

2.2 Safety disciplines role in the formation of humanitarian profile specialists

The proportionality between the concepts of safety and danger, depending on which of these concepts is predominant, is a measure of the quality of life of every society. The quality of a person's stay in a particular place is evaluated based on this proportionality.

Every democratic society must ensure the safety of all its citizens, including in the context of their work activities. When we use the term "work activity", we primarily refer to the classical understanding that it is one of the main forms of human activity aimed at creating material goods such as objects, services, intellectual products, or artistic creations, such as by a dancer, artist, or other creative professional.

Here is the key moment that concerns everyone, regardless of the realm in which a person works and what he or she does, he or she may be subject to the same harmful or dangerous factors. Safety does not determine whether the person is a humanitarian or a technical specialist; a man or a woman, a child or an adult, because injury, illness, or death can affect everyone.

A civilized society is called upon to care about every citizen, but social distribution of duties is envisaged. So, parents take care of their children; healthy people take care of people with disabilities, and the state has undertaken to take care of those people who may lose their ability to work in the process of their work activities through employers. The study of safety disciplines, including such disciplines as "Fundamentals of Occupational Health and Life Safety," "Occupational Safety," "Life Safety," and "Occupational Safety in Industry" or "Professional and Civil Safety," implies considering labor relations through the prism of laws and regulatory legal acts.

According to the professional classification system [98], humanitarian professions in Ukraine fall under a wide range of areas, as there is no clear definition of which specialties belong to the humanitarians and which professions have a clear humanistic focus. However, professions related to management, education, arts, and other related fields can be considered as part of the humanities.

It is necessary to present the above-mentioned disciplines differently to students in technical and humanitarian specialties because they require different approaches and perspectives. The boundary between the technosphere and its opposite lies in the fact that technical specialties are more focused on the development and application of technologies, while humanitarian specialties are more concerned with human values, social relations, and cultural practices. Therefore, it is important to tailor the presentation of these disciplines to the respective fields of study and to provide a clear understanding of their relevance and interconnections.

Are IT specialists humanitarians or "techies", and is management exclusively intellectual work? There are many such questions, but any answer will have a subjective character.

The main difference between teaching safety disciplines to students of humanitarian specialties and technical ones lies in the fact that their perception of information is different.

Typically, humanitarian students perceive safety disciplines as technical subjects (~83%), whereas for technical specialties, this perception is different (~23%) consider subjects as humanitarian, the rest - as humanities and technical. Therefore, it is necessary to teach humanitarian students the discipline in a way that would be interesting and not too difficult to comprehend.

All undergraduate students are taught according to educational programs. According to [99], an educational program is a single complex of educational components (subjects, disciplines, individual tasks, control measures, etc.) planned and organized to achieve defined learning outcomes.

In higher education, there is another definition for this term. An educational (educational-professional, educational-scientific, or educational-creative) program is a system of educational components at the corresponding level of higher education within a specialization, which defines the requirements for the level of education of individuals who can start studying under this program, the list of disciplines and the logical sequence of their study, the number of credits of the European Credit Transfer

and Accumulation System required to complete this program, as well as the expected learning outcomes (competencies) that the degree seeker should master. [100]

The educational program is a comprehensive collection of educational components such as subjects, disciplines, individual tasks, control measures, etc., that are planned and organized to achieve specific learning outcomes.[99]

There is also another definition of the term for higher education. An educational (educational-professional, educational-scientific, or educational-creative) program is a system of educational components at the appropriate level of higher education within a specialty, which specifies the required level of education for individuals who can commence studying under this program. It includes a list of educational disciplines and a logical sequence of their studies, the number of credits of the European Credit Transfer and Accumulation System necessary for the implementation of this program, as well as the expected learning outcomes (competencies) that the holder of the corresponding degree of higher education should acquire.

There are various approaches to teaching disciplines in higher education institutions (HEIs), such as the personal-oriented approach, which is described in [101], but the competence-based approach is more in line with the modern needs of the job market. This concept involves directing the educational process towards achieving integral learning outcomes, which include general (basic, key) and specific (subject-specific) competences of those who are learning. General (basic, key) competences ensure the continuity and sequence of learning throughout a person's life, gradually deepening and enriching depending on their level of education. In higher education and professional training, in addition to general (basic, key) competences, professional (related to the specialty) and specialized (related to the specialization) competences are distinguished. In pedagogy, the approach is defined as "a set of interconnected concepts, ideas, and methods of pedagogical activity", "a methodological tool for solving complex tasks" [102], conceptualized and coordinated views on the educational and upbringing objectives, ways, and methods of their implementation under certain conditions (state educational policy, educational and upbringing environment, etc.) [103].

The aim of the paper is to find out the importance of studying occupational health and safety for the formation of professional competences in humanities students.

