Abstract: The current challenges of university education commit to the faculty of universities to make their best effort to meet the aspiration of converting new generations, social beings trained and prepared to prevent them in the future become consumer citizens of tobacco and achieve rejection of this habit, which will allow a better preventive culture that contributes to education for health, improve the quality of life of all and become better examples before the new generations who will have the responsibility to educate through the educational process designed for Cuban schools, which conceives an organized system to offer an educational response adjusted to the diversity of the university student, such as those who are in risk groups due to having tobacco users in the social environment in which they operate. The proposal is to provide each student with the pedagogical help they need, in addition to proceeding with all the factors, directed from the school health department and the anti-drug commission, drawing actions to eradicate and mitigate this situation which allows the achievement of an adequate perception of risk before smoking.

Key words: Perception of risk, Prevention, Tobacco, Educational Program Education.

INTRODUCTION

The world today is characterized among many elements by consumerism. The use of addictive substances is a serious and complex social phenomenon (1). Education professionals assume the duty to consider training new generations according to the most advanced sciences, with the best traditions of history and culture, and above all with the projections and demands of Cuban society, which aspires and proposes that a better world is possible.

The use of addictive substances is a serious and complex social phenomenon1 and its history is linked to that of men: smoking cigarettes, drinking alcohol, chewing coca leaves, snorting psychoactive preparations, drinking potions, smoking marijuana, using opium for pain, etc., are well-known examples of some that man continues to use over time. (2).

Smoking or smoking is one of the preventable causes of death on the planet and one of the main public health problems, is the epidemic that causes most mortality in the world and today is recognized as the XXI century pandemic; it is a potentially addictive chronic disease
that kills 50% of consumers. 7,8 Worldwide, Cuba is among the first three countries in per capita consumption of cigarettes and tobacco. (3).

One of the essential ways to achieve such aspirations is education, which as a historically developed process is the core of the socializing process of the human species and therefore has a decisive influence on the formation of it, and of special importance if it is promoted in students of a University of Pedagogical Sciences, who will then transmit to the younger generations the wealth of knowledge acquired in their preparation as educators. Men and women are educated to grow as persons in values and spirituality as well as to provide them with a material level of life, that is, for life and work, so that this must constitute the very essence of the educational process. In Cuba, the school is recognized as an open, dynamic and complex system, in which social groups such as family, student and student collectives, teachers and workers, community, organizations and social institutions and higher management structures are distinguished the school.

University professors play an essential role in student training and have the responsibility to integrate the system of educational influences present in the different areas of their personal development. To do this, you must have a psychopedagogical preparation that allows you to identify the educational needs of students, perform the corresponding personalized actions and assess the effectiveness of them. The Cuban teachers are committed to give their best effort to raise the quality of education, guarantee equal opportunities for all students, specifically those who present a risk or tendency.

In the Cuban educational centers activities are carried out aimed at preventing the consumption of addictive substances, which must be systematized and combined with the self-preparation of the students. These respond to orientations of the Ministry of Education, Higher Education, as well as Public Health (3)

For these reasons in the educational process designed for Cuban schools, an organized system is conceived to offer an educational response adjusted to the diversity of the students of our university, such as those who are in risk groups because they have tobacco users in their school, family and in the group where they interact both in the classroom and the student residence, as well as in the social environment in which they operate, the goal of education is to be able to provide each student with the pedagogical help he needs, designed and with follow-up from the educational work group and the year group, adjusting the pedagogical attention and attention to their affective needs according to their individuality.

At this time, it means nothing more than adapting the teaching to the abilities, interests and motivations of these, taking into account the importance of attending to students with this type of risk. There is no doubt that the formation of a general culture is sought from the earliest ages until reaching this stage of life with a conception of what it means to be a consumer of tobacco, for which it should be considered in the present material that preventive work reaches an extraordinary importance to achieve the efficiency of the pedagogical process and the consolidation of the formation of his personality. It is about developing a preventive action that offers the theoretical and practical elements to avoid the emergence of difficulties of various kinds in the young students of our university in risk groups either in the internalization of their knowledge or in the formation of their value orientations.

That is, the advance of scientific knowledge, a greater social awareness and the accumulation of valuable practical experiences lead to facing these demands of society. The school institution must develop a preventive pedagogy with a new approach based on the relationship between it and the aspiration expressed by the current model of the pedagogical higher education professional, proposed in this paper. From all the foregoing, the need to
transform the projection of preventive work that until now was done in the university and
direct it towards concrete goals as defined in the documents that govern educational policy is
inferred. In our university we work and intend this issue currently from the chair of school
health and the anti-drug commission, with an explicit diagnosis of this situation, where there is
a systematic work of preparation with teachers or group guides, heads of age groups and
students health promoters in the different faculties, also provided that the content of the
subjects promotes this action should be intended in the debates in different spaces with the
students.

