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INTEGRATION OF PERSONAL SAFETY IN STUDENTS TRAINING ON THE SPECIALTY “CIVIL SAFETY” AT TECHNICAL INSTITUTIONS OF HIGHER EDUCATION

ІНТЕГРАЦІЯ ОСОБИСТОЇ БЕЗПЕКИ У НАВЧАННЯ СТУДЕНТІВ СПЕЦІАЛЬНОСТІ
«ЦИВІЛЬНА БЕЗПЕКА» ТЕХНІЧНОГО ЗАКЛАДУ ВИЩОЇ ОСВІТИ

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Nataliia YEVTUSHENKO¹, & Natalia TVERDOKHLIEBOVA²



¹ Ph.D. in Technical Sciences, Associate Professor, Department of Occupational and Environmental Safety, National Technical University “Kharkiv Polytechnic Institute”, Kharkiv, Ukraine.

✉ E-Mail: natalya0899@ukr.net

ORCID <https://orcid.org/0000-0003-0217-3450>



² Ph.D., Associate Professor, Department of Occupational and Environmental Safety, National Technical University “Kharkiv Polytechnic Institute”, Kharkiv, Ukraine.

✉ E-Mail: natatv@ukr.net

ORCID <https://orcid.org/0000-0003-3139-4308>

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ABSTRACT

Security is considered a legitimate goal of every society. In recent years of the pandemic and then the war in Ukraine, the issue of the security paradigm has become particularly relevant. It prompts a revision of conceptual approaches to the formation of

Безпека вважається легітимною метою кожного суспільства. За останні роки пандемії, а потім війни в Україні питання безпекової парадигми набуває особливої актуальності і спонукає до перегляду концептуальних підходів формування

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human personal security competencies and especially the mechanisms and ways of ensuring it in society and the state in the present conditions. Therefore, in theory, national and international security concepts are being developed, and more recently, individual, social, and global security. This indicates, among other things, a significant expansion of new dimensions of security when political independence, territorial integrity, and viability of the country, as well as the survival and development of its inhabitants, are at stake. Security in itself should have the status of a fundamental human right.

Many publicly discussed security issues are related to technical solutions. Debates are underway not only about society's attitude to security, but also about what research and for what purpose it is conducting or has conducted in this direction. This also applies to the educational environment. The article defines and substantiates the principles of the formation of personal safety of students, provides an essential characteristic of the pedagogical process of formation of personal safety of students, considers the technology of formation of personal safety of students based on the competence approach, reveals the content of the competences of the individual in the sphere of life safety.

The **purpose** of this article is to study the process of forming the personal safety of students in the system of professional education in higher technical institutions of a technical profile.

The **methodology** on which the research is grounded is based on the methodological principles of systematicity and an interdisciplinary approach and includes the use of a complex of general scientific methods, namely explanation, comparison, classification, generalization, and systematization. Based on them, a model of forming students' competencies in the life safety field was built.

Within the framework of our research, the following **results** were achieved: the views of scientists on the issue of the formation of security competencies among students in the new context of the construction of Ukrainian society in conditions of war were summarized; the principles of forming students' personal safety based on the competence approach are substantiated; tasks for the development of students'

компетенцій особистої безпеки людини і особливо механізмів і шляхів її забезпечення у суспільстві та державі в умовах сьогодення. Тому в теорії розробляються концепції національної та міжнародної безпеки, а останнім часом – індивідуальної, соціальної та глобальної безпеки. Це свідчить, серед іншого, про значне розширення нових вимірів безпеки, коли на кону стоїть політична незалежність, територіальна цілісність і життєздатність країни, а також виживання та розвиток її жителів. Безпека сама по собі повинна мати статус фундаментального права людини.

Багато проблем безпеки, що публічно обговорюються, пов'язані з технічними рішеннями. Дебати ведуться не лише про ставлення суспільства країни до безпеки, а й про те, які дослідження і з якою метою планують проводитися чи вже проводилися вченими у цьому напрямку. Це стосується й питання безпеки особистості в освітньому середовищі. У статті визначено та обґрунтовано принципи формування особистої безпеки студентів, надано сутнісну характеристику педагогічного процесу формування особистої безпеки студентів, розглянуто технологію формування особистої безпеки студентів на основі компетентнісного підходу; розкрито зміст компетенцій особистості у сфері безпеки життєдіяльності.

