

THE HISTORICAL BACKGROUND OF SYSTEMATIC DIRECTIVE DRUG-RESISTANCE EDUCATION IN RUSSIA

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INTRODUCTION

The physical and spiritual health of pupils and students became one of the top-priority, essential and vital directions of education system modernization in the nowadays' narcotic situation in Russia. The attention is primarily paid to the organization of systematic, focused educational process directed to the prevention of addictive behavior, formation of mindset on a healthy lifestyle and the personal qualities helping to resist negative influence of the social environment (Sibgatullina, 2004).

The richest positive practical experience in this sphere was accumulated in foreign psychology and pedagogical science by the end of 20th - beginning of the 21st century. It was the USA, where the society faced this problem in the late eighties that declared all-out war to drugs and developed a "national strategy" against drugs abuse and their illicit trafficking (National Drug Control Policy, 1999). Public drug-resistance programs of national scale developed activity in the country and primary prevention began to take the leading place in quantity reduction of addicts among pupils and students.

D.A.R.E (Drug Abuse Resistance Education) became one of such programs for drug resistance education. In 1983 the police department, under the leadership of Daryl Gates, and the Joint committee of school education of Los Angeles started the development of school model on the formation of drug-resistance mindsets among pupils and students. The D.A.R.E project proclaimed the slogan "Just say, no!" after the new first lady of America. By an expert assessment of NIDA (National Institute on Drug Abuse, 1997, 2004) at NIH (National Institutes of Health) in the USA the project was acknowledged as the best and urged to orient younger generation on a healthy lifestyle, on safe for health, responsible behavior, to change the valuable attitude of children and youth to drugs and, as a result, to reduce the use of drugs countrywide.

Since the end of the 21st century the D.A.R.E program has remained one the popular national preventive programs. It has been successfully carried out not only in the USA but in more than 50 countries of Western and Eastern Europe, including Russia.

The flexibility of the D.A.R.E program and its content based on the universal values allowed positive transference of its conceptual ideas into the Russian system of school education. One of the examples as the "Children.Education.Police" project (in the Russian language it sounds like D.O.M that corresponds to the English "House") appeared in 2000 in Petrozavodsk. It was supported in Russia by the international corporation "Project Harmony Inc." and it was a direct analog of the D.A.R.E program. The project was developed and adapted for the specific features of Russian school by Ph.D. of medical science, the associate professor of Karelian State Pedagogical University S. V. Goranskaya and the police colonel, the chief of the office of the offenses connected with drug trafficking prevention at the Departments of Internal Affairs of Petrozavodsk, O. S. Baranova. Taking into account the American experience and the Russian specifics they published the study guide "I Choose Life", allowing to give lessons on drug addiction prevention at school (Goranskaya & Baranova, 2001).

The first advantage of the American system is that it has been officially adopted and approved, another one is its long-term success. In this regard, the system of drug-resistance education in the USA, in terms of the D.A.R.E program, presents a special interest for scientific research. We can both explore and analyze it, and successively implement the experience of drug-resistance education, with a new content bearing in mind cultural and mental features of Russian school education.

METHODOLOGICAL FRAMEWORK

Conceptual provisions of scientific researches of domestic and foreign philosophers, psychologists, teachers, sociologists directly or indirectly concerning the research subject served the theoretical and methodological basis of the research; official documents of educational bodies of the USA and Russia (acts, programs, sociological researches and reports); research literature concerning primary prevention at school in Russia and the USA; works on the problems of organization and realization of the system of drug-resistance education in Russia and the USA; materials of scientific and practical conferences on drug addiction problems.

System and structural approach gave an opportunity to consider the American D.A.R.E program as a *System* of drug-resistance education of pupils and students in the USA, with all its components: purposes, tasks, principles of organization, contents, forms and methods of realization. It also allowed to reveal such advantages of the program, as: concise structure of the contents; full readiness and flexibility of technologies of introduction; detailed mechanism of realization.

On the basis of the comparative analysis of foreign and domestic drug-resistance education programs it became possible to define the ways of their crossing points, disclose the possibility of transferring of some components of the American drug-resistance education system into native system taking into account the Russian sociocultural conditions.

RESULTS

Today school preventive programs in the USA are recognized as the most effective all over the world. The reason of such success lies in the correct purpose of drug-resistance campaign - to develop indifferent or negative attitude to drugs among young people. At the beginning of the 80th the fact that the system of drug-resistance education works effectively only if its content is thoroughly and carefully thought over, was admitted in the USA and its organization conform to the scientific principles. In 1997 NIDA (National Institute on Drug Abuse, 1997) at NIH (National Institutes of Health) let out the short Manual "The prevention of drugs abuse among children and teenagers". This Manual based on the scientific research became a reference point which defined accurate standards of all drug-resistance programs existing in America. NIDA drew up a conclusion that only D.A.R.E. corresponded to the adequate situation conforming to the principles of the scientific organization of preventive, teaching, and educational process in the country.

