

MODERN PRACTICE OF USING INTERACTIVE FORMS AND METHODS OF PREVENTIVE EDUCATION OF THE STUDENT YOUTH

**Dr. Svitlana Surgova, Assist. Prof.,
Dr. Olena Faichuk, Assist. Prof.**

Petro Mohyla Black Sea National University (Ukraine)

Abstract. The research is devoted to the use of interactive forms and methods of preventive education of students. The purpose of the article is to reveal the essence and possibilities of effective interactive forms and methods of preventive education of students. The purpose and objectives of preventive education which is the basis for the formation of positive social attitudes of the student youth are analyzed. The conducted research concludes that interactive forms and methods of preventive education are aimed at the development of students' mental abilities, their individuality and uniqueness, their positive changes in the awareness, health culture. The result of the implementation of interactive forms and methods of preventive education of students is to obtain knowledge, social experience in the process of communication not only with adults, but also with peers, to increase competence in the formation of health culture, and to prevent negative behavior.

Keywords: preventive education; interactive teaching forms and methods; student youth; pedagogical prevention

Preventive education is a complex purposeful influence on the individual in the process of its active dynamic interaction with social institutions aimed at physical, mental, spiritual, social development of the individual, developing resistance to negative influences of the social environment, prevention and correction of associal manifestations in the behavior of children and young people for their help and protection (Orzhekhovska 1999). The problem of prevention is acute all over the world. Within the UNESCO's activities, it is one of the most prioritized problems of the world science. It acquires particular severity in the field of pedagogy, since the socialization of modern children occurs under the influence of various negative phenomena. The decrease of the young people's interest in learning has become especially noticeable, the system of educational work of educational institutions does not provide its essential educational effect, discipline deteriorates, and the antidevital immunity of students reduces, the number of

heavily educated adolescents and offenses committed by the juvenile increase. by The adoption of the Concept of the children and youth preventive education in Ukraine (1998) is the evidence of the importance of the problem of preventive education as well as the international scientific and practical conferences devoted to this problem (2001, 2003) in the city of Kite (Burgas, Bulgaria) on the basis of the Creative House of Sofia University named after St. Kliment Ohridsky, where the International Scientific and Practical Conference “Preventive Pedagogy as Scientific Knowledge” was held; the conference was attended by the scientists from Belarus, Bulgaria, Moldova (Transnistria), Poland, Russia and Ukraine. The issues of the development of forms, methods and means of preventive education of young people and the formation of a healthy lifestyle were discussed at the conference¹⁾.

The analysis of the educational situation in modern educational institutions shows that the pedagogical process is aimed mostly at the formation of a certain scope of knowledge; however, the socially educational work is a set of standard informational and educational measures, focused mainly on methods of encouragement and punishment, and the student is only the subject of disciplinary influences. A person-oriented approach to education requires a new structure of the educational process and new technologies of pedagogical activity, where the theory and practice would be organically combined, the educational strategy of the educational institution was formed purposefully and consciously. In our opinion, preventive education technologies are such as mentioned previously, and they are the ones aimed at the formation of positive social attitudes, prevention of suicides, drug use etc.

The article outlines the task: to analyze the role of interactive forms and methods in preventive education of students. The purpose of the article is to analyze the modern practice of using interactive forms and methods in preventive education of students, as the basis for forming their positive social attitudes.

1. Preventive Education Concept and Purpose

The idea of preventive education is traced in the works of ancient and biblical origin. Indeed, thinkers of all time focused on the effectiveness of prevention the occurrence of negative consequences in education compared to their overcoming. However, the first to introduce a preventive education system was John Bosco at the opening of St. Peter's Youth Center on March 12, 1877, called The Salesian Preventive System of St. John Bosco (Wiesenganger 2018). Later, John Bosco, in his work “The Preventive System in the Education of the Young”, described that this preventive educational system should be based on three main elements: reason, religion and loving kindness (Bosco 1877).

A.S. Makarenko introduced the concept of preventive or projective pedagogy into the practice of Ukrainian pedagogy. Addressing the teaching staff, he noted that

in education they should be able to project the personality of the child, and this can be achieved only on the basis of an in-depth study of their individual characteristics and qualities, establishing the level of development (Makarenko 1954).

The special role of designing the educational process is due to the fact that it is the most important link between theory and practice. Projective, personal orientated pedagogy is pedagogy, aimed at a proactive, holistic, fundamental solution of the main contradictions that will arise in the formation of education of future educational institutions that would cherish the creative personality, as well as provide conditions for complete physical, mental, social and spiritual development, in which the student with their complex world of thoughts and feelings is the center of the educational process, its main value, the subject of life: pedagogy, which allows to transform the educational process of a badly-ordered set of actions of teachers into holistic pedagogical interaction. Therefore, now the fundamental methodological views of the outstanding Ukrainian psychologist G.S. Kostiuk are especially relevant, in which he states that to educate is to project the gradual formation of personality qualities and manage the implementation of the drawn projects (Kostiuk 1986).