Метою даної статті є дослідження процесу формування особистої безпеки студентів в системі професійної освіти у вищих технічних закладах технічного профілю.

Методологія, на яку спирається дослідження, базується на методологічних принципах системності та міждисциплінарного підходу і включає використання комплексу загальнонаукових методів, а саме: пояснення, порівняння, класифікація, узагальнення, систематизація. Спираючись на них, була побудована модель процесу формування компетенцій студентів у галузі безпеки життєдіяльності.

У рамках нашого дослідження було досягнуто наступних **результатів**: узагальнено погляди науковців щодо питання формування у студентів компетенцій безпеки у новому контексті побудови українського суспільства в умовах війни; обґрунтовано принципи формування особистої безпеки студентів на основі компетентнісного підходу; сформульовано завдання для розвитку компетенцій

competencies in the field of life safety are formulated; a structural model of students' competencies and the process of their formation in the field of life safety was built.

The conclusions allow us to state that the problem of security is complex and multifaceted, since conflicts, wars or unstable state structures often have not only local significance, but also global consequences due to a closely interconnected and globalized world. The formation of personal safety competencies in students as future specialists is important as a basis for self-preservation, self-development and self-improvement. For this purpose, educational professional programs of technical universities should include fundamental educational disciplines that will ensure the development of worldview principles of life safety and determine generally accepted safety needs and generally recognized safety mechanisms.

Keywords: personal safety, pedagogical process, technology, competence approach, life safety.

студентів у галузі безпеки життєдіяльності; побудовано структурну модель компетенцій студентів і процесу їх формування у галузі безпеки життєдіяльності.

Висновки дозволяють стверджувати, що проблема безпеки є складною і багатоаспектною, оскільки конфлікти, війни чи нестабільна ситуація в країні чи окремих регіонах часто мають не лише локальне значення, але й глобальні наслідки через тісно взаємопов'язаний і глобалізований світ. Важливим є формування у студентів як майбутніх фахівців компетенцій особистої безпеки як основи самозбереження, саморозвитку і самовдосконалення. Для цього в освітніх професійних програмах вищих навчальних закладів технічного профілю повинні бути фундаментальні навчальні дисципліни, які забезпечать розвиток світоглядних засад безпеки життєдіяльності і визначатимуть загальноприйнятні потреби безпеки і загальновизнані механізми безпеки.

Ключові слова: особиста безпека, педагогічний процес, технологія, компетентнісний підхід, безпека життєдіяльності.

INTRODUCTION

Security is a complex phenomenon not only by its nature and essence, taking into account the time and place in which it is discussed, but also because its discussion is inevitably connected to other categories: fear (about physical survival), the absence of structural violence, peace, prosperity and stability. Combined, security and environmental crises create complex, cascading, systemic and existential risks that emerge (Cóbar et al., 2022). Therefore, in the modern world, the importance of security as a global value of humanity is growing.

The formation of personal security occupies a special place among security problems. On the one hand, security is one of the most important conditions for the existence and development of an individual, which acts as a guarantor of the realization of constitutional rights and freedoms and ensures the protection of vital interests from external threats. On the other hand, safety is one of the basic needs of an individual, which appears as an active force only in critical, extreme situations, prompting the body to mobilize all its forces to fight the threat. Personal security must be dynamic in order to respond in a timely and adequate manner to changing dangers and threats.

An urgent problem of Ukrainian society is the issue of the formation of personal safety, particularly the safety of students. The teaching community actively searches for and implements progressive forms of education and upbringing for the formation of today's important competencies of safe activity of young people. This is caused, first of all, by the increase in the intensity of information flow and strong socio-economic pressure, which negatively affects the state of physical, mental, emotional, and social health of students.

The relationship between health and safety becomes evident when assessing who or what is perceived as a health risk and for what reason. In addition, the importance of the problem is related to the need to develop competencies in the field of life safety and to train specialists capable of biosphere-compatible activities and making appropriate decisions in the “man – technology – nature” system.

The **purpose** of the article is to study the process of students' personal safety formation in technical universities' professional education system.

