

The Content Of Improving The System Of Training Future Teachers To Form Students' Immunity Against Harmful Habits

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Abstract

This article discusses the improvement of the system of training future teachers to form immunity against harmful habits in students, professional and pedagogical training, modern requirements, updating pedagogical education programs, practical exercises, trainings, prevention of future harmful habits, opinions of schoolchildren, specialists, family, school cooperation, education and upbringing, pedagogical technologies, educational methods, approaches based on effective communication, preventive activities, information pressure causing the spread of harmful habits, incorrect propaganda in social networks, family indifference, formation of a healthy social environment in students, etc.

Keywords: future teachers, students, harmful habits, immunity, formation, training, system, improvement.

Introduction

Today, one of the most urgent tasks of the education system worldwide is to improve pedagogical approaches aimed at forming a healthy lifestyle in the younger generation and protecting them from harmful habits. In this regard, it is important to organize the professional and pedagogical training of future teachers based on modern requirements, to deepen their knowledge, skills and competencies related to promoting a healthy lifestyle. In particular, by training teachers based on the UNESCO "Education 2030" program and the "Schools promoting a healthy lifestyle" model, it is possible to form psychological, social and cultural immunity against harmful habits in students. This, in turn, will allow combining the professional and pedagogical training of future teachers with practice, ensuring a healthy environment and increasing the effectiveness of preventive work.

Improving teacher training systems to build student immunity against harmful habits like substance abuse or aggression requires targeted pedagogical and psychological strategies. These approaches enhance teachers' skills in prevention, resilience-building, and classroom management. Research highlights teacher "immunity" as

a key factor, where educators develop protective psychological traits to model healthy behaviors effectively.

Pedagogical features-tailor-made teacher education programs focus on sub-constructs like openness to change, resilience, self-efficacy, and coping strategies through structured workshops and support groups. These include role-playing, real-life scenarios, and multimedia to engage teachers in preventing habits via classroom routines, positive reinforcements, and student-friendly reporting systems for victims. Programs like GREAT Teacher emphasize ecologic models, training teachers to modify school environments, unify grade-level strategies, and reinforce student curricula on aggression prevention.

Psychological features-teacher immunity acts as a dynamic psychological armor against workplace stressors, with productive forms alleviating burnout and fostering positive attitudes toward teaching. Training builds emotional coping by addressing thoughts, feelings, and behaviors, promoting stress management, peer support, and high expectations to counter maladaptive cynicism. Recognizing risk factors like family history or peer

pressure equips teachers to create safe spaces, boosting student resilience and self-esteem against harmful influences.

Training system improvements-incorporate 12-hour workshops followed by 10 support sessions using Social Cognitive Theory for behavioral capability and self-efficacy. Prioritize tailor-made interventions over general ones, as they yield greater gains in teacher immunity, per experimental studies with EFL teachers. Integrate solution-focused approaches to evaluate classroom goals, adapt to changes, and collaborate with counselors for holistic prevention.

Core strategies-teacher training incorporates role-playing, multimedia resources, and real-life scenarios to make prevention relatable and skill-building. Programs teach classroom routines with positive reinforcements, peer mentoring, and student-led discussions to practice decision-making and resistance skills. Video clips and lectures prove highly effective for attitude change, particularly among high schoolers, outperforming posters or group talks in some studies.

Environmental factors-create university or school environments promoting healthy lifestyles through sports involvement, health-prioritizing disciplines, and positive role models from teachers. Involve students in scheduling routines and responsibilities to build accountability and reduce disruptions via non-verbal cues. Establish prevention clubs, dream boards, and fact-poster presentations to enforce positivity and long-term goal-setting.

Teacher training integration-tailor education to sub-constructs like resilience and self-efficacy via workshops focusing on ecologic models that unify strategies across grades. Collaborate with counselors for holistic support, including simulations, case studies, and reflection exercises on personal values. Systematic stimulation prioritizes spiritual-moral self-development

and health values in curricula to prevent bad habits proactively.

Classroom activities effectively build resilience against computer and social media addiction by promoting self-awareness, alternative engagement, and balanced digital habits. These extend previous substance use strategies like role-playing to digital contexts, fostering offline skills and critical thinking. Research-backed approaches reduce screen dependency through interactive, rewarding alternatives. Screen-free challenges-organize team-based detox challenges with rewards, such as 24-hour no-social-media pledges tracked via class logs, improving focus and peer bonds. Students journal reflections on mood and productivity post-detox, reinforcing benefits like better sleep and real interactions.

Mindfulness and journaling-replace scrolling breaks with guided mindfulness sessions or personal journaling on digital triggers, helping students recognize addiction signs like FOMO. Pair with discussions on algorithms and emotional impacts, building discernment skills through group sharing of experiences.

Extracurricular alternatives-incorporate sports, hobby clubs, or outdoor brain breaks to counter sedentary screen time, with activities like “Natural High Research” linking passions to offline fulfillment. Goal-setting exercises map screen-free routines, such as scheduled device-free family time modeled by teachers.

Digital wellness discussions-facilitate open talks on healthy vs. harmful content, using anonymous stories to practice boundary-setting like app limits or notification muting. Role-play refusal scenarios for online peer pressure, integrating into curricula for long-term habit formation

Conclusion: Modern pedagogical approaches are the main criteria in preparing future teachers for activities aimed at preventing harmful habits. In

particular, it is necessary to effectively use an activity-oriented approach, a competency-based approach, and anti-crisis (preventive) educational technologies. In particular, for the effective organization of preventive activities, future teachers should be prepared in the following areas:

1. Understanding the pedagogical and psychological nature of harmful habits - gaining in-depth knowledge about the negative impact of smoking, alcohol consumption, drug addiction, Internet addiction, and aggression on personal development;

2. Methodology for developing safe lifestyle skills in students - offering healthy alternative activities, conducting socio-psychological prevention through information technologies;

3. Effective communication and emotional intelligence - the ability to gain the trust of students, warn them of socio-psychological dangers, and instill positive values through educational conversations;

4. Establishing partnerships with family, school, and community - analyzing the student's environment, establishing healthy communication with the family, and collaborating with the neighborhood and other social institutions.

In addition, in modern pedagogy, it is also relevant that future teachers master individual work with students from risk groups, professional reflection, educational advice and consulting activities. They should be trained not only as knowledgeable, but also as specialists who are not indifferent to social problems in society, have an active life position, and embody educational initiative.

Improving the system of training future teachers to form immunity against harmful habits in students is a complex, multi-component, scientifically based pedagogical system aimed not only at professional training, but also at developing

the teacher's personal social responsibility, cultural maturity, and ability to think strategically in education. By improving this system, we will be able to raise a healthy, conscious, critically thinking, and socially active generation.

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