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Constructive social-preventive activity of the social worker: strategies and models

General formulation of the problem. Conceptual bases of future social workers training for social and preventive activities among young people should be based on: fundamental principles of humanization relationships with young people; integrated humanistic-active approach, which includes its social protection; promotion of the principles of self-development, self-determination, education, communication, self-strengthening physical and spiritual health of others.

The current research focuses on the importance of new approaches to understanding professional training on the basis of general humanistic tendencies. In the opinion of I. Ziaziun philosophical understanding is especially important to provide humanistic education, i.e. the change necessary to shape the identity of the student's education means to perfect model, there is a need for sustainable human development; education permeates no idea of dictatorship, "objective" requirements, and the idea of compromise, combining opposition in the society and the individual; pedagogical influence on inferior communication, cooperation, focus on real freedom and dialogue with the person being trained and developed [1].

The aim of the paper is to distinguish strategies and models for meaningful implementation of social and preventive activities among young people.

The task of this article is the theoretical analysis of strategies, nature and models of social and preventive activities among young people.

Analysis of recent studies in which a solution of this problem is initiated. Scientists S. Byelicheva, L. Kondrashova, N. Maksimova, M. Okarynsky, V. Orzhehovska, O. Pylypenko, V. Popov, E. Rangelova, A. Smantser, S. Tolstoukhova and others developed the idea of implementing preventive approach in schools of various accreditation levels, social services, public organizations; defined and interpreted concepts related to preventive pedagogy, preventive activities, prevention in terms of pedagogy, psychology and sociology. Description and features preventive activities were the subject of the research by L. Kondrashova, V. Orzhehovska, O. Pylypenko, A. Smantser and others. In particular, V. Orzhehovska stresses that preclusiveness should be the part of any social and educational activities as it significantly enhances the positive potential of the business cooperation. Preventive activity is a kind of educational activities according to A. Smantser. L. Kondrashova focuses on the features and technologies of preventive activities.

Singling out the unresolved part of the problem which the article is devoted to. Analysis of the Science Foundation shows that scientists pay much attention to the problems of preventive pedagogy, preventive action; exploring nature, technology features and so on. At the same time, the need for the further consideration of this issue exists because the context of exactly constructive exercise by a social worker of social-preventive activities among young people is updated through the distinguishing of strategies and models.

Statement of the main results of the theoretical analysis. Practical introduction of social-preventive activities among young people is one of the important tasks of the ideas of the humanistic paradigm of education. It is important that the training of future social workers to social-preventive activities among young people was provided with such conditions as: creating educational, social and cultural environment for self-development, self-actualization, self-determination, self-fulfillment of youth; multidimensional variant methods of prevention and barring of negative phenomena among youth; conscious decision by youth its capabilities and values.

As the depth study of the Science Foundation on the subject demonstrated, the success of social-preventive action depends on quality, it will be enriched with new content, forms, methods and measures. It should be noted that the impact of social-preventive activities adversely affects the gap between the theory of social-preventive activities that is already designed and practiced in its implementation. Therefore, it is actualized: the need in assessment and analysis of information on the subject; the need to develop and systematize the specific directions, forms, methods and techniques of social-preventive activities among young people.

Considering the problems, risks and challenges in today's youth environment it is especially important. In our view, the implementation of social-preventive action should be directed: not on a direct response to the problem, as to prevent and avoid manifestations of new problems; on the help to that part of young people that is on the verge of unforeseen life crises or predicted problems; on some changes in youth environment that can stimulate and maintain normal life activity of young people to achieve their goals, etc. [2].

Research and Science Foundation analysis showed that researchers distinguish two strategies of negative phenomena prevention among youth: *conflict strategy and normalization strategy*. We support the view of those scholars who believe that such prevention model as deterrence, intimidation, prohibition and affirmation of moral principles don't eliminate the main causes of adverse events, antisocial and dangerous behavior of young people, which consists of the tendency of a person to the negatives and its vulnerability from these effects [4]. These prevention models do not eliminate the youth real personal reasons, they cannot convince it in the inadmissibility establishment on the way of deviant behavior and they do not help it to counteract to the negative impact of internal and external social factors.

