INTERACTION OF ADULTS AND CHILDREN: FOSTERING A CULTURE OF SAFE BEHAVIOR

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Annotation*. Security, being vital not only for an individual, but also for society, is a reflection of the effective functioning of society, the state, and civilization. Absolute security as a state of complete protection of an individual's vital interests from any external and internal threats is impossible in the real world. There are always certain risks. At the same time, the level of security corresponds to the ability to manage these risks. Risk management is ensured by safe behavior, activities aimed at risk management and prevention of potential harm. Safe behavior is behavior that ensures the security of an individual's existence, as well as not harming people around them. On the one hand, the formation of safe behavior in children is subordinated to the general laws of skill development, and on the other hand, it should be based on the peculiarities of the child's psyche, physiological capabilities and life experience of the child. The authors of the article, position safety as the most important activity of educational organizations, identify the conditions of formation of skills of safe behavior in children of preschool age. Special attention is paid to the skills of safe behavior, which the authors present as the integration of two components: cognitive – knowledge of safe behavior and volitional – internal readiness and motivation for safe actions and behavior. Stand and describe the factors which are impediment to the formation in preschool children competence security. The article identifies the groups of adults who have the greatest responsibility for the formation of these skills in children – they include employees of educational authorities, teachers and parents. The authors come to the conclusion that the success of the formation of a culture of safety in preschool children is possible with the integration of interaction of all subjects of education.*

Key words*: safety culture, childhood policy, risk, communication between adults and children*

Introduction

At the present stage of human development, the modern practice of pedagogical science considers the issues of safe behavior as one of the most important directions of forming a culture of safety, preserving the life and health of the younger generation. This is reflected in the research of many Russian scientists: M.Lomonosov, V.Levitsky, I.Sechenov, etc. A great contribution to the solution of the scientific problem of survival, self-preservation and human security was made by the research of foreign researchers A. Adler, B. Pascal, O.Renn, etc. [9]. The current social and environmental situation causes concern among people all over the planet. We are particularly concerned for the most defenseless citizens – children. The task of adults (teachers and parents) is not only to protect and protect the child, but also to prepare him to face various difficult and sometimes dangerous life situations. In the XXI century, humanity faces one of the main problems – comprehensive provision of human life safety.

The safety of children is ensured by adults who are responsible for the organization of their life activities. Child safety is a system of conditions that ensure the protection of the life and health of children, wherever they are - at home, at school, when transporting them on all types of transport, playing on the street, walking on roads, hiking, etc. Teaching children safety is a difficult task. But you need to do this from the very young years, because a culture of safety for life is being formed. The most important thing in this case is the parents' own example, their safe behavior, compliance with the rules, care, support and protection.

First of all, parents are responsible for the formation of the correct views of the child on the world and his safety. It starts from the first minute of birth. Together with the organization of their behavior, proper feeding, baby care, an important problem is born – the safety of children in various life situations.

Growing up of a child is associated with his adaptation in modern society to its laws, rules of safe behavior. Not only parents, relatives, but also kindergarten teachers and teachers help to master them. Through joint efforts, knowledge of safe rules of behavior is constantly checked, mistakes are sorted out, small checks are arranged depending on the age of the child.

Methodology

The need for new approaches to the upbringing of children, adolescents and young men follows from the formation of a new attitude to childhood and is conditioned by a change in the cultural meaning of childhood. The well-established understanding in Russian education that growing up is a "natural" process of mastering basic cultural norms and norms of social behavior, the rules of the structure of social institutions and communities, over which the "artificial" process of education is being built, is being transformed in modern conditions.

Firstly, the "natural" situation of growing up is being transformed, assuming not only the development of initially existing, "set" norms, but also the formation of the ability to master new norms, reproduce them, and design for their own space of life. Secondly, education is increasingly not dominant, but only one of the equally competing subjects influencing the process of growing up.

The main problem of the study is the lack of well-established ideas, methodological and conceptual apparatus that could design educational systems that ensure the education of safe behavior of preschoolers as a valuable personal attitude and a set of abilities that are actualized and organized due to this attitude. In the course of the research, the following methods were used: analysis, synthesis, comparison, abstraction; the method of observations, conversations, the method of game modeling, design, etc.

