

Introduction

Social prevention, as a relatively new area of knowledge which takes youth as the main subject of interest, has become an indispensable basis for work for educators, teachers, psychologists and other specialists who care about the good of young people and who are involved in educational processes. Prevention as an interdisciplinary science is today booming, motivating academics to delve into new research areas, especially regarding factors which safeguard dangerous behaviors and considering issues connected with negative predictors of these behaviors. Looking at the increasingly numerous works by theoreticians, authors of different projects and preventive programs, on the one hand the impression may emerge that we have the potential to become a model for the other countries in our region, while in the popularization, specification and consolidation of scientific preventive knowledge there is still a lot to be done.

This collection of articles is a contribution to a broad view of issues related to the processes of preventing risky behavior and attitudes. These processes are supposed to be theoretically and methodologically explainable by social and human sciences, especially pedagogy and psychology. The psychological perspective is closer to preventive intervention, selective and indicating the level of prevention, while the pedagogical perspective is more oriented towards universal pre-emptive actions. Researchers focused on basic social prevention, in which the identification and intensification of protective factors seems to be crucial, indicate that the

“meta-protective” factor is the high level of broadly understood social skills and the cultivation of universal values by children and youth, such as good, truth, beauty, freedom or love. The latter applies in particular to a personal definition of a human being, regardless of his/her social role, at any age and at any geographical latitude and in any culture.

Parental love, flowing from maternal and paternal authority, prevents chaotic and destructive behavior in the dense jungle of the modern world. This is especially the case where there is a danger connected with virtual reality (such as for example cyberbullying). These realities have been “trying” for several years, of course, with the consent of the persons involved, to consume the minds, emotions and almost all the time of children and youth. The latter, in turn, need a guiding hand in dangerous situations, whenever there is uncertainty and insecurity, which most frequently generate problems related to peer violence, regardless of its form.

It can be said that social prevention activities are needed in every age group, at work and at school. As Krzysztof Ostaszewski writes, it is important to “search for ways in which one can (...) effectively influence pupils’ individual attitudes towards risky behaviors and accepted by them subjective norms regarding these behaviors” (Ostaszewski 2019: 16). What are subjective norms? How are these norms shaped and who has an influence on their behavioral applications? To answer these questions, it is worth noting the fact that young people undoubtedly need wise authorities. Among them are the closest authorities (family, friends, teachers) as well as those distant, cultural, religious, historical, literary or even imaginary ones. It seems that it is worth showing young people how to seek out authorities, how to build signposts, showing selection criteria, even in the form of preventive campaigns, which are becoming a leaven of preventive systemic activities in our country.

As indicated by the results of the research, including one of the latest reports from nationwide prevention research, there are many challenges ahead of us (Porzak 2019). Structural and mental obstacles, especially in teaching and pedagogical circles, undoubtedly have an impact on the professionalization of social prevention, which, hopefully, is being gradually minimized.

Let us hope that this publication will contribute not only to the dissemination of preventive knowledge, but will also motivate educational environments towards more professional and reflective creation and implementation of preventive actions.

Sources

- Ostaszewski K. (2019). *Teoretyczne podstawy profilaktyki szkolnej*, [in:] R. Porzak (ed.), *Profilaktyka w szkole. Stan i rekomendacje dla systemu oddziaływań profilaktycznych w szkole*, Lublin: Fundacja „Masz Szansę”.
- Porzak R. (2019). *Profilaktyka w szkole. Stan i rekomendacje dla systemu oddziaływań profilaktycznych w Polsce*, Lublin: Fundacja „Masz Szansę”.