

## Designing of discipline “safety in educational institutions” for staff training students

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Paper received 08.10.17; Accepted for publication 15.10.17.

**Abstract.** The article represented architectural heritage – part of the curriculum course “Safety in educational institutions” for students of staff training, including the semantic content of the lecture block distribution of topics and content modules. The author outlines the basic competences and expected results of the discipline. The basic directions of security that disclosed in the lecture content, including security management, industrial safety, fire safety, economic security, defense security, police security, security of persons / Life Safety, Security Psychology / Sociology Safety / Safety Culture and others are represented. Development of discipline content was implemented as part of a new creative cognitive product, because integration processes in society have reached a level that is really a new product can be generated only by the boundaries of existing disciplines.

**Keywords:** social dimension, socio-economic profession, staff training, legal education field, the new cognitive product, safety, the sciences of safety.

**Introduction.** Globalization, establishment of the informational society and market economy, democratization require appropriate cultural support in the face of growing importance of intelligence and the desire to give (and to gain) education. The end of the twentieth century witnessed the change of socio-political paradigm to socio-cultural. The distinguished main features of the global cultural situation at the beginning of XXI century are the phenomenon of globalization, high-tech, changing perceptions of the purpose of humanitarian development and the role of the culture in it.

Globalism predicts rethinking of economic, environmental, communicative, informational, technological and other aspects concerning their nature and relation to culture and cultural essence of technical and technological processes at supranational and national levels. This conflict is expressed through the manifestation of leadership: leadership of countries, leadership of technologies, leadership of scientific knowledge in the form of cognitive / creative product and so on.

At the cultural level globalization processes are expressed by increasing standardized global market of cultural goods and services. Talking about education, we talk about educational services and the productive power. Higher education gains more social direction, since the mission of higher education institutions include labor market, which involves the interaction between employer – high education institutions, expands the list of socio-economic professions by adjusting the relation between individual and social institution. These professions imply for graduates the possession of general legal, sociological, psychological competences, and organizational-managerial and conflictological competences – on a high-level of practical implementation, formed by a researcher-designer type of thinking. The above confirms the cooperation on the levels of “social institution – social institution”, “social institution – person”, “person – person” in the global environment.

A significant for understanding the country position (potential leadership) in a globalized world is the development level of human capital as an integral indicator, which defines the internal capabilities of the country in production of knowledge and its use in industrial and social development. Thus, there are new relations be-

tween the countries that produce knowledge and countries with deficit of knowledge – a cultural opposition to globalization, as it implies a culture of thinking, planning (forecasting), modulation, production and use of cognitive creative product. On the national level this confrontation is expressed in the economic, technical-technological and information-communicational areas.

Regarding the supranational level, it is the supranational corporations that create supranational civilization power that accelerates the globalization processes through such factors as the development of intelligence, competencies and skills of people. Supranational level, in our view, is comparable with noospherization, which implies, in particular in the field of university education in the context of the strategic planning of sustainable society development and human development of formation of critical innovative potential of the university and the new human thinking in terms of university education, which is to respond to social economic, scientific and cultural aspects; creating global knowledge to solve global problems; Critical thinking development and active citizenship position; awareness, openness and transparency of the institution within its autonomy.

**Sources review.** On the developing the educational program we used the author's experience (authors publication 2012 – 2016), is processed experience of colleagues from the universities of Ukraine – IASCEH partners (International Academy of safety culture, environment and health), scientific generalizations of researchers of Ukraine higher educational institutions subordinated not only to the Ministry of education and Science of Ukraine, but also other ministries and departments, including the Ministry of ecology and natural resources of Ukraine, the Ministry of emergencies of Ukraine, Ministry of defense of Ukraine, Ministry of health protection of Ukraine and others.

**Purpose.** The aim of our intelligence we see as outlining design of certain aspects of educational discipline “Safety in educational institutions” for certification training students in the context of creating a new creative cognitive product on the boundaries of different disciplines through the integration of information component.

**Methods.** Such methods are defined: Theoretical (description, comparison, generalization, idealization); Em-

pirical (the study of the activity products, design).

**Results and discussions.** As part of a field of knowledge (economy areas) it is difficult to create a new product, because society integration has reached such a level when a really new product can be produced only on the boundaries of existing disciplines. New science actively appears as integrated science, for example securitology (the Science of Security), osvitology (the Science of Education), universitology (the Science of University Education as phenomenon) and others.

In the informational society, knowledge becomes a direct productive power, requiring the ability to apply more recent knowledge, acquired during a life, in its own practice. That person must acquire critical competencies by applying knowledge that will allow to find solutions to any professional and life tasks. Knowledge is characterized by a variety of sources, is based on the global information infrastructure and depends on such priority spheres of human activity as science, technology, politics, economics, culture and education. It's impossible to determine knowledge within the range of classic disciplines, it becomes comprehensive, problem-focused and interdisciplinary. Knowledge is simultaneously individual and collective, gaining synergistic nature.