Since 1994 D.A.R.E program has been trying to correspond to the requirements and all parameters of efficiency offered in a check list for drug-resistance programs constantly improving the contents and using up-to-date methods of training a healthy life-skills among pupils and students of America.

D.A.R.E. training is unique and differs from traditional programs of drug addiction prevention or negative influence of the social environment and peer pressure, representing a focused complete system of drug-resistance education of pupils and students in unity of all its components: contents, purposes, principles, methods, forms and criteria of an evaluation.

Purpose: Orientation of younger generation towards safe and responsible behavior, towards a healthy lifestyle.

Tasks: education of high self-esteem; communication skills development; development of empathy and friendship; training in strategy of refusal of the use of any drugs;

Formation:

- skills to cope with stress and negative emotions;
- abilities to expect consequences of own behavior;

- skills to resist pro-narcotic messages of mass media;
- abilities to define alternatives to use of drugs.

Principles: strengthening of "protective factors" and reduction of "risk factors"; comprehensiveness of the program; preference to interactive methods of work; competence of the personnel; participation of parents; long term of the program; broad scale and cooperation; cultural relevance; creation of the valuable sphere; connection of the program with society; economic profitability; periodic assessment of efficiency of the program.

Contents: D.A.R.E program consists of the following key components:

1. Preschool level. Introduction course. Meetings of the D.A.R.E. instructor with children before the 4th grade. Acquaintance and preparation of a basis for lessons in 5 and 6 grades.
2. Junior school level. A basic course of occupations for 5 and 6 grades. Formation of skills necessary for resistance to peer pressure and to temptation to use drugs. Training in refusal strategy.

The Take Charge of Your Life program – "Appreciate your life"

3. Average level. Continuation of occupations of a basic course. Fixing of the acquired knowledge and values.
4. Senior level. Association of all earlier acquired values and experience. Training in their application in real life situations of risk, education of value of life without drugs, serial teaching D.A.R.E. by instructors. and school teachers.
5. Program for parents. Training of parents in effective interaction with children, to understand their pressure upon children, to recognize the warning signs and reduce the risk of drug addiction and criminal activity.
6. D.A.R.E. + P.L.U.S. (Play and Learn under Supervision) — the out-of-school program — offers pupils an average and senior level opportunity to be engaged in various positive and pleasant activity alternative to the use of drugs: dances - D.A.R.E. Dance, sport - D.A.R.E. Sport, etc.

METHODS OF REALIZATION:

- forming consciousness (the story - relay, explanation, case-study, work with the press, a method of example);
- organizing activity and experience formation (exercise, the bringing-up situation, instructing, an illustration and demonstration, reproductive and problem and search, deductive and inductive, D.A.R.E. decision-making model);
- stimulating and motivating activity and behavior (informative game, a role-playing game, discussion, emotional influence, encouragement);
- controlling (social diagnostics, oral and written exercises, self-assessment).

Forms of realization:

- *the principal* (a lesson - a priority to group and pair forms of work);
- *additional* (homework, additional/optional classes, consultation);
- *secondary*:
 - constant - D.A.R.E. for blind, D.A.R.E. on production, D.A.R.E. P.L.U.S.: dances, sport;
 - incidental - D.A.R.E. fair, D.A.R.E. mail, D.A.R.E. Internet, D.A.R.E. diagnostics, competitions, reviews, exhibitions.

It turned out that D.A.R.E. methods and forms correlate well with classification offered by the Russian educator Yu. K. Babansky (1988) (based on the personality structure: methods of consciousness, behaviour and feelings formation) and it becomes obvious that Russian classification entirely reflects specifics of a personal orientation of the D.A.R.E program.

Criteria of efficiency: coverage by the program of pupils of all age; program duration; use of interactive methods; adjustment of the program to age and cultural level of pupils and students; education of social and positive attitude to school; adequate contents and dosage of knowledge; accuracy of implementation of the plan of the program; periodic evaluation of results.

