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UNDERSTANDING OF RESCUERS AND PRIMARY SCHOOL-CHILDREN DURING CONVERSATIONS IS A PSYCHOLOGICAL PROBLEM OF THE STATE

The aim of the article is the analysis and theoretical substantiation of the most effective forms and methods of educational work with primary schoolchildren to shape knowledge in the field of fire safety. The leading task is to describe the existing forms and methods of educational work with students in academic and extra-curricular time, the analysis of their effectiveness, highlighting the main components of the basics of fire safety, description of their implementation of the main provisions in the educational process in primary school.

Keywords: *state standard, educational process, new Ukrainian school, State standard of primary education, knowledge formation.*

Formulation of the problem. The ignorance of the children basic rules of fire safety, unfortunately leads to fires, injuries and deaths of children. According to statistics [3], only in the last five years in Ukraine there were 272411 fires, which killed 16756 people, including 484 children; injured 8396 people, including 722 children; were saved 19157 people and 1499 of children. These facts indicate the need for selection and justification of effective forms and methods of educational work with students to improve the knowledge about fire safety. The urgency of the problem is also the search and substantiation of effective forms and methods of educational work with the younger students.

Analysis of recent research and publications. The analysis of researches and publications showed that the problem of formation at students of knowledge about fire safety is dedicated to a small number of studies, most important among which are the works of A. Vashchenko [1], I. Hurinenko [2], Popkov, A. [4]

V. Sidorkin [5], L. Skripnik [6], M. Udovenko [7], A. Yakupov [8], O. Cherkashyn [9, 10, 11] etc., but still the formation of students' knowledge of primary school age about fire safety in extracurricular activities was not the subject of integrated professional studies.

Presentation of the basic material. An important component of developing skills in the basics of fire safety is an effective selection of forms and methods of educational work. In our opinion, the most effective are those forms and methods that will most affect the consciousness and behavior of children of primary school age, as it will be interesting and accessible to their age group, will contribute to the creative search and development of thinking, will give the opportunity not only to gain knowledge but also to apply them in practice for the implementation of tasks related to self-defense in case of danger of life. While training of primary school-age children the basics of fire safety, it is advisable, in our opinion, will be the focus of students on the prevention of fire and order of actions in case of their occurrence. It is important not only to learn theoretical knowledge, but also practice the relevant skills through a variety of forms and means of training and education.

The most common method of educational work with children in the field of fire safety is conversation, which is the most accessible to children of primary school age. Conversation plays a primarily informational and communicative role in the development of children the basics of fire safety. The application of this method gives the opportunity to introduce children to the basic rules of fire safety, causes of fires, with what is safe or unsafe, the basic rules of fire prevention, procedures in the event of a fire or fire. Addition the conversation may be handing out instructions and memos with information and color images corresponding to age features of younger school students. Important is the further information support – creating personal and school library fire, which will provide younger students access to information on the basics of fire safety not only at auditory, but the visual levels.

A more effective method of conversation is in the case of cooperation of teachers and students with experts of the State service of Ukraine on emergency situations during the tour, students at the fire station, presentations by representatives of fire protection on class hours, school camps during the summer health campaign. This will help to form a sense of responsibility for the preservation of property and things to be aware of the possibility of danger of fire outbreak, to develop the necessary caution in dealing with fire, electrical appliances, gas appliances, candles, matches etc.

Thematic tours at the firehouse in primary schools, in our opinion, are an important component of the education of children of individual areas of fire safety. During the thematic tours there is a dialogue, a conversation with experts in

rescue operations, familiarization with the schemes of evacuation in the event of a fire. Important, in our view, is a journey of discovery and familiarity with the professions and actions of the rescuer and the Manager – from the moment of reception by the managers phone call about the fire, or some extraordinary accident, by the time of localization and liquidation (fully extinguish) the fire or emergency incident, instructions on rescue technique. Thanks to this form of work, the children formed the idea about the profession of a rescuer, its role in our lives. Children begin to better understand the importance of adhering to fire safety regulations, be aware of the danger of fire and its consequences, it is only during excursions children have the opportunity to talk about the fire with professional rescuers to learn the negative aspects of hazardous situations, analyze the necessity of acquiring knowledge for the prevention of emergence of fires, the correct sequence of actions based on examples of real life situations, which will tell the experts during the tour.

