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FORMATION OF SAFETY CULTURE IN BACHELOR'S DEGREE STUDENTS IN THE HIGHER EDUCATION SYSTEM

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The article is devoted to substantiation of the necessity of formation of a culture of security and ways of realization of the task in higher education institutions. The important features of the formation of a safety culture in applicants for higher education as a means of preventing the loss of health and life, both their own and those who are nearby, have been outlined. The theoretical aspects of the use of intersubject and inter-thematic links in the process of mastering professional disciplines, the discipline of free choice "Security culture" and the use of soft skills to form a security culture among applicants of higher education degree "Bachelor" are considered.

Keywords: Bachelor; security culture; soft skills; educational process; applicant; higher education institution; intersubject connection; preparation process.

ФОРМУВАННЯ КУЛЬТУРИ БЕЗПЕКИ В ЗДОБУВАЧІВ ОСВІТНЬОГО СТУПЕНЯ «БАКАЛАВР» В СИСТЕМІ ВИЩОЇ ОСВІТИ

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Стаття присвячена актуальній проблемі, щодо формування культури безпеки у здобувачів закладів вищої освіти. Це викликано умовами сучасного виробництва, де технології розвиваються надзвичайно швидко, а ризики травматизму та професійних захворювань залишаються високими, тому питання безпеки праці набули особливого значення.

Формування культури безпеки є запорукою успішної професійної діяльності майбутніх фахівців. Сформована безпекова компетентність включає в себе знання з охорони праці, вміння оцінювати ризики та приймати обґрунтовані рішення та є необхідною умовою для забезпечення безпекового робочого місця.

У статті наголошується на тому, що проблема дефіциту кваліфікованих фахівців з питань створення безпекового середовища є важливою проблемою на шляху до створення безпечних умов праці. Для вирішення даних проблем потрібно здійснити підготовку нових фахівців у закладах вищої освіти, які будуть готові до виконання поставлених завдань по формуванню безпекового середовища та передавати такі уміння іншим працівникам.

Особлива увага в статті приділяється пошуку нових ефективних методів управління охороною праці, які будуть спрямовані на попередження небезпечним ситуаціям, а не тільки на

реагування на них. Для досягнення даної мети, пропонується реалізувати міжпредметні та міждисциплінарні зв'язки в освітньому процесі підготовки здобувачів, а також для підсилення обов'язкових безпекових дисциплін впровадити дисципліну вільного вибору «Культура безпеки». Підготовка майбутніх фахівців, які опанують аспекти безпеки праці в педагогічних закладах вищої освіти, забезпечать формування культури безпеки в суспільстві. Адже саме педагоги, які володіють необхідними знаннями та навичками з безпеки, зможуть навчити інших дотримання безпекових вимог. Адже освітній процес закладу вищої педагогічної освіти, крім формування професійних компетентностей передбачає опанування безпекових знань для формування безпекової компетентності.

Ключові слова: бакалавр; безпекова культура; soft skills; освітній процес; здобувач; заклад вищої освіти; міжпредметний зв'язок; процес підготовки.

The current state of security depends on the changes in technologies caused by scientific and technological progress, the introduction of informatization and the impact of factors of the anthropogenic environment, which involves the emergence of new threats to human health and life. The priority in the development of the state and society is to find ways to solve the problem of preventing diseases and lethal consequences among citizens of the state. And the concepts at the state level are built in such a way as to create a safe environment in all spheres of human life, socio-political, spiritual, cultural, domestic and material-production.

The readiness of a specialist for safe operation of equipment and equipment, compliance with technologies and provides for the opportunity to make the right decision in time to create a safe environment, namely to preserve the health and life of people, depends on the established at a high level of security competence. The problem of providing occupational safety and health professionals leads to a shortage of qualified personnel who must ensure the organization of preventive measures to create appropriate, safe and healthy working conditions [4], namely, the formation of a culture of safety and occupational health. This problem can be solved by specialists who have acquired such ability and have been trained in higher education institutions with the mastery of knowledge in the security sphere.

Personal safety in the professional environment is considered to be ensured if psychological threats and risks are leveled. That is, violence is not possible in the near future and the skills of neutralizing daily conflicts are developed, deferred risks are minimized in the medium term, and in the long term, there are all conditions for full personal development. A specialist's inability to cope with daily risks can transform into stress or a mental breakdown, which can later develop into a professional deformity in the long term.