In consideration of the initiated research context, we believe that for the implementation of social-preventive activities among youth we have to use such models that cover the content: dissemination and explanations of factual knowledge concerning the deviations from the norms of young people behavior; training courses for positive behaviors' skills formation (affective training); play techniques formation of a young people' healthy lifestyle; group discussions on mental and ethical topics and others to help it in eliminating personal factors of social problems and risky behavior of young people, to prepare it for solving personal and social needs in ways

that do not harm the health, respect the human dignity, and prevent the young person from taking the road of degradation.

Based on the considerations urgent necessity of social-preventive activities to outline common approaches – we have singled out strategies and models of social-preventive activities among the youth environment (Table 1).

Table 1.

Strategies and models of social-preventive activity in today's youth environment

№	Strategies	Models
1	The strategy of moral-psychological personality traits formation	1) the model of motivational and volitional readiness for changing negative behavior; 2) the model of positive socialization ways formation and perceived attitude to negative events and feelings; 3) the model of emotional-volitional quenching nature; 4) the model of changing moral beliefs; 5) the model of social and informational influence (radical model);
2	The strategy of adequate situational awareness	1) the model of distancing and relaxation; 2) the model of positive situation interpretation and its acceptance; 3) the model of emotional reaction and searching support in certain complicated life situations;
3	The strategy of self-awareness, self-actualization and self-control	1) the model of self-awareness; 2) the model of self-control behavior; 3) the model of self-actualized person;
4	The strategy of life socially important skills' formation	1) the model of a healthy lifestyle formation; 2) the model of factual knowledge's versatility adoption and preventive work's skills at all levels; 3) the model of affective learning's obligation (training to positive behavior); 4) the model of life and social competencies formation.

With The strategy of social-preventive activities among young people we mean the general approach (leading direction) on: defining objectives and main tasks of preventive activities aimed at solving problems; creating conditions for proper social protection for that part of the young people who finds themselves in difficult situations because of certain social problems. Therefore, the strategy should combine efforts of social

workers and young people to achieve a common goal. We can add that the social worker in this situation acts as a strategist, provides organizational guidance by social-preventive activity with youth on the way to the final aim, and young people should be prepared to change their determination and motivation and be able to meet the new challenges. However, *the models of social-preventive activity*, in our opinion, are the concrete determinate content, forms and methods of implementing strategic objectives based on the basis of scientific knowledge about the nature of specific needs, problems or adverse effects. It means that the strategy of social-preventive activity can be formed by definite set of models.

Description of the strategies and models identified in the table 1:

1) *The formation strategy of moral and psychological qualities of personality* – provides motivation availability and awareness of the need of essential changes in one's own negative behavior; willingness to attend special classes, trainings; participation in promotions and other occupations in order to create positive behavior skills; perseverance, restraint, mindfulness; ability to show kindness, humanity, tolerance, justice, responsibility and so on. The essence of this strategy is to prevent negative effects by bringing all social and educational institutions to create favorable conditions for creative development of the individual in society, assist it in difficult life situations. The content and methods of this strategy implementation are specified in the following models:

- *The model of motivational and volitional readiness for changing one's negative behavior* is based on the belief that motive of activity is the main reason for what the activity is carried out, in other words, the motif expresses interest in a particular situation and it is the answer to the question of why he did it. At the same time, the ability to achieve conscious goal is strongly characterized by one's will, despite the presence of external and internal obstacles. The main methods are used in: lectures, presentations, discussions, trainings, film and video lectures, demonstrations documentaries on the topics of morality, role playing, and others;