THEORETICAL FRAMEWORK

Ukrainian institutions of higher education are characterized by educational and educational practices related to the formation of a harmoniously developed personality of the future specialist, spiritually rich, focused on the public good, a safe future, which is a guarantee of the spiritual security of any society (Luchaninova, 2021). The basis of the constructive pedagogical technology for the formation of the safety competencies of future specialists should be a competency-based, holistic-integrative and person-oriented approach (Urum, 2023).

The system of principles for the organization of professional education in technical universities includes the principles of forming the personal safety of students:

- the principle of legitimization, which provides public recognition of the process of forming the personal safety of students and the formation of a positive image for the educational institution;
- the principle of centration, aimed at recognizing the priority of personal safety of students in relation to other components of the educational process and provides for the organization of safe life activities of the educational institution;
- the principle of transparency, which determines the transparency and availability of information about the state of the process of forming the personal security of students;
- the principle of implicitness, which involves the formation of students' permanent focus on the motivation of safe life activities (Zakharenko & Yurchenko-Shekhovtsova, 2022);
- the principle of consensuality, which means the mutual agreement and responsibility of the individual, society and the state to ensure the safety of the individual.

The set of principles for the formation of students' personal safety based on a competent approach ensures the systemic integrity of the educational content, forms, methods, and conditions of the educational institution's life; protection of the vital interests of all subjects of the pedagogical process; socio-economic and legal guarantees for the implementation of constitutional rights and freedoms; the integrative nature of managing the formation of students' personal safety skills based on the priority of individual rights; assimilation and development of ideological foundations and competencies in the field of life safety, readiness for safe behaviour (Polishchuk et al., 2017).

The pedagogical process of forming students' personal safety includes the assimilation and development of ideological foundations and competencies in the field of life safety, readiness for safe behaviour, a system of specially organized classes and workshops aimed at acquiring knowledge, skills and abilities in solving problems related to the formation of personal safety competencies (Hoffmann, 2019).

The requirements for the effective formation of a life safety culture should include the appropriateness of selecting the necessary information on health and safe behavior (Carter & Kulbok, 2002); preference for practical forms and methods of training, in particular, training technologies, situational tasks, brainstorming and debates, didactic games simulating dangerous situations; conducting preventive educational measures to form life beliefs (Akimova et al. 2023).

The purpose of the technology of forming students' personal safety is to form and develop students' competencies in the field of life safety. The achieved goal is conveyed by the highest low task:

1. formation of students' motivation for a safe life: formation of a reflexive position before their participation in the system of social networks and adequate assessment methods for implementing a complex of social roles; development of a strategy of safe behaviour; the acquisition of meaningful actions that allow us to make reasonable decisions about interaction with society, the environment and ensure special and social security (Dunsmore & Goodson, 2006; Tsiunan & Nahula, 2021; Tverdokhliebova & Yevtushenko, 2024). Methods of forming students' motivation for a safe life can be: subject olympiads; participation in regional, all-Ukrainian, international student scientific conferences, forums, projects, grants, information, and abstracts that reveal problems of safe living; organization of variable types of practice and inclusion before the initial process of integrating forms of awareness, directing to acquired knowledge, learning how to convey and hide unique insecurities and ensure individual and enormous security;
2. raising the level of methodological culture of the scientific and teaching staff with the aim of the most optimal implementation of the technology of forming personal safety of students in industrial practice. On the one hand, higher education teachers are practice-oriented specialists with personal qualities and scientific achievements who organically combine the implementation of the educational process with scientific research, are able to develop students' understanding of the essence of natural and social processes, and educate an innovative type of specialist. On the other hand, the teacher is the leading figure of the educational process, who interacts with students based on the conceptual humanistic principles of education aimed at training qualified specialists.

It should be noted that the main components of methodological culture are: the possession of modern methodological knowledge, skills, and abilities regarding the application of principles, methods, and means of professional education; design and construction of the pedagogical process; awareness, formulation, and creative solution of pedagogical tasks, methodical reflection; knowledge about the socio-philosophical problems of modern education, the composition of knowledge – its formal and logical structure, development trends, means and methods of obtaining

and expressing knowledge, dialectical and systemic thinking, the formation of a creative attitude to professional activity, generalized orientation in various fields of knowledge;

3. building a system of education on an integrative basis (inter-/intra-subject integration mechanisms, integration of forms of education and upbringing), aimed at forming in students a holistic idea of the safety of life, skills and abilities to ensure it, identify and prevent danger; development of integral characteristics of the student's personality;
4. organization of continuous monitoring of students' development of competencies in the field of life safety, professional training and rational corrective work with students.