When building a system of training specialists for the formation of security competence, it should be taken into account that the modern system of occupational safety management at all levels is formed on the principle of "corrective actions" (reactive principle), that is, responding to dangerous cases and situations. A new system should focus on the principle of "preventive actions" (proactive), that is, the prevention of dangerous cases and situations, which makes it impossible to determine the priority of preventive measures for safety and health at each stage of the enterprise [4].

To implement the problem, it is necessary to train new specialists, which can be done in educational institutions of higher education. After all, the educational process in educational institutions of higher education, in addition to the formation of professional competencies, allows you to focus on the process of formation of security competence.

In particular, Article 6 of the Law of Ukraine "on Education" provides for the

observance of the principles of state policy in the field of education and the principles of educational activity of the formation of a culture of a healthy lifestyle, ecological culture and careful attitude to the environment. Also, Article 53 of this law provides for the rights and obligations of applicants for education, namely, applicants for education are obliged to treat their own health, health of others and the environment responsibly and carefully [2]. Article 26 of the Law of Ukraine “on higher Education” provides for the implementation of the tasks of higher education institutions, namely the formation of personality through patriotic, legal, environmental education, the establishment of moral values, social activity, civic position and responsibility, a healthy lifestyle, the ability to think freely and self-organize in modern conditions [3].

The main properties of a psychologically safe environment for a specialist are the absence of psychological violence in the interactions of its participants, satisfaction of the main needs of a specialist for trust in communication in the team, strengthening of psychological health, prevention of threats to the successful development of the specialist’s personality, optimization and improvement of various aspects of professional work, which will contribute to the creative development of the individual.

Therefore, the training of future specialists in the higher education system, in addition to mastering knowledge, formation of skills, mastering new technologies and innovations for the formation of professional competencies involves the widespread use of pedagogical technologies in the educational process of higher education institutions, which allows combining the fundamental pedagogical disciplines and professional discipline in particular safety cycle (life safety and labor protection) with innovative thinking and practice-oriented, research approach to solving certain educational problems.

The solution of the problem of increasing the level of professional training of applicants for the educational degree “Bachelor” and the formation of professional competence is highlighted in the works of O. Fedorova, D. Kilderova, V. Sidorenko, V. Stashenko, S. Tkachuk, S. Yashchuk that is. The study of the content of security disciplines was conducted by V. Behun, I. Vdovenko, V. Zaplatinsky, V. Zatoryny, etc. The analysis of the features of teaching the discipline “Safety of life and labor protection” in higher education institutions is highlighted in the studies of O. Avramenko, N. Balechova, O. Burova, S. Hrytsyuk, L. Kravchenko, V. Mukhin, E. Zhelyba, V. Zatoryni, etc. The search for the implementation of pedagogical models for the formation of a “safety culture” is reflected in the works of scientists V. Begoon, O. Kobylyansky, L. Kravchenko V. Mykhailiuk, L. Sydoruk, V. Zaplatinsky. But, research on the formation of a “security culture” among higher education applicants, namely, the introduction of soft skills to acquire professional qualities and skills was carried out in part and unsystematic way.

The article is aimed at theoretical coverage of approaches, essence and implementation of soft skills in the educational process of education applicants training for the formation of security culture.

The process of training future specialists in higher educational institutions is carried out using a competence approach for the implementation of the educational paradigm in order to master the complex of competencies of the applicant for education. The implementation of the competence approach involves improving the educational process of training pedagogical workers of the new generation. This approach allows solving the problem of improving the professional training of teachers, because Ukraine is overcoming the path of acquiring the

status of a full-fledged subject of international policy in order to integrate into the single European educational space. The need to modernize the country's higher education to the conditions of the European Community is one of the directions of state policy [6].

The attention to the introduction of a competence approach in the educational process of training future teachers involves the formation and modernization of education, the approximation of its social needs. Based on the Law of Ukraine "on higher Education", we see that competence is characterized as a dynamic combination of knowledge, skills and practical skills, ways of thinking, professional, ideological and civil qualities, moral and ethical values, which affects the ability of a person to successfully conduct professional and further educational activities and is the result of training at a certain level of higher education [3].