The course "Fundamentals of Occupational Health and Life Safety" belongs to the cycle of professional training in all educational and vocational programs for junior specialists and bachelors. Such an approach is due to the fact that a person who has obtained higher education can hold management positions, that is, is responsible for subordinates. Thus, a person with higher education is a middle-level manager who, according to job duties, is directly responsible for subordinates and the work process, so the knowledge of ensuring labor safety, maintaining the production environment at an appropriate level, the necessity of involving specialists to create appropriate working conditions makes the study of these disciplines necessary and relevant regardless of the field of activity of future graduates of higher educational institutions.

In order to ensure the possibility of obtaining quality knowledge in the aforementioned disciplines, it is necessary to form and implement a competency-based approach, taking into account the specifics of the professional sphere.

As we know, in Article 1 of the Law of Ukraine "On Higher Education", the concept of "competence" is interpreted as "a the ability of a person to successfully socialize, study and conduct professional activities that arise on the basis of a dynamic combination of knowledge, skills, ways of thinking, views, values and other personal qualities".

Achieving competitive education can be accomplished by increasing the effectiveness of teaching. Competencies, in fact, are the end result of learning and can serve as a guide in preparing a professional. Practical knowledge, which reflects the readiness for professional implementation of a person and the quality of education, is particularly important in the humanities field when it comes to safety and occupational health. It is necessary to learn to recognize potential risks, identify hazards and develop measures to overcome them.

It is well known that the formation of certain competencies, knowledge systems, skills, and abilities for safe living begins in early childhood. The conviction of their truth is realized primarily in educational institutions at all levels, but most intensively

in schools, and subsequently during the study of relevant disciplines in higher education institutions.

In the USA, the competency-based approach is already widely used in primary and secondary schools. The competitive instructional approach has been in use since the inception of public schools. Competition is touted as a key component of capitalism, which is the backbone of the United States' industrial and economic engines. Many business leaders believe competitive learning should be experienced by students in school through various curriculum areas and even systematically taught. Besides using competitive instruction between groups through project-based learning as previously noted, it is frequently used through extracurricular activities such as athletics and academic challenge competitions. Honor rolls and annual awards assembly days are other examples of school activities that differentiate the performance of students in a comparative manner. The new trend of digital badging—where students receive a badge or recognition for performing competency through a computer-based learning activity — also allows for performance comparisons among students, but not necessarily by name.

The competitive approach is sometimes used for a very short segment of learning to supplement other instructional approaches. For example, “KAHOOT!” is a technology-based game made up of multiple choice questions that often has high student interest and is used for quizzes, discussions, and surveys. Collaborative, individualized, and competitive instructional approaches to learning can be used effectively in middle school, with the caveat that the competitive approach should be well thought out ahead of time and developmentally appropriate for students. In certain situations, two or more of these approaches can be combined. The key to the effective use of collaborative, individualized, and competitive instructional approaches is a function of the teacher's knowledge of the advantages and disadvantages of each, skills in determining which approach to use and when to use it, and under what conditions to use each. In opinion author, this should be in the context of the developmental level of students and the specific learning goals pursued. [104]

The competency approach to the professional training of labor protection specialists and students of humanitarian specialties has significant differences. According to experts, monitoring competence is an important type of professional competence for labor protection specialists. In the field of labor protection, monitoring involves a comprehensive assessment of the production environment and labor process factors, as well as the state of conditions and labor protection [105]. On the other hand, for students for whom labor protection is not a profession, it is necessary to develop skills in identifying potential hazards, measures to eliminate them, and safety rules. Therefore, teaching methods and presentation should be similar to those used in other disciplines such as philosophy, in order to turn formulas and schemes into images that can be perceived comprehensively. This way, students from the humanities will feel more comfortable. To better understand the material, visualization in the form of slides (presentations) or demonstrations of real equipment, models, personal protective equipment, etc., would be the most appropriate.

We have to find the right balance when learning. Students don't need to feel like they have to be the best at everything, but they do need to have the basic knowledge that will help them succeed in their future careers.

The specificity of teaching the discipline "Fundamentals of Occupational Health and Life Safety" lies in its combination of sections that cover a wide range of knowledge from various fields, including law, physiology, chemistry, physics, biology, mathematics, and general concepts of psychology, among others. Another feature of this discipline is that it belongs to the block of compulsory non-professional disciplines. Such multidisciplinary within one discipline sometimes becomes a barrier to the perception of educational material and quality learning. Another problem is the different levels of basic knowledge in the aforementioned subjects. Thus, the first obstacle is the lack of understanding, and under such circumstances, competitiveness in learning is very different. In such circumstances, the task of the teacher becomes to create conditions under which each student finds something "of their own" in which they understand and orient themselves well.

Increased student interest is related to topics that concern practical skills and the integration of such knowledge into everyday life. However, students in humanities have a biased attitude towards issues of safety and maintaining health while performing job duties [106].

According to 87% of respondents, adaptation to the subject occurs after two to three classes (lectures, practical classes, laboratory classes), while the rest consider that adaptation to the teaching methodology and presentation style of the material occurs already in the first class.