- *The model of positive formation of the socialization ways and reflective attitude to negative events and feelings* – involves the assimilation by a young person of socio-psychological and socio-pedagogical socialization mechanisms [4]. Such methods as social, educational, psychological and sociological can be used in order to achieve this goal. This model is effective for young people who are focused on the values of goodness and those who are easily suggestible. However, in very sensitive individuals it can

trigger intra-personal conflicts, neurotic disorders, therefore correctness and tolerance are required;

- *The model of emotional-volitional quenching nature* is based on the belief that emotions play an important role in motivation, and when they are included in the formation of personal orientation, they determine predisposition to action. Psychologists have shown that emotions are characterized by diversity of species and types – they occur in a particular situation, accompanied by expressive reactions and determine the content. Since the human will is manifested only in the activities, it has a close relationship with motivational and emotional spheres [5]. We can also add that the formation of emotional and volitional youth sphere will contribute to the development of positive socialization; actualization and self-determination;

- *The model of moral beliefs' changes* – the causes of negative phenomena among young people we can see in: depravity of some part of young people; their orientation on immorality, life at somebody else's expense, negative values; unwillingness to learn, to take responsibility and work. Social-preventive activities in this model should be directed to use such methods as: persuasion, suggestion, group psychological impact; conducted through mass rallies, meetings, advertising campaigns in the media (series of articles, television and radio). This model is effective for young people who are focused on values of good and are easily suggestible;

- *The model of social and informational influence (radical model)* is based on the notion that society provokes and promotes negative phenomena among youth. The main means of combating negative phenomena are the prohibition or restriction: malicious advertising (tobacco, alcohol products); violence and negative sexual relations in films and television and so on. It uses methods such as representation and lobbying of youth interests, demonstration of positive social advertising, mass protests and campaigns in the media of social and preventive nature.

2) *The strategy of adequate situational awareness* – based on such behavior of the young person, which is necessary for self-reflection while experiencing a crisis, that is, a young person in one's mind and actions is trying to overcome ongoing efforts to ensure not only the specific requirements, dictated by the situation, but also to be prepared to take these demands and stay ahead of them. In such situation, a young person, for the most part, considers that the requirements for him are certain tests that exceed his capabilities. The process of situational awareness aims

to overcome the negative influences that encourage to the emergence of stress and the purpose of activity subordination. The content and methods of implementation of this strategy are specified in the following models:

- *The model of distance and relaxation* – is based on the tryings of a young person: to prescind or switch one's attention to other things; explain to oneself that all possible complications caused depend on the method of justification of what already happened; direct emotional and volitional efforts to overcome stress, fatigue and excessive anxiety to alleviate the suffering. This model indicates that the reaction to act may not be the only way of the problem solution, but, despite of the circumstances that have developed, and with the aim of distancing, doing pleasant things that person likes (knitting, embroidery, needlepoint, etc.) may be the way;

- *The model of positive interpretation of the situation and its decision* is based on the fact that the young person is trying to look at his problems from the outside in order to make the situation more subjectively tolerant, not so hopelessly-complex. This visualization teaches young people to make quick decisions and implement specific actions to help them ease the crisis character of the situation and see a way out of this situation. It means that the acceptation (agreement) with that does exist, but currently nothing can be done to solve it for some reason – helps to normalize the situation;

- *The Model of emotional reaction and searching support in certain complicated life situations* – means that sometimes the young person needs to grieve, to get angry, to complain and that helps them to achieve catharsis and be able to solve complex situations more efficiently. This model provides that young people can ask their relatives, friends and acquaintances to talk out their problems and have at least a little calm, emotional relax.