METHODOLOGY

The study of the process of students' personal safety formation in the system of professional education in technical universities assumed two stages. At the first stage, theoretical research methods were applied, including analysis and generalization of scientific sources to reveal the issues under consideration. The scientists' research provided important information about the system of principles and tasks of organizing professional education in technical universities, including issues of forming students' personal safety. This allowed the authors to collect and summarize important concepts of scientific works, as well as to enrich the author's experience in the issues under study.

The second stage of the study was devoted to the analysis of materials: educational professional programs of the "bachelor's" and "master's" levels in the specialty "Civil Security" and work programs of disciplines that are taught to students. At this stage, the experience of introducing the methodology of teaching the ideological foundations of life safety into the educational process was summarized. Taking into account observations, descriptions, analysis, and systematization of the obtained data, the structural model of students' competencies in the field of life safety and the model of the process of developing students' competencies in the field of life safety were constructed.

RESULTS

The "Occupational and Environmental Safety" Department of the National Technical University "Kharkiv Polytechnic Institute" trains bachelors and masters in the specialty "Civil Safety". The formation of students' worldview principles of life safety is ensured in the process of the entire study. But a special place in this process is occupied by the general disciplines of the department: "Fundamentals of occupational safety and human health", "Occupational Safety in professional activities", and "Safety of production processes and Equipment".

The educational discipline "Fundamentals of Occupational Safety and human health" studies hazards of technogenic, anthropogenic, and natural origin and develops means of their prevention or weakening to prevent accidents, occupational diseases, accidents, and fires in order to preserve the health and professional longevity of future specialists and a long, fulfilling life in a dynamically changing society. The course is aimed at forming students' basic concepts about

dangerous and emergency situations at the workplace and in everyday life, their consequences for human health and life, developing a conscious and responsible attitude to the health of oneself and others, personal safety, acquiring the ability to preserve life and health in adverse and life-threatening conditions, adequately respond to various dangerous situations taking into account their capabilities.

“Labor Safety in Professional Activity” is a discipline that studies the system of legal, socio-economic, organizational, technical, sanitary and hygienic, and medical and preventive measures aimed at creating healthy and safe working conditions for specialists in the relevant industry under normal and emergency conditions, including in emergency situations.

The objective of studying the discipline is to ensure the guarantee of maintaining the health and working capacity of workers in the production conditions of specific economic sectors and in emergency situations through effective management of labor protection and civil defense, as well as the formation of responsibility among officials and specialists for collective and their own safety.

The course “Safety of Industrial Processes and Equipment” covers organizational measures to ensure safe working conditions, technical safety measures for the work process, general safety requirements for machines and tools, safety requirements for various groups of metal and woodworking machines, safety requirements for the design and operation of transport and lifting equipment, operation of industrial robots, robotic complexes of flexible manufacturing systems, safety in the operation of vessels and installations operating under pressure, safety requirements for various technological processes (mechanical processing of materials by cutting, welding, foundry, galvanic work, thermal work, forging and pressing, painting, etc.).

