

Pavlo Tychyna Uman State Pedagogical University

OLENA NAHAICHUK

ORCID: 0000-0001-6028-7400

[o.v.nagajchuk@udpu.edu.ua](mailto:o.v.nagajchuk@udpu.edu.ua)

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## *Formation of a Safety Culture in the Education System of Ukraine*

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Kształtowanie kultury bezpieczeństwa w systemie edukacyjnym w Ukrainie

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### ABSTRACT

The article reveals the importance of forming a safety culture, which is due to the high level of injuries of children and young people in everyday life and the consequences of a large-scale war in Ukraine. It is noted that improving the level of security in the country is possible through the formation of a security culture as a new worldview of the system of values, attitudes, attitudes and stereotypes of human behavior that determine its attitude to security. The structure and components of the safety culture as a set of knowledge, skills, values and attitudes that ensure the safe behavior of people are determined; the purpose and tasks of forming safety culture in the education system of Ukraine are revealed. The peculiarities of the formation of a safety culture in preschool education institutions, which are due to the age and psychological characteristics of preschool children, are analyzed. Variants of education of safety culture with general secondary education institutions, during the study of the special subject “Health, Safety, Welfare”, and in the form of integrated training in the basics of safety are revealed. The significance and tasks of the all-Ukrainian information and educational project “Safety Class” are described. The article defines the measures, results and features of the formation of a safety culture among students in vocational and higher education institutions. Emphasized the importance of the influence of youth and children’s public associations on the education of a culture of youth safety. The importance and capabilities of mobile safety classes for raising public awareness of mine and other military hazards are revealed.

**Keywords:** safety culture; students; education system of Ukraine; safety classes

## INTRODUCTION

The life of Ukrainians is complicated by the events of a large-scale war. The COVID-19 pandemic has shown that the existing body of human knowledge and skills is no longer enough to ensure their own and collective security. The low level of safety culture, which is an element of the general culture that implements the protective function of people, is evidenced by high injury rate of Ukrainians in everyday life, because of which from 2 to 4 thousand people suffer every year, high rates of premature mortality from external causes and the spread of socially dangerous diseases. Every year in Ukraine, the number of people injured with disability and killed as a result of industrial accidents exceeds 10 thousand. At the same time, in terms of victims per one thousand working people, Ukraine is three times higher than its value in European countries (Skaletskyi et al., 2012, p. 6).

It is important that security becomes a priority goal and internal need of a person, an individual group and Ukrainian society as a whole. In Ukraine, security culture is one of the main resources through which the state can improve its security. A step towards this can be the formation of a safety culture as a new worldview, a system of ideals and values, norms and traditions of safe behavior. The formation of a culture in general and a safety culture in particular is a long, gradual, and most importantly, an ongoing process. In the case of national culture, it takes a generation, for a corporation – years. Without a long gradual process, it is impossible to create a sufficient supply of knowledge, beliefs, develop stable norms of morality, etc. (Skaletskyi et al., 2012, p. 30).

The process of forming a safety culture is complex and multifaceted and should be carried out at all society levels. The formation of a safety culture in educational institutions is an important component of the general education system, which is aimed at ensuring the safety of participants of the educational process and creating a safe educational environment.

On September 8, 2023, the Committee on Youth and Sports held an online hearing on the topic: “Ways to improve the activities of state authorities, local governments and civil society institutions to form a culture of life safety among children and young people in the face of modern challenges”. Committee Chairman Andrew Kozhemyakin noted that

in pre-war times, fires, floods, landslides, and even ordinary swimming in rivers and lakes took many human lives. Children and young people made up a significant number of victims. After the beginning of the full-scale invasion, the situation deteriorated significantly, as the enemy purposefully carried out the genocide of the Ukrainian people (...) Therefore, it is necessary to provide children and young people with the opportunity to acquire the necessary skills and abilities to act in conditions of danger, it is necessary to make the culture of life safety popular among the youth and children’s environment. (*Komitet z pytan molodi i sportu...*, 2023)

## PURPOSE OF THE ARTICLE

The purpose of the article is to analyze the state and prospects for the formation of a culture of safety of children and youth at each stage of the educational structure of Ukraine. In order to achieve this goal, the following tasks were identified: to analyze the structure and components of the safety culture; to reveal the purpose, tasks and features of the formation of a safety culture in preschool, general secondary and higher education institutions of Ukraine, in out-of-school activities and youth and children's public associations.