It has achieved a deepening and approach to the subject in a generalized and concrete but still
need to change and contribute to the achievement of awareness and awareness on the
perception of risk with respect to smoking from students who present addictive behaviors
towards consumption or are next to consume, where it is stated in the characterization of the
school that their family is a smoker and therefore they already present direct risks when using
that drug. Despite these efforts it is necessary to particularize and deepen more from the
science in this phenomenon because it is still considered insufficient the used action where it is
necessary to take it to the year and student that needs the help in order to achieve in it a
better quality of life. This situation has been verified as a result of the different tasks that have
been developed in the University of Villa Clara, especially in the initial diagnosis of the first
year students of the different races and it is noticeable that both in them, their families and in
the community where they live is the presence and use of this habit. There are methods in
general sense for the teacher which can be used from their context as tools for the treatment
of this topic but it is still necessary to know from the branch that we investigate to influence
more in this action based on the particularities that these students have. Therefore, evaluating
all the elements previously exposed, based on the needs, possibilities and strengths that we
have, we determine the need to develop an Educational Program to achieve an adequate
perception of the risk towards smoking in first-year students who study at the Central
University "Marta Abreu" of the Villas

DEVELOPMENT

It is essential to establish the relationship between the aspirations described above and the
basic concepts from the prevention because we believe that without it, these proposals can
not be reached. Our thesis is the following: The preventive work carried out by the Pedagogical
University needs to improve its results in the educational practice to avoid the future
consumption and dependence of the tobacco in these students with risk factors before this
problem and to achieve that they comply with the duties students so that they can achieve
becoming fully prepared graduates that Cuban society needs in these times.¶From this point
of view it should be considered that in the current pedagogical context in terms of
conceptualization it is expressed that prevention is nothing more than avoiding, anticipating
the causes that originate and preventing access to knowledge and value orientations that are
coherent with the end, the objectives and challenges of university education through the
application of a psychopedagogical program. It is important in preventive work in addition to
the knowledge of the previous definitions, which includes young people in risk groups: Based
on theoretical elements guidelines are set to develop joint actions involving specialists in
education, school health, social organizations and organizations in the university environment
to achieve a common good, knowledge and procedures and the rejection of the consumerism
of the tobacco from the proper functioning of the anti-drug commission and projections from
the educational work group of the first year of the races.

From these arguments it is expressed that in our research our students who present
irregularities in the fulfillment of school duties are also considered in groups of risks before the consumption of tobacco and are evident from the fact that in their family there are consumers and also the environment where they inhabit propitiates the acquisition of this habit and for these reasons may end up having an addictive behavior which is conceptualized according to the WHO (2007) which is precisely the characteristic of a behavioral form in which control over the Consumption of a certain substance is the need or impulse towards the periodic or permanent intake of that substance.

The school, the family and the factors where populations inhabit must study and investigate the community in which they are developed in order to organize, plan and execute joint actions where man can achieve healthy lifestyles and lifestyles and also have a better perception of risks to combat the problem in both physical and psychosocial health, which can make it vulnerable to any situation that arises.

In the attention to young university students of pedagogical higher education in groups of risks before the consumption of the tobacco these concepts acquire a greater dimension and reach the center of a renovador style of pedagogical work to make fulfill the aspirations expressed in the normative documents of the level. The teacher and the group of year should be properly oriented and develop a preventive culture to intensify the individualization and differentiation without barriers with those young people who from the pedagogical delivery manifest risk factors of this nature so they can also present an accumulation of cognitive inadequacies and affective determined.

For these reasons it is essential to establish relationships between the elements of the end of Cuban education and the risk factors that young university students present to identify deficiencies more quickly, this will facilitate the development of more coherent and truly preventive individual strategies.

To guarantee the development of this thesis and to help teachers show a preventive culture, different phases or stages must be considered. Consequently, the following actions are proposed that will allow the work to be implemented with a novel preventive approach. These phases are considered in: Determine the end of Pedagogical Higher Education. Analyze the elements that make up the end. Methodologically structure the relationship between the end and the risk groups. Interpret the results obtained and determine the most affected elements of the end and their causes.

Develop the psychopedagogical program for life without risks which allows to achieve a perception of the risk before this consumption and its consequences for the health and social life of the students.

These actions presuppose the following analysis for each stage:
1. Determination of the end of Higher Pedagogical Education. This aspect implies the awareness of the structures and the teacher about the process that will start. It means to specify the why. This is the fulfillment of the purpose of these students in the pedagogical university and the why, which is to determine the risk factors that young university students have that prevent them from accessing the end.