But in addition to creating an effective system of training applicants, higher education institutions should make every effort to create safe and comfortable learning conditions. Higher education should create favorable conditions in the pedagogical process for the formation of a healthy lifestyle of all subjects. Learning and health are interrelated and interconnected: The stronger the health of the learner, the more productive the learning will be. Otherwise, the ultimate goal of learning loses its true meaning and its value [1].

Therefore, the educational process of the pedagogical institution of higher education in the preparation of the applicant of the educational degree "Bachelor" should be built in the direction of implementing the pedagogical conditions for the formation of security competence. This approach will allow the future specialist of the pedagogical sphere to be prepared for the formation of a safety environment, namely to prevent the loss of health and life, both own and those who are nearby. And, the implementation of the Presidential Decree "on the National Strategy for building a Safe and Healthy Educational environment in the New Ukrainian School", regarding the organization of a safe environment and to ensure the observance of the constitutional rights and freedoms of the child, guarantees for the protection of childhood, the implementation of the rights of children to education, a safe educational environment for life and health [7].

The formation of a culture of professional safety in future occupational health and safety engineers as a purposeful process has its own goal, tasks, principles and involves students' mastery of competencies in safe and health-preserving behavior in various situations of professional activity, readiness to act responsibly and build relationships with the workforce based on the principles, norms and requirements of occupational safety, as well as the formation of a motivated reflective position on mastering the culture of safety.

The formation of security competence in the applicant for higher education is possible due to the mastery of the discipline "Labor protection and life safety". This discipline is integral and taught in all specialties is almost the same and differs in the number of hours allocated for lectures and practical classes, independent and individual work. Disciplines are designed to form skills and abilities in view of their implementation in everyday life, as well as knowledge of labor protection, skills and skills in the field of formation of a modern model of labor protection and safety. Mastering the discipline involves the formation of future specialists an idea of the indissoluble unity of effective professional activity with the requirements of human security and security. The use of this knowledge guarantees the protection of human health and health, preparing him for action in extreme conditions [5].

In order to increase the level of educational process, it is necessary to take into account

the position of scientists O. Kobylyansky, L. Krachenko, N. Kulalaeva, A. Pashkov, that one of the important directions of the educational process at the university is the formation of a “culture of security” [5]. What begins with the first steps of the child is supplemented and improved throughout the life and activity of the person. After all, the concept of “security culture” we understand as a combination of two important components. It is a “security” that is interpreted as a state when nothing threatens anyone [9], but as a component of “culture”, we understand the totality of material and spiritual heritage of mankind, accumulated, fixed and enriched throughout history, transmitted from generation to generation [9].

Therefore, it is possible to relatively divide the entire process of forming a security culture into several main stages. Implementation of one of these stages takes place in the process of obtaining the first “bachelor” level of higher education. Mastering by the applicant of the discipline “Labor Protection and Life Safety”, professional disciplines and disciplines of free choice, using intersubject and inter-thematic links, the introduction of innovative, interactive teaching methods, which involves the formation of a “culture of security” in the applicant education.

It is also necessary to take into account the fact that obtaining an educational degree “Bachelor” in a higher educational institution, the emphasis is on acquiring professional competencies, as a basis for training for professional activities. But taking into account the development of science, technology and technology, teachers are required to constantly improve their professional level, master new pedagogical technologies, methods, ways and increase the level of subject knowledge. It is necessary not to stop at a certain level of their own education and must quickly learn, effectively adapt to new conditions and find non-standard constructive solutions.

When building the process of forming a “security culture” in a higher education applicant, it should be noted that the process of developing educational programs takes place with the contraposition of professional skills (hard skills) and soft skills (soft skills). Researchers K. Deria, K. Serbin and I. Yarova point out that it is necessary to pay attention to the formation of superprofessional competencies, namely, knowledge and skills not related to clearly defined specialization, necessary both in professional activities and outside of it. A culture of human security belongs to such competencies, since its components are fully invested in soft skills in utility, interaction, decision-making and problem solving. [11].