## ANALYSIS OF MODERN RESEARCH

Ukrainian scientists turned to the scientific and pedagogical understanding of the issue of safety culture relatively recently – in the 1990s. Problems associated with the establishment of a culture of life safety were reflected in the works of prominent scientists, in particular: V. Begun, V. Mykhailiuk, I. Naumenko, L. Sydoruk, B. Khalmuradova, and others. The concept of “safety culture” is disclosed in the works of: L. Buieva, S. Danchenko, Yu. Ivanov, N. Kulalaeva; the formation of “personal safety culture” was dealt with by: V. Melnyk, V. Moshkin, and others. The problem of forming a safety culture among students of general and higher education was studied by pedagogical scientists: S. Abramova, V. Akimov, Yu. Vorobiov, M. Zorina, L. Kravchenko, V. Moshkin, I. Nemkova; in the system of vocational education – N. Liz, M. Vlasova, O. Zaporozhets, V. Berezutsky, N. Kulalaeva, V. Mykhailiuk, and others.

## PRESENTATION OF THE MAIN MATERIAL

In Ukraine, strong foundations have been created for state policy in the field of ensuring safe living conditions, in particular, a legislative framework has been adopted, which is based on the Constitution of Ukraine and includes laws in the field of health care, labor protection, environmental protection, road safety, and civil protection. During the years of independence, the relevant institutions were created, in particular, in 1993 – the National Council for the Safe Life of the Population.

As Begun (2010) notes, the term “»safety culture« marks a higher stage in the development of safety, when the acquired knowledge, skills and abilities become an internal need of a person performing complex and dangerous work” (p. 41). He also emphasizes that “education and central executive authorities that can make the greatest contribution to safety and the transition to new technologies for hazard prevention”. Skaletskyi et al. (2012) believe that “we can talk about a culture of safety when a person acquires the relevant knowledge, and they

become an integral characteristic of the person himself, his worldview, beliefs, motives for actions and his activities in general” (p. 27). Zorina (2010) considers safety culture as a system of values, norms, rules, attitudes and stereotypes of behavior that ensure the safety of human life and health. From the point of view of Kulalaeva (2017), “security culture is a system of views, beliefs and values of a person (specialist) that determine his attitude to security (personal, industrial, corporate, etc.) and affect business relations, behavior and activities” (p. 107). From the above definitions, it becomes evident that the safety culture has a complex structure that includes the following components:

- values that determine the importance of safety for a person (value of life, health, safe work, well-being, risk prevention);
- knowledge of hazards, their causes and consequences, safety rules and regulations;
- ability to apply knowledge in practical activities, to comply with safety rules and regulations (occupational safety rules, rules of conduct in extreme situations, rules for the use of household appliances, rules for the use of motor vehicles, rules of conduct in public places);
- skills of safe behavior in various situations (actions aimed at preventing danger, actions aimed at protecting oneself and others in dangerous situations);
- guidelines that determine a person’s attitude to safety, his readiness for safe behavior (guidelines to comply with safety rules, installation to help others in dangerous situations).

The purpose of forming a safety culture in educational institutions of Ukraine is to create conditions for the formation of students’ knowledge, skills, values and attitudes that will allow them to understand and adequately respond to potential threats and dangers. Accordingly, the main tasks of forming a safety culture among students are:

- formation of values related to security;
- formation of knowledge about dangerous factors, their causes and consequences, about safety rules and norms;
- development of skills to apply knowledge in practical activities, to comply with safety rules and regulations;
- formation of safe behavior skills in various situations;
- formation of attitudes that determine their attitude to safety, their readiness for safe behavior.

The education system of Ukraine is determined by the Law of Ukraine “On Education” (2017) and includes:

- preschool education (nurseries and kindergartens, orphanages and others);
- general secondary education (general education schools of 3 levels: first – elementary school, second – basic school, third – senior school; lyceums, gymnasiums);

- extracurricular education (children’s and youth creativity centers, stations for young technicians, sports schools, etc.);
- vocational (vocational and technical education) (technical schools, schools, colleges);
- higher education (colleges, institutes, universities, academies);
- adult education, including post-graduate education (postgraduate studies, doctoral studies).

