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## **THE PECULIARITIES OF FORMING THE EXPERIENCE OF SAFE BEHAVIOR IN OLDER PRESCHOOL CHILDREN**

Ensuring child safety is one of the most important issues in contemporary preschool education. Accidents resulting in child injuries are extremely serious and can often have long-lasting consequences for their health and psychological well-being. However, this situation can be improved by developing children's safe behavior skills.

It is a well-known fact that in the older preschool years, children begin to interact more with the adult world, actively exploring the world and their environment. In the process, children may face certain threats and dangers, therefore it is important to pay attention to the formation of their safe behavior skills.

Furthermore, the importance of developing children's safe behavior skills is emphasized in state educational documents such as the Basic Component of Preschool Education, the Law on Preschool Education, and development programs like "Dytyna" (Child), "Ukrainian Preschool," and "Vpevnenyi start" (Confident start), which underscores the relevance of research in this area.

The theoretical and methodological foundations for the formation of safe behavior skills in older preschool children have been developed in the research of N. Holovko, L. Karnaukh, K. Lysenko, G. Navrotska, V. Novykova, I. Poltavets, T. Ponimanska, E. Holostova, B. Shapiro, L. Yakovenko. The formation of the basics of life safety in preschoolers has been studied by S. Hvozdiy, N. Herman, N. Kotsur, and others.

However, the problem of developing safe behavior skills in preschool children requires further research in terms of synchronization with changing modern educational requirements in this field.

The aim of our article is to outline the peculiarities of forming the experience of safe behavior in older preschool children during the organization of the educational process in a preschool institution.

The formation of safe behavior skills is a long and systematic process that requires educators to consider a range of specific features of older preschoolers.

The aim of work with older preschool children should be the targeted development of basic knowledge about various dangerous situations and the development of skills for appropriate and correct behavior in case of danger. This work should be carried out in stages: firstly, to arouse children's interest in safety issues, secondly, to gradually introduce safety rules into children's lives, demonstrate the diversity of their application in life situations, and then develop the ability to apply these rules. O. Sorochynska, I. Denysiuk, and D. Oliynyk in their article note that at the beginning of teaching children the basics of safe behavior, it is necessary to divide large tasks into smaller components to prevent stress and fear of the unknown in children [1].

Work with older preschool children should focus on consolidating and

systematizing acquired knowledge, as well as on developing the readiness and skills to apply this knowledge in practice when necessary. A child with a conscious attitude and internal self-control is more protected than a child who is simply forbidden and avoided everything, because sooner or later they will have the opportunity to satisfy their curiosity and engage in forbidden behavior.

The tasks and peculiarities of work on forming the experience of safe behavior in older preschool children are outlined in the Basic Component of Preschool Education.

We have specified them according to the educational directions of child development. In the educational direction "The Child's Personality", the following basic knowledge about safe behavior in the environment that children should acquire is highlighted: distinguishing between the concepts of "safe" and "dangerous", safe use of electricity, knowing the rules of behavior on the road; knowing the rules of behavior with strangers; knowing the rules of handling unfamiliar objects and substances; following such rules as fire safety, knowing some road signs; safety rules in the streets, in institutions, on water, on ice, on playgrounds and sports grounds; knowing who to contact for help in case of need. In addition, the child should acquire the ability to use emergency call numbers for emergency services (fire department, medical, gas service, and police) if necessary, skills of safe behavior in case of aggressive behavior of peers, other children or adults.

The educational direction "The Child in Sensory and Cognitive Space" defines the knowledge and skills that children need to acquire in practice the rules of safety when working with various tools (cutting, piercing). The educational direction "The Child in the Natural Environment" emphasizes the importance of children's understanding the rules of behavior with wild and domestic animals and plants. The educational direction "The Child's Play" focuses on mastering the skills of choosing safe places and objects for play. The educational direction "The Child in Society", aims to teach children to ask for help or provide assistance in to find safe places and objects for play and to find pleasure in helping others [2].

Another feature is that children can successfully develop safe behavior skills only when they feel safe themselves. Children experience positive emotions in safe situations, which is both a condition for the successful development of motivation to learn educational material and the main indicator by which one can conclude the results of pedagogical efforts to ensure the safety of preschoolers.

Thus, the problem of the formation of safe behavior experience in older preschool children is a complex and multifaceted process that requires an integrated approach, has a number of features and tasks and is relevant in today's conditions.

We see the prospects for further research in the theoretical substantiation of the potential of social-game design and the practical development of a program for the formation of safe behavior experience in older preschool children.

## REFERENCES

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