3) *The strategy of self-awareness, self-actualization and self-control* – includes: consciousness of one's own motives, goals, and oneself as the subject of one's own life. Self-actualization, as a quality of the individual, appears in the aspiration for complete self-realization and self-actualization; desire to be what a person can be. However, self-control means: control of oneself, one's condition and feelings; evaluation of one's own actions, mental processes and condition; the ability to assess the correctness of one's words, actions and deeds in the process of activity and change them in time according to situation; ability of a person to use willpower to control their own behavior, emotions, thoughts, desires according to the requirements of society. Thus, the formation of the qualities of self-consciousness and self-control for positive youth becomes

very important. The content and methods of implementation of this strategy are specified in the following models:

- The Model of self-awareness – provides: formation of young people' real-conscious attitudes to themselves, their needs, motives, feelings, thoughts, impulses, personal appearance, etc; availability forms relatively complicit "self-concept" and a certain level of self-esteem and measures of self-acceptance. The signs of consciousness are the adequate assessments of their knowledge, skills, abilities, qualities, relationships with other people, place and role in society and so on. Sustainability of formation of these features and qualities helps to form responsible attitude to own behavior; ability to consciously and proactively act not only in a familiar environment, but upon new conditions, that require the adoption of innovative solutions; responsibility for own personal affairs, education, work, etc;

- *The model of self-control behavior* is based on the notion that there are certain limits of behavior, with which it will not result in harmful effects. According to this model, we consider it necessary to conduct enhanced outreach concerning standards of acceptable behavior, using the media; social-preventive actions that involve liberalization of legislation and public awareness about safety norms and self-control behavior learning. However, in our opinion, not all kinds of negative phenomena can be afforded, even in a limited form, especially for young people;

- *The model of self-actualizing personality* – provides formation of the following features: adequate perception of reality, oneself and others as they are; directness, simplicity and naturalness that are not intended to make an impression on someone; autonomy, self-sufficiency, independence of culture and environment that are found in their actions and deeds; availability of social and civic interest in others, which is manifested through empathy, sympathy, love and so on; reciprocity in interpersonal relationships with people of similar character, talent, ability, which greatly narrows the range of communication; love to children, the ability to communicate with them; democratic opinions towards different people, regardless of status, nationality or religion; absence of desire for superiority that does not prevent them from feeling elite; creativity; tendency to analyze situations and doubts and so on.

4) *The formation strategy of the life socially important skills* – the essence of this strategy is to build capacity for positive socialization and adaptation that enables a young person to adapt to the social environment, take its norms and values; adequately classify positive and negative impacts

of youth; create an optimal system of relations with social institutions; integrate into social groups; master stable social conditions; effectively cope with their daily needs and problems. Psychological adaptation occurs through mechanisms such as reflection, identification, empathy, social feedback. An important component of social adaptation is the consistency of assessments, personal capabilities and aspirations of the young person with the goals and values of the social environment. The content and methods of implementation of this strategy are specified in the following models:

- *The model of a healthy lifestyle* is one of the leading in the development of young people's life skills, the essence of which is to teach young people to protect their health and wealth through the formation of positive motivation for a healthy lifestyle, a culture of health; to get young people familiar with the basics of a healthy lifestyle and the theoretical and practical skills of healthy lifestyles; to form a creative personality, capable of self-actualization, self-development and self-education. The main methods here are as follows: distribution of social advertising and organization of young people training for a healthy lifestyle; setting up a sport, travel clubs, sections, creative groups that are convenient for young people who have a different employment;

- *The detailed mastering model of factual knowledge and skills in prevention activities at all levels* – based on the notion that the spread of negative phenomena among young people contributes to the lack of full adequate information. The essence of it is to provide youth with an objective, correct, emotional neutral information about risk behaviors in order to develop ideas and opportunities for free, conscious choice of his own life. It is held in the form of lectures, talks, discussions, distribution of printed materials (leaflets, booklets); placing materials in mass media. Versatility means the orientation of the youth on a complete, full development of the all essential powers, abilities and talents; preparation for responsible and competent participation in different spheres of life; improving personal qualities;

- *The model of binding affective learning (teaching positive behavior)* – proponents of this model insist that the main reasons for the spread of negative phenomena among youth is seen in the young person's inability to meet the needs without injury, to counteract the circumstances, external pressure to solve personal problems. Thus, social-preventive activities in this model should be directed at: social learning positive behavior based on the strengths of character; development of youth skills to meet their

needs and solve their problems in a positive direction, regardless of the circumstances; control of emotions and ability to learn and understand one's own and feelings of the others. It is held mainly in the form of consultations, discussions, lectures, trainings, psychotherapy exercises, role-plays, quizzes, creating TV shows etc.