According to the authors of the article "Culturological Aspects of Drug-resistance Education" by O. L. Romanova & I.V. Ivannikova (2005), one of the directions of teenage drug addiction prevention in Russia involves adaptation of foreign drug-resistance programs to domestic environment. Actually, for the last ten years many similar preventive programs and projects have appeared in Russia, to some extent adjusted to the Russian conditions. However, the project in Petrozavodsk, 2000 represents undoubted scientific interest. It is an experimental training course D.O.M. (this is a Russian abbreviation that corresponds to the English - Children. Education. Police.). Within two and a half years in all Russian cities which were taking part in the Police for Society program (Irkutsk, Volgograd and Veliky Novgorod) the training seminars on technique of teaching preventive programs has been held. Participants received the certificates that allowed giving lessons, using the study-guide "I Choose Life" (Goranskaya & Baranova, 2001).

The course was developed for fifth-graders on the basis of experience of the American police, tying it to the Russian realities. The developers consulted experts (teachers, doctors, and psychologists). As a result, the training program consisting of seven lessons was developed. Further, the D.O.M. inspectors corrected it during the lessons, according to the situation, audience and the personal experience.

Geographical application of drug-resistance experience of corporation "Project Harmony Inc." constantly extends on the territory of Russia: St. Petersburg, Veliky Novgorod, Petrozavodsk, Volgograd and Volzhsky. Not so long ago the program also included Pskov, Murmansk and Murmansk region (Kandalaksha), Kaliningrad and the Kaliningrad region (Chernyakhovsk and Sovetsk). It means that the introduction of D.O.M. as a version of the American drug-resistance D.A.R.E program on the territory of the Russian Federation was successful. In addition, it means that the implementation of drug-resistance programs in Russia is desirable and possible, but it faces some difficulties because of the lack of accurate coordination of united efforts of the society and the state, sufficient financial support, because of the absence of the national system of drug-resistance education in Russian school.

DISCUSSION

Full studying of system of drug-resistance education of the USA could not be carried out without appeal to works of domestic and foreign scientists-theorists on various aspects of this problem:

- theoretical questions of drug-resistance education of pupils, development of the concept of psychoactive agents abuse prevention in the educational environment became an object of research of N. A. Grinchenko (2003), D. V. Kolesov (2003);
- research of questions of drug addiction prevention of primary school children and teenagers meets in S. V. Berezin, K.S. Lisetsky (2001); N. A. Sirota, V. M. Yaltonsky (2003); L.M. Shipitsyna (2000);
- such educational psychologists as T.L. Braginskaya (1983); N. A. Grinchenko (2003); A.V.; A.L. Solovov (1999) were engaged in studying and evaluation of school drug-resistance programs;
- pedagogical conditions of drug-resistance programs implementation in Russia were investigated by A.N. Sizanov (1998); N. A. Sirota (2003); V. S. Homik (1989);
- the narcotization as a psychology and pedagogical problem in foreign science, practice of social and pedagogical prevention of drug addiction among pupils and students is considered in dissertation research of I.R. Sorokina (2002);

- pedagogical conditions of drug-resistance education of pupils and students of pedagogical higher education institutions, structure of drug-resistance stability reveals in T.V. Sibgatullina's thesis (2004);

- G. J. Botvin and T.S. Wills (1989); W.B. Hanson (1996); J. Beck, (1998) etc. were engaged in research and evaluation of various drug-resistance programs.

- The experts in D.A.R.E program are Joseph F. Donnermeyer (2000); Glenn Al. Levant (2000); Nancy S Tobler (1997); Susan T.Ennett (1994) etc.

Taking into consideration the importance and fundamental nature of all the works mentioned, we must constitute that they haven't viewed before the drug-resistance education in the USA as an *educational system*, The author of the article considers it according to Russian pedagogical science and characterizes all its components as a system: purposes, tasks, principles of the organization, contents, forms and methods of realization. And, finally, proves that it can be successfully implement in Russian education.

CONCLUSION

Thus, investigating questions of drug-resistance education of pupils and students in the USA and Russia at the turn of the 20th century and today, we came to the following conclusions:

1. The system of drug-resistance education of pupils and students in the USA is easily drawn if you consider it on the example of the D.A.R.E program. It is the complete organization of process of drug-resistance education of pupils and students in unity of all components: purposes, tasks, principles of construction, complete contents, methods and forms of realization, criteria of an evaluation.

2. Based on universal human values, having flexible mechanism of realization, the D.A.R.E program proved the possibility of its successful implementation in Russia taking into account cultural and mental specific features.

RECOMMENDATIONS

The analysis on the current state of drug-resistance education system in the USA and Russia can be useful for further research of the American and Russian preventive pedagogics. The D.A.R.E program curriculum can be used in modernization of the Russian model of drug-resistance education at school today.

Materials of this article can be the focus of attention of schoolteachers and educators of additional and higher education institutions, in the course of Foreign Pedagogics, for the development of special and extra-curriculum courses.

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