

- проєктна діяльність (створення різноманітних творчих мистецьких проєктів) передбачає розробку і реалізацію студентами власних міні-проєктів: концертів, онлайн-конференцій, подкастів, створення відеофільмів, відеороликів, радіоефірів, проведення публічних лекцій тощо, що передбачає пошук нестандартних рішень для створення художньо-творчого продукту як кінцевого результату за допомогою проєктних методів та технологій, формує дослідницькі уміння майбутніх фахівців;

- фестивалі, конкурси, концерти сприяють реалізації творчого потенціалу студентів, формують їх виконавську культуру.

Таким чином, впровадження подієвого підходу у фахову підготовку, залучення здобувачів освіти до різних форм культурно-освітніх практик є ефективною умовою організації творчої діяльності, яка забезпечить творчий розвиток і професійне становлення майбутніх фахівців під час їх навчання у закладах вищої освіти.

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ASPECTS OF TRAINING FUTURE TEACHERS LIFE SAFETY

Abstract. *The problems of teaching the academic discipline “Life Safety and Fundamentals of Labor Protection” in higher educational institutions of Ukraine are revealed. It is emphasized that in practice, the basis for choosing the content and structure of the educational material of this academic discipline is the concept of forming safe conditions for professional activity, which does not take into account the*

integral functional purpose of the future teacher. It is proposed to choose the content and structure of the educational material on life safety, based on the concept of students' knowledge about the essence of various types of hazards in the environment. The essence of using material and field clusters to modernize the content of practical work in the specified academic discipline is highlighted.

Keywords: *life safety, future teachers, concepts of selecting the content of educational material, hazards, material clusters, field clusters, practical work.*

In the 21st century in Ukraine, the academic discipline "Life Safety and Fundamentals of Occupational Safety" is one of the mandatory subjects in all educational and professional training programs for specialists of any specialty. This is due to the fact that "... the environment ... that possesses energy, chemically or biologically active substances or other factors ... has potential hazards – phenomena, processes, objects that under certain conditions can cause undesirable phenomena (fatigue, deterioration of health, loss of life, fires, explosions, accidents, catastrophes)" [2, p. 264].

A significant number of Ukrainian researchers are improving the content of the academic discipline "Life Safety and Fundamentals of Occupational Safety" in order to ensure the ability of future teachers to create a safe educational environment [3]. In particular, the main markers that the researchers are guided by are given in the theses of the specified author. Among them, we identified the following: the formation of a safety culture among higher education students in Ukraine; the competence of a future teacher in life safety as a component of his professional competence; knowledge of life safety as a means of ensuring work capacity and forming readiness for action in extreme situations, soft skills of safety culture as the ability to communicate, the ability to situational ingenuity and resistance to stress. Thus, one of the main functions of a future teacher - teaching students, in particular, teaching them to understand the essence of dangers - completely falls out of the researchers' attention.

Analyzing studies that describe the shortcomings of the content of the academic discipline "Life Safety and Fundamentals of Labor Protection", it is easy to notice the consolidated opinion of a significant part of Ukrainian researchers that the contradiction between the number of teaching hours allocated to the lecture course (no more than 14 hours) and the requirement of didactics for the systematic nature of knowledge has led to the loss of their integrity. In fact, higher education applicants in Ukraine are presented with a network of different fields of knowledge that is irrelevant to the content of their future professional activities [1]. Accordingly, lecturers are

forced to set limits on the selection of educational material from different fields of knowledge, thus reducing their fragmentation. However, this approach creates a new drawback - gaps in the characterization of various types of hazards. As a result, the published textbooks on life safety and fundamentals of labor protection in Ukraine either have signs of encyclopedicity, or they describe a small number of hazards selected according to various author's criteria. The unification of content is observed only for workshops in the academic discipline "Life Safety and Fundamentals of Labor Protection". However, the content and structure of laboratory and practical work offered to higher education applicants are developed in accordance with the concept of forming skills to ensure a safe educational environment for students, when it comes to future teachers. That is, once again, one of the main functions of the future teacher remains out of the developers' attention – teaching students.

We propose to modernize the content of practical work on life safety for future teachers by changing the concept on the basis of which their content and structure are selected. In our opinion, the concept of ensuring a safe environment for professional activity is relevant only to the content of training future engineers, doctors, service workers, etc. In the educational process of training future teachers, it will not be basic and relevant, accordingly, it is worth focusing on the concept of students' knowledge of the essence of various types of hazards in the environment. With this approach, the risk-oriented approach traditional for academic disciplines from the life safety cycle will recede into the background, and the efforts of teachers will be directed to the formation and development of students' cognitive interest in the field of knowledge on ensuring life safety. At the same time, traditional descriptions of hazards, containing their definitions, operating factors, detailed natural science terminology, and characteristics of means for measuring parameters by which specific hazards are assessed, will be replaced by clusters formed according to the criteria of the type of substance or the type of physical field.

Let us give a brief description of the cluster "Water", selected according to the substantive criterion. This cluster allows higher education applicants to immediately consider a significant part of the content of the academic discipline "Life Safety and Fundamentals of Occupational Safety" on one topic of a practical lesson, thus reducing the excessive detail and fragmentation of educational information, which is characteristic of the modern practice of teaching this discipline. It is characteristic that the cluster "Water" has common points of contact between labor protection and life safety. For example, relative humidity in labor protection and the dangers of climatic conditions in life safety; using the analogy of water flow in a pipeline and the

movement of electrons in a conductor to explain the strength of the current as an impressive factor in labor protection and the nature of the dangers from it in life safety; explanation of the mechanism of combating dehydration in occupational safety and the mechanism of creating danger with nitrate ions in food products in life safety; explanation of harm from radioactive radiation using the mechanism of water radiolysis in occupational safety and to explain harm from salts of temporary and permanent hardness based on the ionization effect in life safety, etc. In the same cluster, water will also be considered as a means of fire extinguishing based on the Lavoisier triangle (fire triangle) in occupational safety (it will act on two components of the Lavoisier triangle - oxidant and ignition source). Other clusters selected according to the field criterion will be the following: "Thermal field", "Electromagnetic field", "Region of mechanical motion" and others (both the classical physical understanding of the field and atypical neologisms are used here, for example, "Region of mechanical motion", etc.).

Thus, in the practice of teaching the academic discipline "Life Safety on the Basis of Labor Protection" in higher education institutions of Ukraine, there are many unresolved didactic and methodological problems. One of them is the fragmentation of its content and its irrelevance to the nature of the professional activities of future teachers. Further research will consist in unifying the cluster approach through the use of fractality (different scales of typical representation of different types of hazards).

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