The preventive education system is an activity that provides theoretical and practical implementation of preventive measures aimed at preventing, overcoming deviations in the behavior of students and preventing the development of various forms of their associative, immoral behavior, namely:

- Offenses (susceptibility to aggression, theft, lies and other defects that can lead to criminal acts);
- Environmental brutality and egocentrism (attitude to everything that surrounds both means and raw materials to meet their own primitive needs);
- Bad habits (alcoholism, drug addiction, tobacco smoking, toxicology);
- Sexual disorders and their consequences (sexual debauchery, venereal diseases and AIDS, sexual violence and etc.);
- Severe psychological and mental conditions with consequences (depression and suicide, accentuation and exacerbation of psychopathic tendencies, etc.).

This system of measures should be warning, proactive, preventive and be aimed, first of all, at improving the lifestyle of students, choosing the right social orientation. Its functions are multifaceted. In modern pedagogical science and practice of the national school, the following functions are singled out:

- Diagnostic (identification of causes and factors of deviations in behavior);
- Rehabilitative (reformative, aimed at overcoming negative manifestations in behavior);
- Coordinating (coordination of efforts of all interested educational institutions in preventing and overcoming associative behavior);
- Predictive (prediction of possible negative phenomena in the behavior of the juvenile, etc.);

All preventive measures that make up the school's system of preventive education of youth can be divided into three types: primary, secondary and tertiary prevention.

Primary or overwhelming social prevention is aimed at preserving and developing conditions that contribute to health, saving children's lives and preventing adverse effects on it of factors of social and natural environment. It is massive and the most effective.

Primary prevention should be based on a comprehensive systematic study of the impact of conditions and factors of the social and natural environment on the health and development of the child. Primary prevention measures may include:

- Pedagogical protection measures (provide physical, psychological, moral and psychological safety of each individual student, defend their interests and rights; create conditions for free development of their spiritual and physical strengths);
- Physio-pedagogical protection (ensure physical health, safety of life and development of the student's body);
- Psychological and pedagogical protection (aimed at assisting in the psychological stabilization of the individual, the development of psychological stability, creative activity of children, their ability to understand and reveal themselves);
- Social and pedagogical protection (help to overcome interpersonal conflicts and develop the ability to positive, legitimate contact relations with society, state, people; promote the development of human abilities and interests, develop those qualities that are necessary for the full-fledged life of an individual; prevent possible violations of social mechanisms of moral and legal regulation)

The main task of secondary (early) prevention is the early detection of negative changes in the child's behavior in order to prevent their further development. Its basis is the results of a diverse mass diagnosis of various aspects of the child's life, in-depth analysis of factors, causes and circumstances that determine the associal behavior of the student.

Tertiaries or targeted prevention includes a set of measures aimed at preventing the transition of abnormalities in behavior to a more severe stage. It should also be individual and contain measures to identify and eliminate specific shortcomings of education, as well as purposeful work with those adolescents who have behavior deviations from social norms.

Therefore, pedagogical prevention is a part of a general educational process of an educational institution. It is to be represented by two main groups of means: a general early prevention with all students and a special preventive treatment with difficult students and their parents. Therefore, it should be considered, first of all, as a system of collective and individual educational influences aimed at developing immunity to negative influences of the environment in order to prevent the development of the associative orientation of the individual and to

rebuild the attitude of the individual to the surrounding reality in the process of re-education.

Due to modern pedagogical researches we are convinced that pedagogical prevention should be associated with the formation of a specific moral sense of responsibility of young people. After all, preventive education is a complex of systematic and purposeful influence on the consciousness, feelings and will of students in order to prevent anti-public behavior organized by an educational institution. Its essence lies in the development of a sense of social responsibility of adolescents for their behavior, which contributes to a deep awareness not only of their rights, but also of responsibilities. A sense of social responsibility is integrating in shaping the moral qualities of hard-to-educate adolescents.

2. Interactive forms and methods of preventive education of pupils

To date, pedagogy has a problem, with the help of which forms and methods of preventive education can achieve the most effective result in working with student youth.

Our experience convinces that the introduction of modern interactive forms and methods of education will ensure the most effective creation of organizational conditions for active preventive work to prevent negative manifestations in children and increase their social maturity. Obviously, such a statement of the issue is promising, since it is associated with the development of preventive education, which, in search of more adequate requirements for modern life and forms of education organization and taking into account international experience in solving problems of prevention of negative phenomena, preventive education and the formation of spiritual, mental, physically and socially healthy individuals, uses innovative methods.