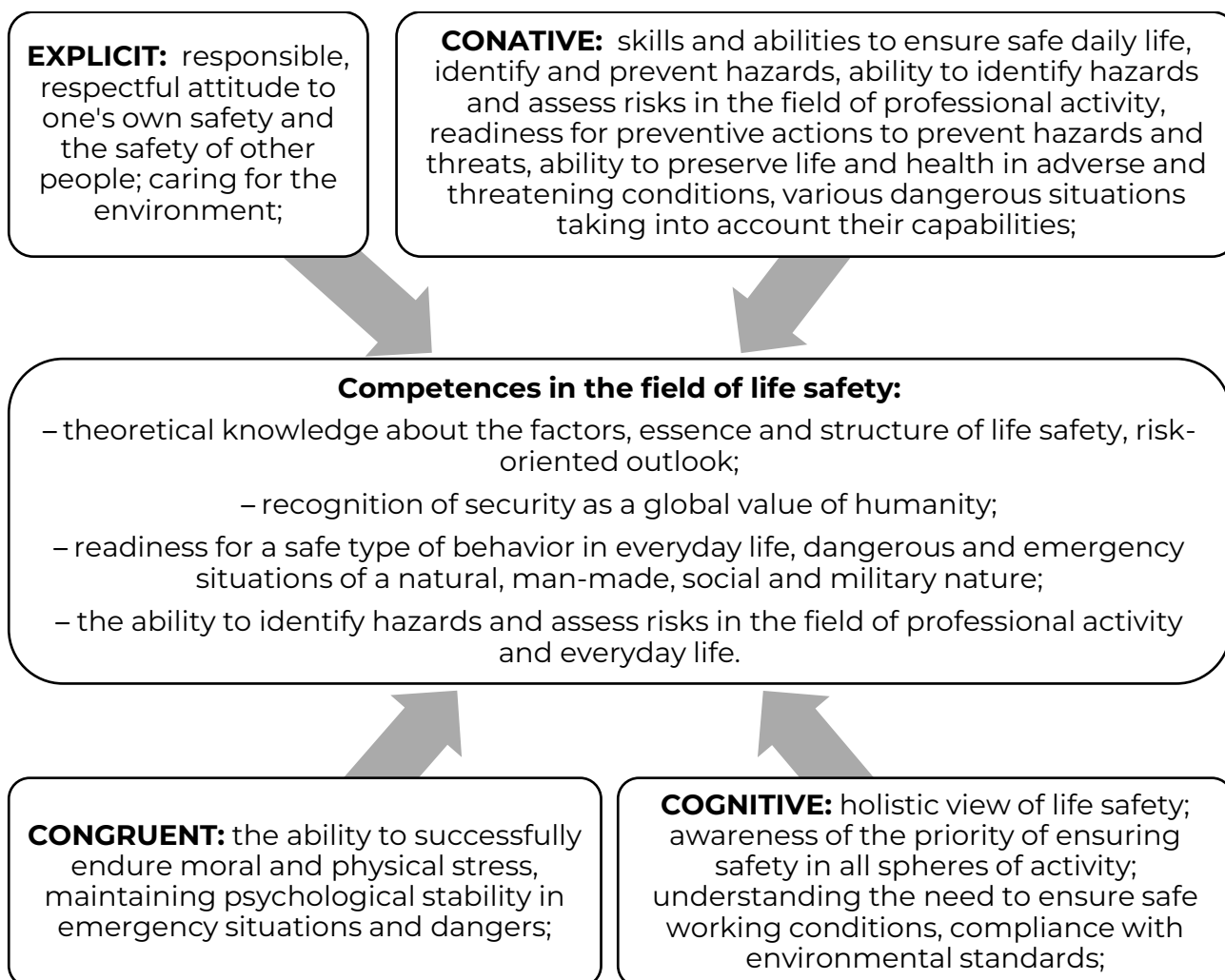
The goal of the academic discipline “Civil Defense” is to prepare students for safe behavior in situations of natural, technogenic, social, and military nature; the formation of a holistic understanding of civil safety; the skills and abilities to ensure it, identify and prevent danger.

Competences in the field of life safety include the following personal characteristics (Fig. 1):

- 1) cognitive (a holistic view of the safety of life; awareness of the priority of ensuring safety in all spheres of activity; understanding the need to ensure safe working conditions and compliance with environmental standards);
- 2) explicit (responsible, respectful attitude to one's safety and the safety of other people; careful attitude to the environment);
- 3) conative (skills and skills to ensure safe living, identify and prevent hazards, ability to identify hazards and assess risks in the field of professional activity, readiness for preventive actions to prevent hazards and threats, ability to preserve life and health in adverse and favorable conditions) respond adequately to various dangerous situations, taking into account their capabilities);
- 4) congruent (the ability to successfully endure moral and physical stress, maintaining psychological stability under emergency and danger conditions).

Figure 1

Structural model of students' competencies in the field of life safety



The developed model took into account the type of integration defined in pedagogy – thematic integration of personal skills and integration of prospects for the realization of acquired competencies.