In Ukraine, the formation of a safety culture in educational institutions is carried out in accordance with the Law of Ukraine “On Amendments to Certain Legislative Acts of Ukraine on Improving the Occupational Safety Management System” (2013), the Law of Ukraine “On Education” (2017) and other normative legal acts.

Occupational safety management bodies have been established in educational institutions of Ukraine, which are responsible for the implementation of measures to form a safety culture. Attention to the teaching of security disciplines in the educational process has been increased, because a person should receive knowledge at all stages of the educational process, starting with preschool.

Preschool education is an independent system, a mandatory component of education in Ukraine, which harmoniously combines family and social education. The invariant element of the basic component of preschool education is formed at the state level and is mandatory for educational institutions of various types and forms of ownership. According to Bohush et al. (2012), the child should be able to

differentiate the concepts of “safe” and “dangerous”, be aware of the importance of life safety (his own and other people’s); know the rules of home safety, in preschool, on the street, on water, ice, playgrounds, sports grounds; navigate the rules of handling unfamiliar objects and substances; fire and electrical safety; use of transport; in the main traffic signs, etc. Know and be able to use the phone number of the main assistance service (fire, medical, police); be aware of who can be contacted in a critical situation; to possess the skills of safe behavior in case of aggressive behavior of peers or adults. (pp. 7–8)

As it was mentioned before, the basics of life safety culture are laid from the earliest age of the child. At the same time, the formation of a safety culture in preschool education institutions has a number of features related to the age and psychological characteristics of preschool children:

1. Children have limited knowledge about the world and its hazards. Therefore, the formation of their knowledge about hazards is carried out in an accessible and interesting form, using game, visual and practical methods.
2. Preschool children have insufficiently developed skills of safe behavior. Thus, the formation of their safe behavior skills is formed gradually, from simple to complex situations.

3. Preschoolers have an insufficiently formed attitude to compliance with safety rules. Accordingly, the formation of their attitude to compliance with safety rules takes the form of a positive example, encouragement and remarks.

Formation of a safety culture in preschool education institutions of Ukraine is carried out through the following measures:

- life safety classes, where children receive knowledge about hazards, safety rules and regulations;
- playing classes help children learn about hazards and safety rules in a playful way;
- trips help children see hazards in real life.

Thus, the issues of health and safety culture are intensively covered in the daily education of children in kindergarten and are gradually integrated into the disciplines of general secondary education.

In the content of primary and high school (grades 5–11), two main options for including a safety culture in the content of school disciplines are implemented: in the form of special educational subjects “Health, Safety, Welfare”, “Fundamentals of Health”, and in the form of integrated training in the basics of safety (dispersed training in safety rules during the study of biology, geography, physics, chemistry, computer science and labor training). The choice of teaching methods by subject teachers provides reasonable guidance to students for the conscious assimilation of rules and norms of safe behavior. It is very important that the teacher not only constantly exercises self-control of his actions during the educational process, but also teaches this to schoolchildren. This is especially true for lessons using potentially dangerous school equipment, materials, reagents, solutions, compounds, etc. In such a situation, the teacher and students have no right to make a mistake, because it can cost them their health.

Therefore, an important condition in the education of a safety culture is training in safe methods of working with equipment, reagents; compliance by students with the basics of occupational health and the rules of safe work in laboratories; formation of students’ skills and abilities for safe handling of substances and materials in everyday life and the environment and familiarization with injury prevention measures (Nahaichuk, 2023).

According to the “Regulation on the organization of work on labor protection and life safety of participants in the educational process in educational institutions and establishments” (*Polozhennia pro orhanizatsiiu roboty...*, 2017), the teacher (teacher, educator) organizes the study by educational applicants of the rules and norms on labor protection, life safety; conducts briefings with educational applicants on labor protection during labor training and on life safety during training sessions; monitors the implementation by educational applicants of safety rules (instructions); conducts preventive work to prevent injuries among educational applicants during the educational process; conducts preventive work

among educational applicants on personal safety requirements at home (actions in emergency situations, road traffic, participation in mass events, stay in public places, etc.).