Researchers A. Morozov and O. Sharovatova [Sharovatova, Morozova, 2022] note that flexible skills can be divided into communicative, self-organizing, creative, stress resistance, etc. And for applicants of higher education of the educational degree “Bachelor” of pedagogical specialties as a result of the formed “security culture” includes skills as communicative – it is the possession of professional terminology, the ability to apply basic laws, legislative and regulatory acts on health. Skills of self-organization, self-learning and self-education to acquire new knowledge and the introduction of new technology and technology necessary to create security conditions with the daily expression of initiative and creativity. Creative skills is a steady interest in the problem of forming a value attitude to one’s own health, healthy lifestyle, working and leisure, increasing the level of biomedical, sanitary and hygienic skills to preserve health and life in the process of work for planning and designing a model of safe behavior in the process of work.

Studying the discipline allowed future specialists to form an idea of the inseparable unity of effective professional activity with the requirements of human safety and security.

The use of this knowledge guarantees the protection of human performance and health, prepares them to act in extreme conditions. Today, the situation has changed somewhat. And in some educational programs of the bachelor's degree, this discipline has been transferred to the list of free choice disciplines, which, in our opinion, is unacceptable.

Stress resistance skills are a high level of self-control over emotions and behavior, maintaining performance in a critical situation and the ability to adequately respond to various events. And the skills of self-reflection, comprehension and evaluation of the experience involves critically understanding and evaluating their own work, which makes it possible to see their shortcomings and get rid of them.

The educational process for the formation of soft skills of “security culture” among higher education applicants can be carried out in various pedagogical ways. One of such approaches can be implemented in the course of teaching the discipline “Labor Protection and life Safety” of the first level of higher education using the appropriate forms and methods, such as business game, seminar, forums, information retrieval tasks, scientific reports, competitions and modeling of critical situations in conditions of uncertainty of results. Also, an important approach to the formation of flexible skills among applicants is to involve them in the activities of informal / informal education, namely, increasing the level of education in special courses and training, familiarization with relevant information sources, feedback from specialists, etc. [10]. In the course of practical exercises, emphasis is placed on independent, group and individual activities related to the implementation of simulation and situational tasks, psychological training and working on solving professional problems.

In order to expand and deepen the applicants' theoretical foundations and practical skills of the formation of security culture, it is necessary to introduce the discipline of free choice “security culture” into the educational process. The discipline of free choice allows to make the educational process focused on the applicant, with the establishment of “what do students want to achieve”. Effective interaction, based on dialog and creating a creative atmosphere, author's courses, as the researchers emphasize, stimulate the development of applicants' interest in self-education, skills of self-educational activities, etc [8]. Selection discipline allows to deepen the skills of soft skills and involves the formation of individual educational trajectories in applicants with the ability to deepen security knowledge.

Thus, the educational process of forming a “security culture” among applicants of the Bachelor's degree requires compliance with the logical sequence and provides for some features. This is the consideration of acquired security knowledge in pre-school and general secondary education. Deepening of the acquired knowledge in the process of mastering professional disciplines and discipline of free choice with the use of intersubject and interthematic communication for the allocation of security components. The implementation of soft skills technologies takes place with the effective use of forms and methods, such as business game, seminar, forums, information retrieval tasks, scientific reports, competitions and modeling of critical situations in conditions of uncertainty of the result. It is also necessary to hold meetings with representatives of the social insurance fund, the Department of Labor and Social Protection, the pension fund, the state emergency service, etc. And practical skills will be formed in the process of passing practical, independent and individual types of work, as well as participation in various levels of conferences, olympiads, competitions, etc.

Having carried out a theoretical analysis of the formation of “security culture” among

applicants of the educational degree “Bachelor” during the educational process in higher educational institutions is possible subject to the use of intersubject and interthematic connection between professional disciplines and the discipline of free choice. Implementation in the educational process of the soft skills system for the formation of supra-professional skills of “security culture”, namely communicative, creative and stress-resistant with the ability to solve professional tasks outside the box. Especially, the process of formation of super-professional skills will be effective using business games, seminars, forums, information retrieval tasks, scientific reports, competitions and modeling of critical situations in conditions of uncertainty of results. This approach will allow the future specialist to be ready for the formation of a security environment, namely the loss of their own health and life, and those who are nearby.

Prospects for further research are in further exploration of this area, we see in the search for effective pedagogical methods of forming a culture of security during the educational process of higher education institutions.

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