Research

The problem of children's life safety is related to:
- objective transformation of the situation of modern childhood and adulthood;
- the emergence of new types of threats in the space of the life activity of a modern child;
- consideration of ensuring the safety of children as an educational task that requires a change of scientific and methodological approaches to appropriate educational activities.

The surrounding world gradually captures the child's attention. Every day he tries to learn, to try something new. Only the correct behavior of parents ensures a safe acquaintance with the attractive obscurity of any objects. At the same time, the first task is to create the most secure conditions in the child's location.

At the age of a child under 3, the main role belongs to the parents. Many ordinary household items are dangerous for kids: chairs, tables, sockets, dishes, small toys, household appliances and other elements. It is recommended to explain their proper use, compliance with safety measures to parents in the form of games, constant conversations, communication with the baby. The learning processes should take place in parallel with the explanation of the safe use of toys, surrounding objects. At the same time, it is necessary to talk to the child as much as possible. The affectionate voice of his mother is the main source of correct perception of the world for him.

The efforts of adults (parents, teachers, education managers, etc.) aimed at fostering a culture of safe behavior of children are insufficient for a number of reasons:

- parents recognize that it is almost impossible to always control the behavior of a child, especially to keep him in an artificially created, "sterilized", living environment;
- modern risks and their combinations appear quickly, they cannot be foreseen;
- a number of threats are beyond control (environmental, terrorism, natural phenomena).

The problem of safe childhood cannot be reduced to the creation of safe environments and requires the formation of a special ability and readiness to avoid dangerous situations and correct action in dangerous situations, the formation of competence for safe behavior [11, 12, 13, 15]. In everyday understanding, danger is considered as the presence of disruptive or destructive factors. A threat is considered as a characteristic of a situation potentially containing danger. The interpretation of the concept of "security" in the "Dictionary of Terms of the Ministry of Emergency Situations" is defined as the state of protection of an individual, society, the state and the life environment from internal and external threats or dangers [5].

We define safety as an imperative setting for designing and maintaining a certain quality of life, taking into account:

- creating secure environments;
- creation of public institutions that determine the standards of life and activities aimed at ensuring safety, including children's (technical regulations, construction standards, etc.).

We consider safe behavior as a special competence that can be mastered through specially constructed formative procedures, united by a common context that sets a person's personal attitude to the topic of security, and not just mastering the necessary methods and patterns.

Positioning competence as a unity of the ability to act effectively and readiness for such action, we consider this definition as a formed cognitive aspect of competence (the ability to choose and design a way of effective action for a specific task). Readiness includes volitional and motivational characteristics: the grounds for choosing this particular mode of action and interaction from the spectrum of available ones.

The formation of a culture of safe behavior involves the formation of a conscious attitude towards the choice of a behavior strategy (self-control skills, the ability not to panic). Such an approach requires the formation of a new quality of education as a whole, as an integral characteristic that determines the conditions for organizing children's activities, providing for it a specially designed and maintained sign-symbolic and communicative space. This requires new standards that normalize not only educational programs, but also the structure of the space as a whole, which sets the context of a culture of safe behavior as a natural way of life for children.

The very concept of "safety culture", "safety pedagogy" is already being actively discussed in the professional educational community. This is due to the experience of introducing the discipline "Fundamentals of life safety" into the schoolchildren and students [6, 7].

The traditional environment of growing up assumes that any adult (not only specially assumed this function) is the bearer of a cultural norm. This is presented in studies of children's games that reproduce adult social and professional roles. The traditional cultural attitude assumes a certain responsibility of an adult towards a child: not to allow certain forms of behavior in front of children, to help children, to prevent possible threats.

From what has been said, it follows that the development of the basics of safe behavior by children occurs as the assimilation of role behavior. Consequently, the development and

implementation of the safety of behavior in the direct educational activity – in the story-role, didactic game - can contribute to the formation of elements of a safety culture.

In working with school-age children, expanding their understanding of the environment, it is necessary to simultaneously form ideas about the risk of certain professions and corresponding professional roles (military, firefighters). At the same time, we note that an adult, taking part in children's games, can indirectly influence the plot of the game, combining and meaningfully expanding it. This, on the one hand, will help to identify children's ideas about behavior in dangerous situations; on the other hand, it will allow modeling them in a playful way to form the foundations of safe behavior.