One of the main tasks of preserving the life and health of participants in the educational process is the formation of a culture of safe behavior in children. One of the ways to solve this issue is also the creation of security classes of information and educational direction, on the basis of which schoolchildren will learn the rules of safe living in an interactive form. Thanks to the joint efforts of the State Emergency Service and the Ministry of Education and Science, as a result of which, by order of the Cabinet of Ministers of Ukraine dated September 7, 2022, No. 792-r, the project “Safety Classes” was officially launched in the regions of Ukraine. The proposals of the State Emergency Service were processed and taken into account in the order of the Ministry of Education and Science dated February 10, 2023 No. 135 “Some issues of the creation and functioning of safety classes in educational institutions” (*Deiaki pytannia stvorennia..., 2023*).

“Safety Classes” is an all-Ukrainian project, the purpose of which is to study the rules of fire, mine safety and civil protection, to get acquainted with the algorithm of actions in case of emergencies, to develop students’ skills in providing prehospital care. Classes in safety classes are conducted in a form accessible to students, taking into account age characteristics and using photo, video and audio materials. In particular, for children of primary school age, classes are held in a game form, using games on fire topics, cartoons, riddles and puzzles. For middle-aged students and older classes are taught in the form of lectures, presentations, tests, situational role-playing games, and conversations. Training in safety classes is carried out in accordance with standard educational programs, in particular in the implementation of cross-cutting content lines: environmental safety, civic responsibility, health and safety and teaching of social and health care subjects, including “Protection of Ukraine”, “Health, Safety, Welfare” and others (*ibid.*).

A prerequisite for achieving a well-established safety culture is, first of all, the competence of people in the field of hazards and methods of protection against them. After all, “no industry can be considered completely safe, so the issue of carrying out safe professional activities of future skilled workers is especially relevant” (Kulalaeva et al., 2014).

Education and vocational training of students in vocational education institutions (VEI) are important from this point of view, in particular, in the process of studying the discipline “Occupational Safety”, in order to develop students’ knowledge, skills and abilities in occupational safety, necessary for the safe performance of professional duties. As a result of studying this discipline, students get acquainted with the general issues of labor protection; the rules of labor protection at the workplace, during production work, during the operation of various equipment.

In the training of employees in VEI by profession, specific issues of labor protection for specific professions are also studied in courses of special and general technical disciplines. And when training employees in specialties related to harmful, dangerous and difficult working conditions, training is carried out taking into account the Order of the State Committee of Ukraine for Supervision of Occupational Safety and Health “Regulations on the training of minors in professions related to heavy work and work with harmful and dangerous working conditions” (*Polozhennia pro navchannia nepovnolitnikh...*, 1994).

The process of forming a safety culture in VEI involves:

general theoretical preparation for safe professional activities (awareness of general problems of risk, safety, danger, etc.); instilling professional competencies, skills and abilities (activities that are carried out not only in safe conditions, but also in conditions of threat to the health and life of workers); psychological preparation for safe activities (relationships in the team, link, cultivation of readiness for reasonable risk, determination, courage, etc.); development of personality traits necessary for performing safe professional activities. (Kulalaeva et al., 2014, p. 145)

Thus, the formation of a safety culture of VEI students is a complex process that includes the study of theoretical knowledge, the formation of practical skills and the development of personal qualities necessary for safe professional activity.

According to the Order of the Ministry of Education and Science of Ukraine “On improving training in labor protection and life safety in higher education institutions of Ukraine” (*Pro vdoskonalennia navchannia...*, 2010), in all higher education institutions (HEI), regardless of the level of accreditation, students study a set of regulatory educational disciplines of the security direction, such as: “Life Safety” (LS), “Fundamentals of Labor Protection” and “Labor Protection in the Industry”, “Civil Protection”.

These disciplines occupy a leading place in the structural and logical scheme of training specialists at the educational Bachelor and Master levels. As a result of studying these disciplines, higher education students acquire competencies to carry out professional activities in specialties, taking into account the risk of man-made accidents and natural hazards that can cause emergencies and lead to adverse consequences at economic facilities; are able to analyze the mechanisms of the impact of hazards on a person; formation of responsibility for personal and collective safety among higher education students (*Typovi navchalni prohramy...*, 2011).

Issues of safety culture are also represented in almost all academic disciplines: natural, general technical and special disciplines, which are organically related to their subjects and are provided for in the curricula of these disciplines. Accordingly, no course of technical, technological or any other disciplines begins in HEI without studying the issues of occupational health and safety.