Note, that since education is an economic activity, and its development is carried out in specific historical, political, social and social conditions, it is almost impossible to consider its development, phenomenon, trends, forecasts and prospects without the involvement of economic knowledge, political (including the creation of nations), legal (legal framework and responsibility), historical socioeconomic, philosophic, particularly educational and other knowledge that, on the one hand, complicates research (it is difficult to cover all aspects), and on the other it helps to research on the scientific knowledge boundaries, and, therefore, to create a new knowledge product based on of its implementation interdisciplinarity.

According to the above, note the timeliness and perspectiveness of the designing of the discipline "Safety in educational institutions" for students of certification training and students of higher educational pedagogic institutions that receive teachers' specialty.

Ministry of Education and Science of Ukraine in connection with the annexation of the Crimea and counterterrorism in eastern Ukraine have intensified the attention to security in educational institutions through legal and information resource. In particular, on the official website of MES of Ukraine in a special rubric "Safety in educational institutions" [1] there are: the Order of the Ministry number 2 from 01.06.2015 'Regarding security measures in educational institutions', joint letter from the Ministry of Education and Science of Ukraine and State emergency Service of Ukraine number 1 / 9-55 / 02-1645 / 12 from 05.02.2015 'Regarding security measures for possible risk of disasters, acts of terrorism, sabotage, mining', Memo of safe behavior during the summer holidays, Letter from MES of Ukraine 1 / 9-266 from 05.28.2015 'Regarding life safety of participants of the educational process in the summer holidays'. This is the beginning of active cooperation between MES of Ukraine and other ministries and agencies that witnesses integration processes within the country as well as understanding the fact that new circumstances require a new integrated cognitive product.

New information materials about the role of the Armed Forces of Ukraine in ensuring peace and stability become publicly available, as well as information about explosive objects, rules of conduct in case suspicious or explosive objects are detected etc. [1].

Direct communication with secondary schools' teachers and listeners of the training teaching system demonstrated need (even the urgent need to) to develop radically new integrated discipline, the contents of which have combined information of security's directions, including:

- security management,
- industrial security,
- fire security ,
- economic security,
- environmental security,
- defensive security,
- police security,
- information (web) security,
- persons security / life safety,

Psychology of security / Sociology of security / Culture of security and others.

This integrated course would allow teachers to freely navigate through the security sciences. These sciences officially registered in Poland in 2011 as the humanities and later as a secluded area and separated the social sciences, such as science of defense, media, public policy, cognition and social communication, political, pedagogical, psychological and sociological sciences (The Decision of the Central Commission for degrees and titles /January 28, 2011/, which amended the judgment determining the direction of science and arts, also science and art history disciplines // Polish Monitor of February 21, 2011; The Order of the Minister of Science and higher education /August 8, 2011/ according to scope of knowledge, science and art, science and art disciplines // Journal of Laws # 179 pos. 1065) [5, p. 9, 16, 24].

Of course, one person, no matter how he is educated and creative, it's very difficult (almost impossible) to develop a full training course, which would be covered so many areas of security, and it is not necessary. At a meeting of the IASCEH (International Academy of safety culture, environment and health) – the author of this scientific investigation is Vice-President – it was decided to create an open advisory group, which conducive to the conclusion of the program and information content of discipline "Safety in educational institutions" for students of training by ideas, developments, achievements information through online interaction preserving copyright law and so on.

We represent some basic competences and expected results of this discipline. As this course is generated for practicing teachers and graduate teaching professions who were already teaching practice in secondary schools, the basis is a list of general (tool, system, interpersonal), general competences by Tuning project and professional (special, subject-specific) competencies proposed to appropriate educational and scientific level.

Based on the priorities of employers which was identified as a results of survey [3, p.12] and teachers survey of [3, p.12-13], we call those general competencies that are crucial for the discipline "Safety in educational institutions": the ability to apply knowledge in practice; problem solving; interaction (teamwork); the ability to adapt

to new situations; information management skills; capacity for organization and planning; decision-making; ability to work in an interdisciplinary team; ability to communicate with experts from other fields; the ability to generate new ideas (creativity) and others.

According to professional competence, we call the following: the acquisition and understanding of a substantial amount of knowledge of avant-garde studies in education; development of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts related to Education as a broad industry; competence in a number of teaching / learning strategies and estimates and their understanding of the theoretical foundations; the ability to create an equal and fair climate, which encourages everyone, regardless of their socio-cultural and economic contexts. Clearly, we present a comprehensive professional competence, and not the specific subject as an academic discipline is still under development. Our task is detailed subject-specific competencies, in view of the fact, that the science of safety (securitology) is practical, which examine and provide an opportunity to reduce threats to the existence, development and normal life as a single person (individual) and community (civic community, NGO, etc.).

The most important outcome is to increase practical knowledge of security, reduce risk of danger to subjective and objective levels since been established in the modern world, a situation which actually endangers its continued existence and forms a spiral of threats (this information is presented in *Securitology* editions [5]).

So we offer a draft of such content distribution discipline "Safety in educational institutions":

Module I. Safety Integrated as a branch of knowledge and objective state of threats and defense potential of the subject.