The interactive forms and methods involve constant communication between the teacher and the student; they have a clear didactic and educational purpose and are saturated with additional techniques that help make the educational process more interesting, active and effective.

As M. V. Vinogradova, L.I. Yakobyuk and N.V. Zenina noted, “Interactive learning is a special form of organization of cognitive activity, a method of cognition implemented in the form of joint activities of students, in which all participants interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of others and their own behavior, immerse themselves in real atmosphere of business cooperation to solve the problem” (Vinogradova, Yakobyuk, Zenina 2018). The main purpose of using interactive methods of preventive education of students is to create comfortable learning conditions in which the student feels his or her success, intellectual capacity, which ensures the productivity of learning and enables everyone to maximize their potential, develop creative abilities. We believe that the cognitive reserves of such

activities are related to the fact that on the basis of certain meaningful and targeted instructions of persuasion are formed through the relevant exercises (operational instructions).

In the process of choosing forms and methods of preventive education, it is important to use psychological and pedagogical resources in the development of cognitive processes of the individual. At the same time, exercises that influence the activation of thinking, imagination and perception have a significant role. Today they are most optimal in the preventive educational process, when young people receive knowledge, social experience in the process of communicating not only with adults, but also with peers.

The peculiarity of using interactive forms and methods of preventive education, in that they are built on the basis of inter-educational connections in pedagogy, psychology, sociology, medicine and law.

I would also like to emphasize that currently in pedagogy there is no single approach to the classification of interactive forms and methods of learning, education and personality. Therefore, we propose to consider those forms and methods that have proven their effectiveness in the context of solving the main tasks of preventive education.

3. Experience in Using Interactive Forms and Methods of Preventive Education for Students

We consider the interactive forms and methods of preventive education, which are most often used in the educational process of educational institutions and testify to the positive impact on the formation of the necessary social skills of students:

– **Training** is an extremely common and accessible interactive method of preventive education, which involves combining the transfer of theoretical knowledge with the development of appropriate practical skills. This method is a group form of students' activity and is based on their active participation. With regard to preventive education, we used training to prevent such negative phenomena among students as: early onset of sex life, abortion, smoking, drug addiction, alcoholism, crime and etc. For example, we have developed a series of training sessions on the prevention of abortion and early onset of sexual life, the trainings were five principal meetings and one final lesson. Each session lasted 1 hour, which allowed students to work actively and not to get tired. The meetings were planned to be held in such a way that one training session was held once a week. The topics of the training sessions were: "Abortion as a medical and social problem"; "Psychological, physiological and social consequences of abortion"; "Contraception as one of the main ways to prevent abortion"; "Development of a positive attitude to the future maternal role"; "Formation of responsible sexual behavior and assessment of possible causes of abortion". Each training session included information material that fully corresponded to the theme of

the lesson. The main focus of the trainer when submitting new material was to make this process interesting in order to maintain the focus of the participants' attention and to achieve the assimilation of new information. That is why when submitting theoretical information, the display of pictures was used, as well as the demonstration of video material that illustrated the narration. All training sessions were saturated with the use of various techniques (discussions, summing up, games and etc.). Training is a form of group work that ensures active participation and creative interaction of participants with each other. That is why students really like the trainings as they create a festive feeling for them, although during their conduct you can learn and understand much more than during a classical lesson. Trainings provide active participation and creative interaction of the juvenile with each other.

– **Video footage.** The display and discussion of thematic videos is an interesting and effective method of preventive education. Video footage can be used for prevention of bad habits, deviant behavior, early onset of sexual life and etc. For example, students were shown video footage about the development of a child from conception to birth. Such plots of the video footage were aimed at forming a positive idea of the future maternal role in young women. The relevant photo materials were also chosen, which clearly illustrated the striking effects of abortive activity. We chose the following films: “Silent Cry”, “The Unborn Want to Live”, “The Body of a Man” and “Life before Birth”, a slideshow “Diary of an Unborn Child”. With the help of the preventive films, children can see with their own eyes the consequences that deviant behavior entails. Preventive films can have different topics, for example, films that promote a healthy lifestyle like, “Smoking kills”, “Let's say “No” to bad habits”, “What will happen to you in later life if you lead an associative lifestyle.” The films that show the positive side of life without bad habits and the way of getting rid of addictions: “Life is beautiful without bad habits”, “We are healthy and strong young people”, “We are for Sports”, “Harden your Body”, “Rational Nutrition”, “How not to become an addict”.