The formation of a safety culture in the HEI of Ukraine is carried out through the following measures:



- inclusion of security issues in the content of educational programs;
- ensuring safe learning and working conditions;
- carrying out preventive measures aimed at preventing dangerous situations;
- creation of a system of educational work aimed at the formation of values and attitudes related to safety.

According to Puliak (2015, p. 140), the process of forming a safety culture among higher education students has some peculiarities:

- 1) it is a logical continuation of the process of forming a safety culture in general and vocational education institutions, since students already have elementary knowledge about dangers and behavior patterns in case of their threat;
- 2) it is based on elements of the knowledge that students acquire during the study of other disciplines and requires constant wide application, that is, it is based on interdisciplinary connections, but is distinguished as a specific integrated and systemic knowledge formation;
- 3) it takes place in classes and study tours, practices, conferences, etc. and during students' independent work;
- 4) the specificity of the perception of educational information about the actions of dangerous and harmful factors of the living environment is due to the lack of students' sufficient life experience, and therefore requires maximum visualization of theoretical material and practical training of the rules of safe behavior.

The result of such training is the reproduction of a safety culture in the activities and personality of students, the development of forces and abilities to prevent risks, the development of knowledge, skills and abilities, customs, norms, values, the improvement of ideological, intellectual, ethical and psychological readiness for safe living, the formation of a personality ready to act in unpredictable (including dangerous and extreme) conditions, striving for constant self-improvement and the realization of new opportunities.

Thus, the formation of a safety culture for higher education students is a complex and multifaceted process. "Safety culture is an integral part of the professional culture of every future specialist, which is not inherited, but is formed, realized and instilled in the process of professional training of the future specialist" (Romaniv et al., 2017, p. 240).

Thus, "the culture of life safety is characterized by an attitude towards ensuring safe life and work and, most importantly, active practical activities to reduce the level of danger, needs to be formed during a person's life, but a significant period is occupied by the process of professional training in the conditions of a higher education institution" (*ibid.*, p. 241).

Also, a significant contribution to the formation of a safety culture of young people in Ukraine is made by youth and children's public associations, public associations of national-patriotic orientation. Vasyl Moka, Deputy Chairman of the Committee on Youth and Sports, noted that

public associations engaged in military-patriotic education are successfully working in this direction. He noted the All-Ukrainian Public Children's Movement "School of Safety", for which this direction is a priority, as well as the National Scout Organization of Ukraine "Plast", the National Organization of Scouts of Ukraine, which in their camps pay great attention to the formation of children and young people's skills in emergency situations. (*Komitet z pytan molodi i sportu...*, 2023)

One of the important elements of preventive measures for labor protection and industrial safety is the organization and holding of the Day of Labor Protection in accordance with the Decree of the President of Ukraine dated August 18, 2006, No. 685/2006, which is celebrated annually on April 28 – the World Day for Labor Protection.

On the occasion of the World Day for Safety and Health at Work, since 2010, the annual All-Ukrainian Children's Drawing Contests "Occupational Safety through the Eyes of Children" has been launched, whose participants are applicants for educational institutions aged 8 to 16 years. The relevance of the event on the involvement of children's creativity in solving urgent issues in the field of industrial safety was confirmed by the interest of the international partner – the International Labour Organization, which offered to disseminate this experience among its participating countries.

In order to form a culture of security among its citizens, Ukraine has launched an initiative of mobile security classes to raise public awareness of mine and other threats of the present, in particular in the de-occupied and frontline territories. According to Prime Minister of Ukraine Denys Shmyhal (2023),

As of October 9, in Ukraine, 174 thousand square km of the territory is contaminated by mines or unexploded shells. As a result of blowing up on explosive objects, almost 250 people were killed and about 500 were injured. The Mobile Security Classes initiative aims to protect people from this threat and other wartime challenges. Such classes were sent to the communities of 10 regions of Ukraine.

As part of this project, UNICEF handed over 15 mobile safety classes to the SES and the National Police on October 9, 2023. These are specially equipped vehicles in which people, including children, will be informed and trained. They have posters on countering cyberbullying, mine safety, traffic rules, algorithms of actions in case of burns and during a fire, instructions on what to do if a person becomes ill, or if an air alarm sounds, a stand with samples of electrical appliances that lead to fires. The Ministry of Internal Affairs has trained employees of the State Emergency Service of Ukraine and police officers who will work together with teachers in these mobile safety classes.