To consider the issue of forming a culture of safe behavior in children, it is necessary to determine the composition of the subjects of education. The main subjects legally ensuring the systemic and comprehensive safety of children during the main time of their lives: representatives of the education system, for whom the function of ensuring child safety is set by the "duty of service", and includes possible sanctions; parents, for whom the general cultural attitude also emphasizes legal responsibility for "improper performance of duties" [1].

The combination of the fact that these subjects are responsible for the safety of children in a complex, and not for some individual aspects, and for a longer time of their life activity, determines their special status. Moreover, officials, teachers and parents actually act as initiators and coordinators of the inclusion of representatives of other structures in solving the problems of ensuring the safety of children. Other subjects ensuring the safety of children (pediatricians, police officers, sanitary and epidemiological service, safety engineers and compliance with building regulations) are obviously responsible only for certain aspects of children's safety and for those fragments of life in which children fall into the danger zone "subordinate" to them [2].

The formed model of behavior "an unfamiliar adult is potentially dangerous" is relevant not only for the attitudes of parents. During conversations in an educational organization, this model of behavior should be flexibly integrated into the system of games-classes and lessons of safe behavior at school.

The developed program for children "Safety" [1] provides a system of educational tasks for older preschool children. During games, trainings, classes, conversations, it is necessary to form correct behavior in children in dangerous situations with strangers on the street. It is important to consider typical dangerous situations:

- an unfamiliar adult persuades the child to go somewhere with him, promising to give him a toy (a kitten, a ride in a car, etc.);
- an unfamiliar adult, posing as a friend of the parents (or informing them that he is acting at their request), offers to follow him, etc.

A child, starting from 3-4 years old, should be taught to say "no" to strangers who want to drag him into a dangerous situation. In such a thematic game training, you can include various kinds of "persuasions", referring to the content of the text of the fairy tale "The Wolf and the seven goats", explaining the consequences of the fairy tale plot.

Thus, each of the listed subjects of education knowingly, without any conscious decisions, by virtue of their status relative to the child, forms a basic system of behavioral attitudes. This system of attitudes can be framed in a certain culture of behavior, including a safe one, in a meaningful set of effective strategies, but it can remain a set of unconsciously mastered imprints, including those that are obviously not effective, making it difficult to form a culture of behavior as a system of consciously realized attitudes.

The designated categories of adults who are responsible for children's safety should form key indicators of a culture of safe behavior in children. It is necessary to organize an integrated interaction of all adults – parents, educators, teachers. In other words, it is necessary to organize coaching support for children, which allows to maximize those intentions that correspond to the education of a culture of safe behavior [4]. The central issue is the content of the program for the formation of a culture of safe behavior in children (Table 1).

Table 1. Approximate planning of work with children on behavior safety

№	Topic	The content of working with children
1.	Items that require careful handling	to invite children to memorize the main subjects that are dangerous to life and health, to help them independently draw conclusions about the consequences of careless handling of such objects.
2.	Violent actions of an unfamiliar adult on the street	consider and discuss with children situations of violent actions by an adult on the street, teach them the appropriate rules of behavior.
3.	The child and his older friends	teach children to say "no" if an older friend tries to involve him in a dangerous situation.
4.	How the human body works	to introduce children to how the human body works
5.	Health and illness	teach children to take care of their health, avoid situations that are harmful to health
6.	Fire	introduce children to the phone number "01", which should be called in case of fire
7.	Healthy food	to help children understand that health depends on proper nutrition – food should be not only delicious, but also useful
8.	Sport	to promote the formation of healthy lifestyle values in children: sports are very useful for human health
9.	Safe behavior on the street	teach children the rules of behavior on the street, where you can and can not play

The information environment is of particular concern in modern society. Information security rules can be combined in the following areas:

1. Knowledge of complete information about the child's friends, their places of residence, parents' addresses (while not being afraid to leave your coordinates). Places to play in your own and neighboring yard.

2. Explanation of life-threatening situations in the zone of games. For example, the rules of behavior in an open pond, the right activities on the water. The main thing is to overcome the first fright when children "lose the bottom" under their feet. Tell about the dangers of frozen reservoirs, walking on thin ice.

3. Teaching traffic rules for pedestrians. At the same time, it is important to remember that imitation is peculiar to children and if parents themselves violate the requirements of passing a green light or a zebra crossing, then children will definitely try to do the same. The result may be difficult. The optimal route must be mastered together, many times, fulfilling all the requirements, despite the behavior of those walking nearby.

