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FORMATION OF JUNIOR SCHOOLCHILDREN'S SAFE BEHAVIOR: CONTENTS AND TASKS

***Summary.** The report identifies the urgency of the problem; the purpose of formation of junior schoolchildren's safe behavior has been defined; the essence of the concepts "safe behavior", "safe behavior formation" has been revealed; the tasks facing educational institutions in the context of forming pupils' safe behavior have been characterized.*

***Key words:** junior schoolchildren, safe behavior, the formation of pupils' safe behavior.*

Child safety and safe behavior of junior schoolchildren are currently receiving considerable attention from the state, society and the educational system. The tasks of preserving the children's health and forming a safe way of life, responsible behavior towards their lives and health in modern conditions are considered as an integral part of the educational system development strategy.

The personality of a junior schoolchild as a particularly mobile, unstable system especially needs protection of his health, life, interests, needs, because only in conditions of security the full development of personality is possible.

The purpose of the formation of junior schoolchildren's safe behavior is to provide each child with knowledge about the features of the main types of dangerous situations and the ability to organize the correct (safe) behavior. *Safe behavior* in

this context is understood as the subject's willingness and ability to maintain their security and ability to further develop in difficult and extreme situations [4].

Safe behavior formation is a special theoretical, psychological and personal training for safe living, which is carried out on the basis of preparation for specific types of dangerous and extreme situations, dangerous and harmful conditions, the results of which are generalized and contribute to safety in various specific types and conditions [2].

The formation of safe behavior includes the following aspects:

- general theoretical preparation for safe living (understanding of general risk, safety and danger problems);
- subject skills formation (types of activities that are carried out not only in safe conditions, but also in risk conditions);
- psychological preparation for safe living (formation of courage, determination, willingness to take reasonable risks);
- development of personality qualities necessary for safe living (insight, foresight, humanity, optimism) [1].

In the context of pupils' safe behavior formation in educational institutions, the following tasks need to be solved:

- to form an idea of the positive factors that affect health;
- teach pupils to consciously choose actions, behaviors that can maintain and promote health;
- learn to follow the rules of personal hygiene;
- to form an idea of proper (healthy) nutrition, its mode, structure, useful products;
- to form an idea of the rational organization of the daily routine, study and rest, physical activity, teach a child to compose, analyze and control their daily routine;
- to give an idea, taking into account the principle of information security about the negative risk factors for children's health (reduced physical activity,

infectious diseases, fatigue, etc.), the existence and causes of addiction to tobacco, alcohol, drugs and other psychoactive substances, their detrimental effects on health;

- give an idea of positive and negative emotions impact on health, including those obtained from communicating with a computer, watching TV, gambling;

- to teach basic skills of emotional unloading;

- to form skills of positive communication;

- to form an idea of the main health culture components and a healthy lifestyle;

- to form the child's need to fearlessly consult a doctor on any health issues, including those related to the peculiarities of growth and development [3, p. 10].

The formation of safe behavior is the result of training children's safe behavior skills. In addition, an important emphasis in such training is placed on the adequate construction of values system (provided by the education of the principles of a healthy lifestyle) and the child's motives (effectively formed in the behavioral interaction training).

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