It's planned the presentation of the Safety Sciences as the field of integrated knowledge (science military, police, fire, technical, informational, environmental, health, natural and mathematical, pedagogical, psychological, sociological, cultural, agricultural, social communication, etc.) from outlining its practical orientation to reduce threats to the existence, development and normal human life and public organizations.

Module II. Science of human and public organizations' security. Directions of the Security.

In our opinion, increasing of information of teaching staff, students of training, students (undergraduate) teaching specialties of higher educational institutions will significantly increase personal safety. Accordingly, it will feature various areas of security, including man-made, fire, economic, environmental, defense, police, information (web), security people / life safety and others in the context of their practical applicability. According to the target audience it's possible the additional representation such areas as security psychology / sociology security / safety culture, safety management and others.

It is necessary to develop this discipline with common associations of academics with appropriate information support. And this discipline's developers (authors, compilers) should possess such general competence as: safety commitment; ability to apply knowledge in practical situations;

ability to learn and be trained in modern; ability to search, process and analyze information from different sources; ability to be critical and self-critical; adaptability and performance in the new situation; ability to generate new ideas (creativity); ability to assess and ensure the quality of work; commitment to preserving the environment; ability to identify, set and solve problems; ability to make informed decisions; ability to work in a team; skills in interpersonal interaction; ability to motivate people and move toward a common goal; ability to communicate with non-specialists of the industry; appreciation and respect for diversity and multiculturalism; ability to work in an international context; ability to work independently; ability to act socially responsible and civic conscious (list singled out for EU Tuning) [3, p. 14-15]. However, the practice of institutions of Postgraduate Education shows that each institution enters into this or a similar course without mutual agreement modular and information component, exclusively based preferences and understanding of a particular author-compiler. Such way is not conducive to the creation of truly creative cognitive product that would according to the requirements of public order and target audience.

**Conclusions.** Thus, through the activities of public organizations that unite scientists in different areas and industries, that are joining forces to create a new cognitive product, can be partially overcome the contradiction mentioned in the national report of Ukrainian NAPS about the state and prospects of education development in Ukraine as "...*conflict* between the social need of reforming the entire educational system basing on humanistic and democratic values of the knowledge society, the need for a high level of management staff professionalism, scientific-pedagogic and pedagogic employees, and available postgraduate education opportunities. This is reflected in the obsolete approach to management and pedagogic staff professional development, including excessive formalization, the lack of continuity of preparation and certification training, inattention to the requirements of employers and stakeholders. The result is a lack of certification training impact on career of education services consumers" [2, p.140].

The process of innovation (new cognitive product) generating should take into account the basic principles of people – highly qualified professional with a new type of thinking, socialization (involves the individual ability to correctly assess of social phenomena and predict their attitude and behavior in accordance with their functioning) axiological (provides education on universal values that define social development), active life and social / citizenship position (condition for mobilizing students and promotes communication, organizational skills and creativity), reference (responsible for the development of significant personified the ideals of noospheric thinking), professionalization (developing professional knowledge, creativity, respect, the ability to generate professionally significant innovation), culture (shape the culture behavior, outlook, behavior), spirituality (contents and determines the essential human condition), physical and moral perfection (health safety provides for active introduction of technology, harmonize physical, emotional and intellectual development etc.

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#### Проектирование учебной дисциплины «безопасность в учебных заведениях» для слушателей системы повышения квалификации

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**Аннотация.** Актуальность статьи обусловлена ростом социального измерения с такой его составляющей как рынок труда, что предусматривает взаимодействие уровня работодатель – вуз, расширяет перечень социэкономических профессий, регулирует отношения «индивид – социальная институция». Это требует владение выпускниками профессиональными, юридическими, социологическими, психологическими компетентностями, организационно-управленческими и конфликтологическими навыками, сформированым проектно-исследовательским мышлением. Указанное подтверждает сотрудничество уровней «социальный институт – социальный институт», «социальный институт – личность», «личность – личность» в глобальном пространстве. В статье представлены авторские разработки – фрагмент учебной программы дисциплины «Безопасность в учебных заведениях» для слушателей системы повышения квалификации, в частности содержательное наполнение лекционного блока с разбивкой по темам и содержательным модулям, что обеспечивалось теоретическими (описание, сравнение, обобщение, идеализация) и эмпирическими (изучение продуктов деятельности, проектирование) методами. Автором определены основные компетентности и ожидаемые результаты, представлены основные направления безопасности, раскрытые в лекционном блоке, в частности Управление безопасностью, Техногенная безопасность Пожарная безопасность, Экономическая безопасность, Оборонная безопасность, Полицейская безопасность, Безопасность людей / Безопасность жизнедеятельности Психология безопасности / Социология безопасности / Культура безопасности и др. Разработка содержания учебной дисциплины осуществлялась в рамках создания нового креативного когнитивного продукта, поскольку интеграционные процессы в обществе достигли такого уровня, что действительно новый продукт можно генерировать только междисциплинарно.

**Ключевые слова:** социальное измерение, социэкономические профессии, повышение квалификации, правовое поле образования, новый когнитивный продукт, безопасность, науки о безопасности.