- *The model of life and social competence* – involves the formation of social-psychological skills of risky proposals' rejection; awareness of the negative effects of certain phenomena; construction of interactive communication and positive relationships with coevals; relationship improvement with paternal family and other relatives; motivation to learn effective communication, developing skills to manage their feelings and emotions; ability to solve their own problems; manifestations of resistance beliefs to make informed decisions. In our view, the development of socially important skills for young people is assisted to: their readiness to modern life conditions; passage of positive socialization and adaptation; formation skills for the purpose of self-help and self-actualization.

Each of these strategies and models has its advantages. The task of the social worker is to choose the most effective combination and its implementation in order to achieve the ultimate results.

Conclusion. Summarizing the results of the conducted work, we can confirm that the vast majority of strategies and models that we have identified are effective for working with different groups of young people as they contribute to solve main problems of social-preventive activities among the youth. The prospects for further consideration are in formation of crucial competences that a future social worker should obtain.

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Abstracts

РУСЛАН ЧУБУК. Конструктивна соціально-превентивна діяльність соціального працівника: стратегії та моделі.

Мета статті полягає у виокремленні стратегій та моделей для конструктивного здійснення соціально-превентивної діяльності у молодіжному середовищі. Завданням даної статті є теоретичний аналіз сутності стратегій та моделей соціально-превентивної діяльності у молодіжному середовищі. Нами були виокремлені такі стратегії та моделі соціально-превентивної діяльності у молодіжному середовищі: стратегія формування морально-психологічних якостей особистості (модель мотиваційно-вольової готовності до зміни негативної поведінки; модель формування способів позитивної соціалізації та усвідомленого ставлення до негативних явищ і почуттів; модель емоційно-вольового загартування характеру; модель зміни моральних переконань; модель соціально-інформаційного впливу); стратегія адекватного володіння ситуацією (модель дистанціювання і релаксації; модель позитивного тлумачення ситуації та її прийняття; модель емоційної реакції та пошуку підтримки при деяких ускладненнях життєвої ситуації); стратегія само-усвідомлення, самоактуалізації та самоконтролю (модель самоусвідомлення; модель самостійного контролю поведінки; модель самоактуалізованої особистості); стратегія формування життєвих соціально-значущих навичок (модель формування здорового способу життя; модель всебічності засвоєння фактичних знань та умінь профілактичної роботи на всіх рівнях; модель обов'язковості афективного навчання (навчання позитивній поведінці); модель формування життєвої та соціальної компетентностей).

Ключові слова: соціально-превентивна діяльність, стратегії, моделі, емоції, негативна поведінка, вольова сфера, моральність.