Press conferences. “Human Health as a Social Value”, “State of the population health and ways to preserve it”, “Our choice is a healthy lifestyle”. The educational influence of this method is the ability to awaken the interest of the student audience to a certain problem, to intensify their cognitive activity and self-realization. Press conferences contribute to the development of creative thinking of participants, release from stereotypes and standard views on certain issues. For example, during the press conference “Our Choice is a Healthy Lifestyle”, the students had the help to share their creative opinion on the peculiarities of adherence to the rules of a healthy lifestyle in the modern world. The main purpose of the meeting was to prove that compliance with the healthy life style is not a boring and routine matter, and this can really be fun and interesting. Especially useful was the experience of the participants of the press conference, which was supported by the photos from travels, cycling, family holidays in the open air. Furthermore, an important condition

of any press conference is the possibility of free discussion and expression of own opinion, which made it possible for students to be heard as much as possible.

– **Brain rings.** “All about Drugs”, “Components of a Healthy Lifestyle”, “Alcohol: Truth and Myths”, “Do you know enough about AIDS?”. This interactive method has an educational impact, because it is designed not only to test and consolidate the existing knowledge of students on specific issues, but also to promote the cohesion of the student team in competitive form. Brain-rings were held in the form of a team game-competition to solve non-standard tasks and problems, contributed to the development of logical thinking, the formation of attention and independence. Each brain-ring consisted of several rounds: division into teams, choice of the team captain, team visit card (presentation of the team’s name, its motto), rapid fire questioning (short questions to teams on a given topic), a logical competition (solving several non-standard tasks), a competition of captains, summing up the results and awarding winners. As the practice shows, children were very willing to participate in such competitions, they were most motivated by the competitive aspect and the prospect of getting rewards.

– **Student Festival “Health Week”.** The essence of this event was that the students held a number of activities devoted to a certain problem of physical, mental, spiritual or social health during the week. For example, Monday was devoted to mental health issues. On this day, the issues of stress resistance, causes of stress and depression in the student environment, ways to overcome stress and etc. were raised. The main goal of the first day of “Health Week” was to provide students with the information about mental health and teaching them to resist negative environmental factors in order to preserve their mental health. The leading activities that contributed to the achievement of the goal were: the development of a wallnewspaper on the theme “Stress: Causes and Ways of Overcoming”; a mini-lecture on “Mental Health of Students”; the development and conduct of the training on “How to Overcome Stress and Learn to Relax?”; distribution of booklets “The principal ways to save mental health” and “How to become happy?”.

– **Situational games** are exercises aimed at forming an assessment of the communicative function of expression compared to the situation of communication. Situational games include role-playing games that simulate situations of different communication reasons. You can offer students to use situational role-playing games, for example, the game “Other People’s Money”. The students are invited to witness one life situation, and it is necessary for them to be attentive, so that they then could perform the task correctly. The situation may be the following “One of the guests in the living room, while getting his handkerchief out of his pocket, dropped some money. The money on the floor bothers the boy. And different thoughts occur to him. Every student is given a role of a positive thought called “Smart” (It is not worthy of you, raise and give the guest his money!; It is not yours, do not do it!) and negative thoughts called “Snake” (Do you need money? Why are you staring, here it is, just

on the floor. Pick it up and it is yours!). Students must perform certain actions and say phrases according to their roles. At the end of this situational role-playing game, the students, together with the teacher, must decide whether the boy's act could be called an offense and what they would do if they were him. Although the situations the students play are imaginary, but the feelings they experience are real.

4. Conclusions and prospects of further research

Our experience suggests that effective interactive forms and methods of preventive education of students already have certain achievements in modern pedagogical practice. The use of these forms and methods in the system of preventive education of pupils, promote the development of communication, increase social intelligence, tolerance towards other people.

The experience of introducing interactive forms and methods of preventive education (a training, a brain-ring, a festival, a situational game, a social theater and etc.) shows that students are focused on the development of mental abilities, predicting the results of their activities, the independence not only of knowledge, but also of the development of personality, as well as individuality and uniqueness, which corresponds to the areas of preventive activity. As a result of the interactive forms and methods use of preventive education there were positive changes in the knowledge, habits and actions of students in relation to negative phenomena and health culture. Due to them some positive team leaders were found among the students, as well as the people from risk groups were encouraged to reorient leadership qualities from negative to positive, to increase the competence of young people in the formation of a culture of health.

The prospects for further research are seen in the study of modern remote methods of preventive education, as well as the forms of activity on which they are based, for student youth, including those with special educational needs.

NOTES

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✉ **Dr. Svitlana Surgova, Assist. Prof.**

ORCID ID: 0000-0002-3840-2924

Dr. Olena Faichuk, Assist. Prof.

ORCID ID: 0000-0001-8889-0455

Petro Mohyla Black Sea National University
Mykolayiv, Ukraine

E-mail: Svetlana.Surgova@chmnu.edu.ua

E-mail: Olena.Faichuk@chmnu.edu.ua