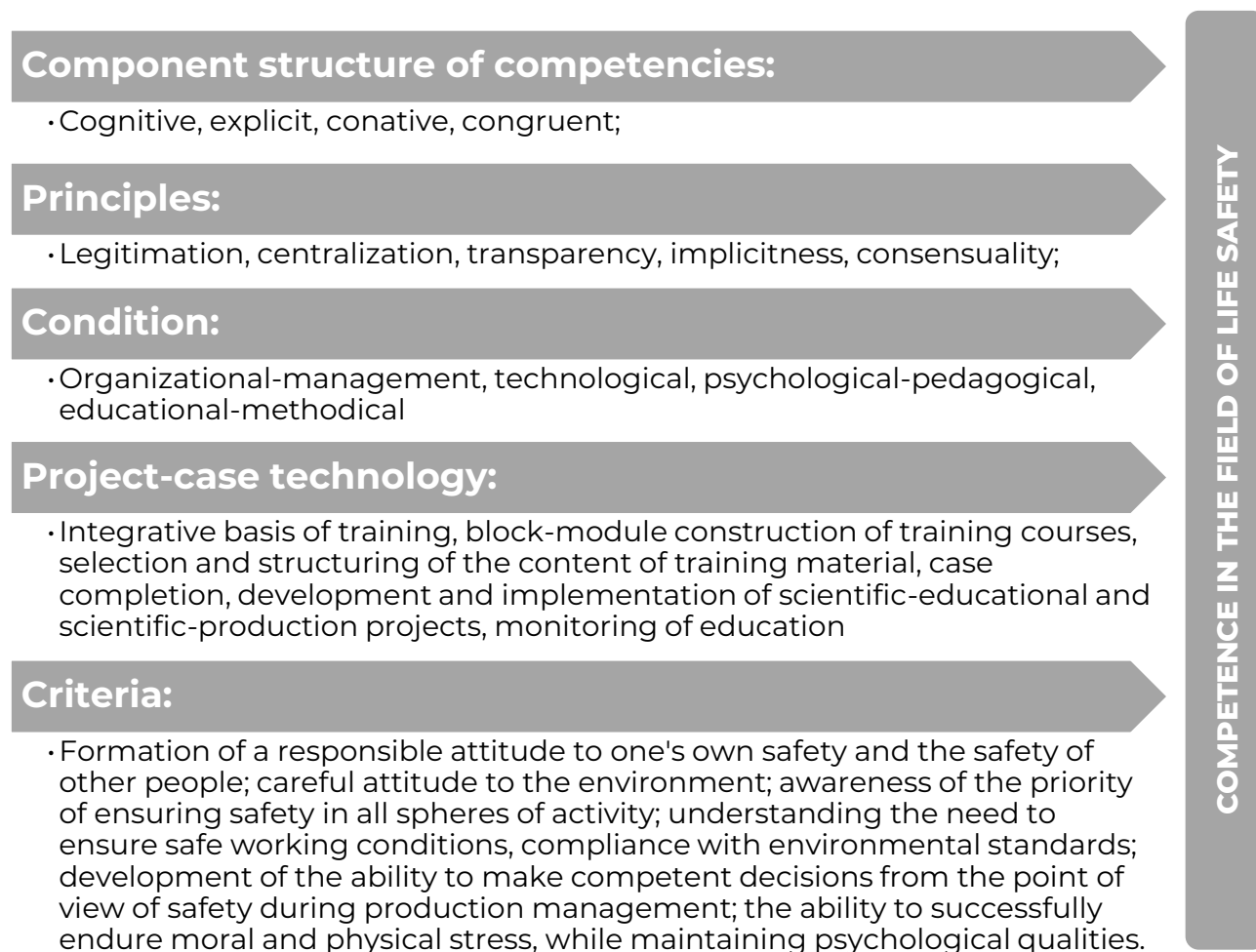
System-forming importance in the training of “Civil Security” specialists is given to the general educational discipline "Fundamentals of Professional Security and Human Health".

Based on the goal and tasks, the course consists of the following meaningful modules: “Theoretical foundations of human life safety”, “Fundamentals of industrial safety and safe working conditions in production” and “Protection of the population in emergency situations”.