RUSŁAN CZUBUK. Konstruktywna działalność społeczno-prewencyjna pracownika socjalnego: strategie i modele. *Celem artykułu jest wyróżnienie strategii i modeli dla konstruktywnej realizacji działań społeczno-prewencyjnych w środowisku młodzieżowym. Zadaniem niniejszego artykułu jest analiza teoretyczna charakteru strategii i modeli działań społeczno-prewencyjnych w środowisku młodzieżowym. Wyróżniliśmy następujące strategie i modele działań społeczno-prewencyjnych w środowisku młodzieżowym: strategia formowania moralno-psychologicznych cech osobowości (model motywacyjno-wolitywnej gotowości do zmiany negatywnych zachowań; model formowania sposobów pozytywnej socjalizacji i świadomego stosunku do negatywnych zjawisk i uczuć, model emocjonalno-wolitionalnego hartowania charakteru; model zmiany przekonań moralnych; model wpływu społeczno-informacyjnego); strategia adekwatnego panowania nad sytuacją (model dystansowania się i relaksacji; model pozytywnej interpretacji sytuacji i jej przyjęcie; model emocjonalnej reakcji i poszukiwanie wsparcia w niektórych skomplikowanych sytuacjach życiowych); strategia samoświadomości, samoaktualizacji i samokontroli (model samoświadomości, model samodzielnej kontroli zachowania, model samodzielnie zaktualizowanej osobowości); strategia formowania społecznie ważnych umiejętności życiowych (model zdrowego stylu życia, model wszechstronnego zdobywania wiedzy faktycznej i umiejętności pracy profilaktycznej na wszystkich poziomach; model obowiązkowości afektywnej nauki (model nauczania pozytywnego zachowania) model formowania kompetencji życiowych i społecznych).*

Słowa kluczowe: działalność społeczno-prewencyjna, strategie, modele, emocje, zachowanie negatywne, strefa wolitionalna, moralność.

РУСЛАН ЧУБУК. Конструктивная социально-превентивная деятельность социального работника: стратегии и модели. *Цель статьи: выделить стратегии и модели для конструктивного осуществления социально-превентивной деятельности в молодежной среде. Задание этой статьи: теоретический анализ сущности стратегий и моделей социально-превентивной деятельности в молодежной среде. Нами выделены такие стратегии и модели социально-превентивной деятельности в молодежной среде: стратегия формирования морально-психологических качеств личности (модель мотивационно-волевой готовности к изменениям негативного поведения; модель формирования способов позитивной социализации и сознательного отношения к негативным явлениям и чувствам; модель эмоционально-волевой закалки характера; модель изменения*

моральных убеждений; модель социально-информационного влияния); стратегия адекватного владения ситуацией (модель дистанцирования и релаксации; модель позитивного толкования ситуации и ее принятие; модель эмоциональной реакции и поиск поддержки при некоторых усложнениях жизненной ситуации); стратегия самосознания, самоактуализации и самоконтролю (модель самосознания; модель самостоятельного контроля поведения; модель самоактуализированной личности); стратегия формирования жизненных социально-значимых навыков (модель формирования здорового способа жизни; модель всестороннего усвоения фактических знаний и умений профилактической работы на всех уровнях; модель обязательности аффективного обучения (обучение позитивному поведению); модель формирования жизненной и социальной компетентностей).

Ключевые слова: социально-превентивная деятельность, стратегии, модели, эмоции, негативное поведение, волевая сфера, моральность.

RUSLAN CHUBUK. Constructive social-preventive activity of the social worker: strategies and models. Article aims are to highlight the strategies and models for meaningful implementation of social and preventive activities among youth. Setting this article: a theoretical analysis of the essence of strategies and models of social and preventive activities among youth. We have highlighted these strategies and models of social and preventive activities among youth: strategy for the formation of moral and psychological qualities of the person (the model of motivational and volitional readiness to change negative behavior, model of the way of positive socialization and conscious attitude to negative events and feelings; a model of emotional and volitional hardening character, model changes moral beliefs; a model of social and informational influence); strategy adequate mastery (model distancing and relaxation, model positive interpretation of the situation and its adoption, a model of emotional reactions and find support in certain situations complications); identity strategy, self-actualization and self-control (self-model, the model of self-control behavior, a model personality with Self-actualization activity); strategy of development of life of socially important skills (model of a healthy way of life; a comprehensive model of the actual assimilation of knowledge and skills of preventive work at all levels; effective model of compulsory education (teaching positive behavior) model of life and social competencies).

Key words: social and preventive activities, strategies, models, emotions, negative behavior, volitional, moral.