It should be borne in mind that a small child does not always hear the warning signals of the car. He fixes his attention on several objects at the same time. The emotions and temperament of a child can be caused by the surprise of a new model of a car or any other object. Joy, curiosity distracts him from caution, security elements. At the same time, when walking with a teenager, it is necessary to give him a certain amount of independence, without causing excessive moralizing, which causes a negative reaction.

4. In addition to instructions, parents should always remember to behave tactfully with children, especially when explaining safety information. This refers to conversations about sexual problems arising in adverse situations. From early childhood, it is recommended to carefully explain to children which places should not be allowed to be touched by strangers.

5. Special attention should be paid to the issue of communication with animals on the street. It is best if you have your own dog, cat at home, and parents regularly talk about different breeds of dogs, their character, rules of behavior when meeting.

6. The innovation of the modern world was communication on the Internet. It is impossible to stop this type of progress (useful and interesting). But it is fraught with many dangers for the unformed children's worldview. For the formation of security in the Internet space, it is important:

- specify a list of rules for visiting the Internet. The computer must be in the parents' line of sight. Have antivirus programs, settings, filters used for safe internet travel. Set the "parental control" mode with a list of banned sites, games, programs. Specify the time of work in the network;

- constantly talk to children about their friends on the Internet. Explain why you can't meet them (they are often not who they pretend to be online). Teach you how to use a pseudonym (during online games) without giving out personal information. Do not open files, messages of unknown recipients;

- the problems of gambling, pornography sites, and violence should be discussed with teenagers. Only trusting, friendly relations help to cope with unwanted information and develop the right attitude to all information from the Internet.

Such a change of paradigms of direct work with children and support of integrated activities of subjects responsible for children will make it possible to solve the problem of children's safety more effectively against the background of the increasing complexity of living space. Paradigm shifts are associated with a change in the status of childhood itself, the need to build forms of meaningful, conscious behavior, the formation of self-control from an early age.

Results

The results of our research are manifested in the formation of the child's skills of adequate behavior in various unexpected situations, independence and responsibility for their behavior.

Adults, who are the main organizers of the child's living space, can implement a strategy to ensure the safety of children:

- strategy for fostering a culture of safe behavior;
- strategy of training correct behavioral reactions in dangerous situations;
- strategy of "external" ensuring child safety.

Teachers not only implement educational guidelines, but directly organize the life of children or organize individual educational events that are significant for children and set certain standards of safe behavior. Teachers set and maintain a certain style and norms of relations and communication of children. The set style and norms are formed and translated patterns of behavior.

Parents in the integration of such interaction simultaneously form patterns of communication and interaction with other people, and create the bulk of the material conditions of the child's life. Moreover, it is the patterns of parents (as the closest and most authoritative adults) that are a significant source of behavior patterns, reactions, and decisions for a child in a wide range of situations. And these may include patterns of destructive and dangerous behavior.

The transition from external provision of child safety or from training tasks to the development of certain rules of safe behavior, which are modeled by an adult at the stage of fixing the rules, allows us to talk about imperative attitudes in the behavior of children. This will make it possible to transform the subject initial installations within the framework of the project-program approach.

The original program for the safety of children's behavior was developed by the program "Safety" (N.Avdeeva, O.Knyazeva, R.Sterkina). A distinctive feature of the program is the teacher's awareness of the great importance of a positive example on the part of adults, and above all the teacher. Establishing contacts with parents and achieving full mutual understanding are important conditions for effectiveness in raising children. The formation of safe behavior is inevitably associated with a number of prohibitions. If there are too many prohibitions, the child will not be able to fulfill them fully, and will inevitably violate them. It is necessary to highlight the main content, which requires the joint efforts of teachers and parents, to define a list of vital rules and prohibitions, the implementation of which is mandatory for the child both at home and in the wider society.

Conclusion

1. In this multifaceted work, several directions can be distinguished:

- tasks for the teacher: to create conditions for the formation of the safety of children's behavior through variable forms of education; to create a system of games, trainings and pedagogical situations for the propaedeutics of issues of safe behavior;

- tasks in working with children: to form in children a conscious and responsible attitude to personal safety and the safety of others; to expand and systematize children's knowledge of the rules of communication with strangers; to expand and systematize children's knowledge of correct behavior when contacting pets; to consolidate children's knowledge of the rules of behavior on the street, road, transport; to develop the foundations of the ecological culture of the child and the formation of a valuable and careful attitude towards nature.