Another problematic component is the study of disciplines that are perceived by students as those that are not related to professional training. Sometimes it is difficult for a teacher to explain to a student that knowledge of safe work methods or behavior in emergency situations will definitely work in a critical situation to protect a specific person on a subconscious level, even if at first glance, this knowledge seems unnecessary. [107] According to a survey conducted among 65 students, the majority of them (~55%) believe that their professional activity does not involve clearly defined harmful factors or dangers, and therefore, such knowledge may be superficial.

However, almost 92% of surveyed students noted the originality of the discipline and the presented material compared to others studied in the professional training cycle (Fig. 1). As mentioned by 8% of respondents, the repetitiveness of the discipline covers social issues partially reflected in one of the lectures.

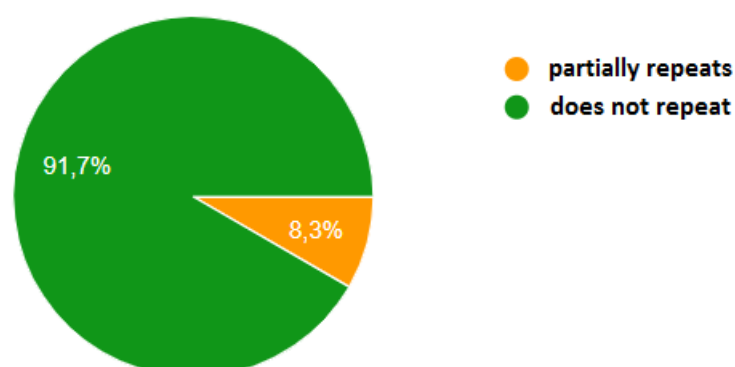


Figure 1. Originality of the discipline's material

A survey conducted among students showed that one of the motivations for studying "Fundamentals of Occupational Health and Life Safety" is the relevance of the acquired knowledge to modern societal needs and the potential for its use in future life. When asked whether the topics covered in the discipline are relevant to modern needs, nearly 67% indicated full relevance, 25% stated that it corresponds to 50%, as the war in Ukraine is ongoing and the issues of action and survival in conditions of war are paramount, and questions of safety in production become secondary; slightly over 8.3% indicated that it partially does not correspond, as it contains information about fundamental concepts that do not have clearly defined practical application.

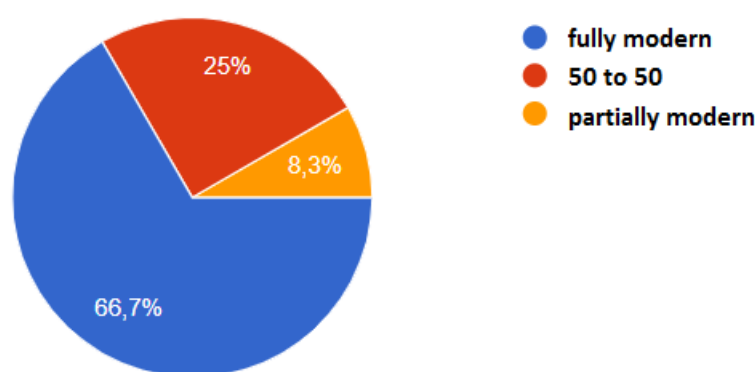


Figure 2. Correspondence of discipline topics to modern needs.

The results presented indicate that an interest in the field of occupational safety and health can be easily achieved, as most of the material is new. The key is to maintain students' interest, which can be achieved through the creation of certain tasks that require a creative approach, and calculations will become only material for further analysis or generalization.

Thus, within the framework of the competitive approach, students, working individually on the task, can compare their results with the results of their classmates. In some cases, competition between small groups working on the same project-based learning problem can also be used.

In summarizing the problem of using a competency-based approach to teaching safety disciplines to humanities students, the following can be highlighted:

- 1) Interest in studying the discipline is easily achieved because it covers material that has not been previously considered;

2) When studying the disciplines "Fundamentals of Labor Protection", "Labor Protection", "Safety of Life Activity", orientation towards the application of knowledge in the future, i.e. practical component, should be emphasized;

3) It is advisable to increase the number of hours for laboratory and practical classes, which will allow demonstrating the practical significance of theoretical knowledge in the discipline and better implement the competency-based approach in teaching;

4) The general level of basic knowledge should be taken into account when forming individual tasks.

Overall, according to this study, we confirmed the hypothesis about the effectiveness of tasks requiring a creative approach from students with a humanities education level. The need to study safety disciplines is one of the conditions for obtaining competitive education in order to learn how to recognize potential risks, identify hazards, and be able to avoid or minimize their impact. Along with this, not only the amount of knowledge acquired is important, but also the means and methods of learning in terms of practical implementation of acquired skills and knowledge.

On the basis of the analysis of scientific and pedagogical literature on the problem of competence approach in learning, it can be said that the application of the competence approach develops professional skills, provided that professional orientation is taken into account.