## CONCLUSIONS

Therefore, the formation of a safety culture in the education system of Ukraine is an important task aimed at ensuring the safety of participants in the educational process and creating a safe educational environment. The effectiveness of the formation of a safety culture depends on the systematic and consistent implementation of measures, the use of modern forms and methods, the involvement of all participants in the educational process in the formation of a safety culture. To solve this problem, it is necessary: to constantly improve the regulatory framework on life safety in accordance with the realities of the country's life; to increase the level of professional training of pedagogical workers; to provide educational institutions with the necessary material and technical equipment; to intensify the activities of student and student organizations in security issues.

Therefore, we fully support the position of Vasyl Moka (Komitet z pytan molodi i sportu..., 2023) who claims that in order to form a safety culture it is necessary to:

- amend Article 41 of the Code of Civil Protection of Ukraine, focusing on the formation of a culture of safety of life of children and young people by increasing the network of clubs, electives, courses on civil protection, life safety and rescue, providing prehospital care, conducting camps for young rescuers and in the field of military-patriotic education;
- increase communication and offline meetings of children and youth studying in educational institutions with representatives of the State Emergency Service of Ukraine, the Armed Forces of Ukraine, and public associations;
- increase in the system of general secondary and extracurricular education the number and variety of clubs, electives, elective courses in civil protection, life safety and rescue, provision of prehospital care with the involvement of combatants, employees of the State Emergency Service of Ukraine, representatives of public associations. At the same time, the Ministry of Education and Science of Ukraine, in his opinion, should provide training for the leaders of these clubs, electives, courses and develop appropriate methodological materials.

## RECOMMENDATIONS

To increase the effectiveness of the formation of a safety culture in the education system of Ukraine, it is important to:

- create a system of advanced training of pedagogical workers on security issues;

- strengthen state support for the activities of youth and children’s public associations in this direction, analyze interesting international and domestic experience.

The media of Ukraine, public, professional and religious organizations should also make a significant contribution to the formation of a safety culture. The implementation of these measures will contribute to increasing the level of safety culture in the education system of Ukraine and ensure the safety of children and young people.

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## ABSTRAKT

W artykule podkreślono ważną rolę kształtowania kultury bezpieczeństwa, wynikającą z wysokiego poziomu traumatyzacji dzieci i młodzieży w życiu codziennym oraz skutków masowego konfliktu zbrojnego w Ukrainie. Wskazano, że poprawa poziomu bezpieczeństwa w kraju jest możliwa poprzez kształtowanie kultury bezpieczeństwa jako nowego spojrzenia na świat w systemie wartości, poglądów, postaw i stereotypów zachowań jednostki, które określają jej podejście do bezpieczeństwa. Strukturę i składniki kultury bezpieczeństwa zdefiniowano jako zbiór wiedzy, umiejętności, zdolności, wartości i postaw, które zapewniają bezpieczne zachowanie ludzi; ujawniono cel i zadania kształtowania kultury bezpieczeństwa w systemie edukacji w Ukrainie. Zanalizowano cechy kształtowania kultury bezpieczeństwa w placówkach edukacji przedszkolnej, wynikające z wiekowych i psychologicznych cech dzieci w wieku przedszkolnym. Scharakteryzowano metody wychowania w kulturze bezpieczeństwa w szkołach ogólnokształcących podczas nauki specjalnego przedmiotu „Zdrowie, bezpieczeństwo, dobrobyt” oraz w formie nauczania zintegrowanego podstaw bezpieczeństwa. Opisano znaczenie i cele ogólnoukraińskiego projektu informacyjno-edukacyjnego „Klasa bezpieczeństwa”. W artykule określono działania, wyniki i cechy kształtowania kultury bezpieczeństwa wśród uczących się w placówkach edukacji zawodowej i wyższej. Podkreślono ważność wpływu młodzieżowych i dziecięcych organizacji społecznych na wychowanie w kulturze bezpieczeństwa wśród młodzieży. Zbadano znaczenie i możliwości mobilnych klas bezpieczeństwa w podnoszeniu świadomości społeczeństwa dotyczącej min i innych zagrożeń wojskowych.

**Słowa kluczowe:** kultura bezpieczeństwa; uczniowie; system edukacji w Ukrainie; klasy bezpieczeństwa