2. Carry out an analysis of the elements that make up the end. It is a time to deeply address each element of the end and establish relationships with the objectives of each year in their careers. The end is expressed in the way of contributing to the integral formation of the personality, fostering and consolidating in the first year of the careers the internalization of knowledge through new methods of studies and in the value orientations that are reflected in their feelings, ways of thinking and behavior in our center, in accordance with the system of values and ideals of the Revolution.
3. Methodologically structure the relationship between the end and the risk factors and how to work with the first year students before the appearance of this problem. It is the revision of the conceptual apparatus related to the risk factors with the appearance of the tendency to smoking with preventive character between both which will be evaluated and valued by all the interacting factors, from a well-founded diagnosis, individualized, in a positive way and developer to be able to obtain satisfactory results. Risk factors that can affect young university students in the face of the trend of smoking that affects the internalization of knowledge and affect the formation of value orientations:

A) Low educational level of the family Economic. Low or high income
B) Educational factors. Inefficacy in methodological teaching work styles. Unsystematic teaching from not having study habits. Objectives not coherent with the real diagnosis of schoolchildren. No forecasting of individual strategies with follow-up to the diagnosis.
D) Psychosocial factors. Aggressiveness, hyperactivity, rejection of the school environment and the scholarship. Overprotection, rigidity or permissiveness before consumption by the family and pedagogical group. On the other hand, educational factors are assumed as a risk that exert their influence on the results that are achieved, as expressed by several revised bibliographies that may affect the elements of the end indistinctly. In this phase, all the information that has been obtained must be processed to achieve a true integration that allows it to diagnose the essential characteristics of young people in risk groups to support the future evolution of each case by determining which elements of the end are most affected and its cause. This involves researching, having a clear knowledge of reality, reflecting, planning teamwork to

4. Preparation of the educational program "To live without risks". The modeling and implementation of the educational program must meet needs that have been determined previously. The program as a scientific result (Salmerón Reyes 2010) and its different ways of taking them to pedagogical science has had an important acceptance and development in the educational context and from the aspects to be treated in our work it is considered important to develop the educational program for the education of the perception of risks towards smoking, which is considered as the set of socio-educational actions developed in the school that allow the student to recognize the damage it causes to his health and that of others smoking and in turn endows them with qualities moral and intellectual that favor the appearance of feelings of rejection and place them in conditions of contributing to the achievement of transformations and changes in the individual behaviors of him and his peers. Since the 1990 school year, the Ministry of Education of Cuba has concentrated its efforts on intensifying actions to strengthen the development of values and citizen education of children, adolescents and young people as a fundamental objective of their educational work. The fulfillment of such a high responsibility also requires awareness and commitment; a high ideological political commitment, pedagogical tact, discipline, scientific level, sense of cooperation and joint work directed by the teacher from the school institution. It is known that when reaching this type of educational level the student becomes more independent before the family, but this does not mean that in our university do not work with the cohabitants of the student we have with this trend or problem addressed. Therefore, a communication system has been created with them that is very important so that they know the evolution in all the orders of their children and to the extent that they also manage to raise awareness of situations that may be detrimental to their future professional performance. The characteristics of the community where we are in terms of population density, access (from
sources of work), security, green spaces and urban structure that favors or not sociability, collaboration between neighbors and the healthy recreation, allow from the preventive action and an educational conception of its structures, the achievement of improving the healthiest conditions in the popular council where the university is located. Therefore, in this area it is necessary to be more cautious in the family sense in order to give the necessary attention to the children and not allow those spaces of absence and neglect to cause the inclination toward the beginning of the consumption of tobacco by the individual and provoked by the interaction of the environment where he lives, through imitation of his own family and neighbors, by the invitation to try cigars or by the pressure of the group with whom he shares in the university community. Achieve an overall vision and be successful.

Taking into account the strengths we have, among which is the National Education System and the composition of its teaching, considering all the conceptual elements of our research, we are able to access our goal from science by implementing an educational program from the University aimed primarily at first-year students in risk groups for smoking, also acting with their consumer families of snuff provided conditions, and teachers and members of the center's anti-drug commission, for the achievement and strengthening of the perception of risk in this situation. Acting from this perspective from experience and reality with each student in risk groups is one of the ways to save them from the future addiction of this scourge and also in this way we will have a city and a healthier popular council. It is one more way to exalt the possibility of jointly confronting social problems from reality and the university context, as a way of guaranteeing in our pedagogy that the trainers of the new generations of Cubans, from their initial preparation, gain an adequate awareness of the role of the example before their students while contributing to the development of a preventive culture in the educational agents that interact in this and other educational levels.

CONCLUSIONS

1. From the initial diagnosis made to the students of the first year of the pedagogical careers, it is perceived that they do not have an adequate perception of risk before the consumption of smoking and its consequences.
2. The elaboration of the Educational Program "To live without risks" allows the search of an adequate perception of the risk of smoking in the university students of the first year.
3. The evaluation of the effectiveness of the educational program in terms of strengthening the perception of risk in the first-year university students about the consumption of tobacco and its consequences.

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