- tasks in working with parents: to acquaint parents with the system of work on the formation of the basics of safe behavior in children; to increase the level of knowledge of parents on the formation of the basics of life safety in children; to educate parents responsible for maintaining the health and safety of children, their emotional well-being.

2. The elements of the implementation of the project-software approach in the context of our research are:

- development of scientific and methodological developments in the field of culture of safe behavior of children;

- creation of bonus conditions for parents who promote the inclusion of their children in safe behavior education programs and undertake the implementation of part of these programs at home after preliminary training;

- creation of accessible training programs for teachers, parents, including remote, network nature;

- implementation of scientific and methodological developments for children of different ages.

3. The safety of children's behavior is a serious problem of our time and includes the solution of 3 main tasks: identification of hazards (recognition of hazards and their sources); development of preventive measures; elimination of possible consequences.

4. In the structure of the child's life safety, we identify the following key components:

- information component – knowledge about the safety of human life;

- behavioral component - the ability to act in problematic situations;

- emotional-volitional component - to respond correctly to problematic situations;

- value-motivational component – a conscious attitude to human life and health.

- the reflexive component is the ability to find mistakes in the child's behavior and take them into account in the future.

5. Educational and methodological support of the process of educating children of a culture of safe behavior should be developed taking into account the active use of modern information technologies, as well as the restoration of the traditional culture of preschool education based on symbolic forms (fairy tales, metaphors, game plots, rituals).

6. The significance of the raised problem in the light of the recent decisions of the Russian Government is so significant that it is wrong and even dangerous to solve these issues "on a case-by-case basis". We, following V.V.Gafner [3], consider it legitimate to raise the question of the development of a new branch in pedagogy, covering the development of theoretical and methodological foundations of safe behavior; education of a safety culture; development of safety technologies; self- and mutual assistance skills, etc. The global nature of the problems posed is so significant that they can be solved only in close interdepartmental and network interaction of all subjects of education.

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INTERAKCIJA ODRASLIH I DJECE: NJEGOVANJE KULTURE SIGURNOG PONAŠANJA

Apstrakt: *Sigurnost, koja je od vitalnog značaja ne samo za pojedinca, već i za društvo, odraz je efikasnog funkcionisanja društva, države i civilizacije. Apsolutna sigurnost kao stanje potpune zaštite vitalnih interesa pojedinca od bilo kakvih vanjskih i unutrašnjih prijetnji nemoguća je u stvarnom svijetu. Uvek postoje određeni rizici. Istovremeno, nivo sigurnosti odgovara sposobnosti upravljanja ovim rizicima. Upravljanje rizicima osigurava sigurno ponašanje, aktivnosti usmjerene na upravljanje rizicima i sprečavanje potencijalne štete. Sigurno ponašanje je ponašanje koje osigurava sigurnost postojanja pojedinca, kao i ne šteti ljudima oko njih. S jedne strane, formiranje sigurnog ponašanja kod djece podređeno je opštim zakonima razvoja vještina, a s druge strane, trebalo bi da se zasniva na osobenostima djetetove psihe, fiziološkim mogućnostima i životnom iskustvu djeteta. Autori članka, sigurnost pozicioniraju kao najvažniju aktivnost obrazovnih organizacija, identificiraju uvjete formiranja vještina sigurnog ponašanja kod djece predškolskog uzrasta. Posebna pažnja posvećena je vještinama sigurnog ponašanja, koje autori predstavljaju kao integraciju dvije komponente: kognitivno – poznavanje sigurnog ponašanja i voljno – unutrašnje spremnosti i motivacije za sigurne akcije i ponašanje. Stand i opisuju faktore koji su prepreka za formiranje u predškolskom djecu sigurnost kompetencija. Članak identificira grupe odraslih koji imaju najveću odgovornost za formiranje ovih vještina kod djece – oni uključuju zaposlene u obrazovnim vlastima, nastavnicima i roditeljima. Autori dolaze do zaključka da je uspjeh formiranja kulture sigurnosti kod predškolske djece moguć integracijom interakcije svih subjekata obrazovanja.*

Ključne riječi: *sigurnosna kultura, politika djetinjstva, rizik, komunikacija između odraslih i djece*