During the study of the module "Theoretical foundations of the safety of human activity", students should be introduced to the analysis of the development of knowledge about safety; reveal the meaning of the concepts “danger” – “safety” on the basis of clarification of their relationship, interdependence with the concept of “production environment” and features of safety in the system of factors of sustainable development; show the importance of safety awareness in the structure of human activity.

Figure 2

Model of the process of forming students' competence in the field of life safety



Revealing the content of this block, it is necessary to show that in the assessment of the prospects for sustainable development today, alternative positions have formed, which were formed based on a positive or negative assessment of scientific and technical progress, attitudes related to the development of environmental problems, the threat of nuclear war, the increase in population, the need to preserve in the future human civilization and the biosphere as the natural basis of its life activity.

Safe activity should become the basis of competence in the field of life safety. Educational and educational work on the formation of a worldview containing a “safety component”, and assimilation of competence in the field of life safety should be carried out in the following directions: formation of the need for obtaining knowledge about the constantly changing environment; formation of the need for mental self-development, regulation of interaction with the environment, responsibility in one's thoughts and actions; formation of the need for safe behavior.

Revealing the content of the unit “Fundamentals of Industrial Safety and Safe Working Conditions in Production”, it is necessary to pay attention to the preparation of students for rational actions in emergency situations, the formation of their competence in the field of life safety, and readiness for safe behavior. In the

process of studying this unit, students should know the methods of industrial injury analysis, the mechanism of investigation and accounting of accidents, occupational diseases and accidents at work, the methods of researching the microclimate, lighting, industrial noise of industrial premises, as well as general information about fire safety.

The module “Protection of the population in emergency situations” aims to acquaint students with the characteristics of emergency situations in peacetime and wartime and their consequences; provide them with information about the principles and methods of protecting the population in emergency situations, the organization of the system of protection against the consequences of emergency situations; to form the skills and abilities to provide first aid to victims in emergency situations.

The methodology of planning and conducting classes in the courses “Fundamentals of Occupational Safety and human health”, “Occupational safety in professional activities”, “Safety of production processes and equipment” is based on the following general didactic principles: scientificity, fundamentalization, systematicity and consistency, systematicity, integration, individualization and differentiation of learning, modularity, motivational and creative activity of the student, personal role organization of the educational process, socio-pedagogical support of subjects of the pedagogical process.

DISCUSSION

Comprehensive security is necessary for the full development of society's potential. In today's conditions, more and more scientists are paying attention to the problem of the safety of life of Ukrainians in emergency situations of various natures, not only in Ukraine but also in other countries of the world, where they were forced to leave (Tverdokhliebova, Yevtushenko, 2023; Tverdokhliebova, Yevtushenko, 2024).

However, we agree that the problem of forming a culture of safe behavior and life activities of participants in the educational process in emergencies caused by the war in Ukraine has not yet become the subject of thorough scientific pedagogical and psychological research (Ivashkevich, 2023). It is necessary to change the very concept of security fundamentally, strive for equivalence of health, security and stability. Evaluation of existing and acquired knowledge in the personality of future graduates of higher education will determine their general level of awareness of the importance of health, the desire for safety, and self-knowledge (Momot et al, 2023).

The experience of online learning suggests the following conclusions: offline learning is most effective for highly motivated students; online learning is effective for all students because it is much like traditional face-to-face learning. And despite the war, higher education continues and will continue. We believe that educational light will overcome the darkness (Kostikova et al, 2023).

CONCLUSIONS

The relevance and peculiarities of the formation of the personal safety of students at a technical professional school are due to the growth of environmental technogenic disasters, as well as military conflicts, which led to the urgent need to

find a new world order for the survival of not individual human communities, but the whole of humanity. A graduate of a vocational school with a technical profile must have a worldview that allows one to navigate a wide variety of situations, be able to analyze dangerous objects and phenomena in all connections and relationships, assess risks, predict the immediate and distant consequences of emergency situations; be able to navigate in dangerous situations, protect yourself and your loved ones from adverse influences.

Therefore, it is important to form a student's need for personal safety as the basis of his self-improvement and self-development. Ukrainian society should cease to be a spontaneous society of consumers; it should become a society of safe people guided by reason. Using the world experience of regional and global security systems will be useful for the country.

CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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