During thematic tours in fire stations plays an important role in children's familiarity with the work Manager. Seeing the statistics clearly calls the day before the rescue Services, children are better able to realize the harm of false (false) calls; understand the importance of using accurate and complete information about a fire, or event; to know what to say, causing a fire; understand the importance of rapid reception of information and its transfer to the rescuers for the safety of their lives and the lives of others. Students realize that knowledge of all the necessary data about the place of fire origin, the coordinates of the area where the fire occurred, will lead to delays in rescue efforts, and this, in turn, can lead to tragic consequences. At the same time, children will be able to check their existing knowledge of safety of their life.

The development of pupils ' knowledge on fire safety will contribute to the lectures, practical classes, participation in theme nights, quizzes, posters fire issues, the newspaper fire orientation, participation in the competition of fire fighting drawings, visits to museums fire protection, display posters, video, movie, fire issues, gaming and quiz competitions among children. These forms and methods are widely used by teachers during lessons and in extra-curricular activities, however, we believe that they are effective only in combination with the development of practical skills, because the surface of the theoretical familiarity with the basics of fire safety, does not promote acquisition of deep knowledge, therefore, and the development of children of correct algorithm of actions in case of a fire hazard.

Another method of learning the basics of fire safety is actively used by the teachers during the classes, during the week of life safety, classroom hours, the celebration of children's day, during the summer health campaign, is a training evacuation of children and teachers from school, to certain rooms or houses. This

method of training is effective in learning children's knowledge about the order of actions in case of fire and smoke areas, the acquisition of specific skills, but only under certain circumstances. Today, the algorithm is written so that the evacuation takes place directly under the guidance of teachers. These trainings are planned in advance, clearly monitored, but the lack of such training evacuations is that children do not have the opportunity to choose their own evacuation routes, so they are not happening develop skills to make independent correct decisions. The current algorithm of training evacuations provides that teachers withdraw children from indoors to outdoors to a safe place, list of evacuees and report the presence of children senior groups. This is offset by the efficiency of the process of practicing skills in independent decision-making and independent action. Students work under the supervision of teachers in the conditions of insufficient information about danger, its effects on man, methods of its overcoming and self-defense. Therefore, in our opinion, the training method of work should be applied, including in terms of providing children with full independence during the performance of actions and decision-making, so that each child could make the decision to evacuate, to determine the direction of salvation and his way (through the corridors, emergency exits, lobbies, etc.). Teacher or invited to these sessions a member of the rescue Service under this limited control function. Among its tasks will be to put conditions to simulate the scene of an imaginary fire and to perform the correct action primary school children. But the stage of practical working off of skills must precede the stage of preliminary study of theoretical material.

Before evacuation training first teachers, then the child should be informed about evacuation routes and emergency exits; to show where they are in school and where to lead. This information should provide a specially invited representative of the local fire Department. The most effective this method is in the interaction of three parties: the rescuers – teachers – parents. The task of the parents in this case will be providing children with adequate fire fighting information regarding private dwellings; in particular children should know the specifics of the placement of rooms in the apartment (private house), escape from them, possible variants of occurrence of fire and the likely path of salvation in a safe place. To help parents with the expertise of the fire-prevention condition of housing can rescuers expressly invited to the parent meeting.

An important condition for the effectiveness of this training method is systematic, not occasional (say, once a year) the conduct of the professionals of fire business trainings with teachers, parents and children. During such trainings should create problem situation, to organize games, discuss typical educational problems, to occur the joint critical analysis of the actions, modeled in the educational situation, in the process of playing which adults will acquire necessary

knowledge, abilities and skills. It is important that after each training with playing this or that situation of the parents and teachers had the opportunity to discuss with children, colleagues, representatives of fire protection experienced by the children emotions; to perform the actions of children, to listen to their analysis of the relative taken in a particular situation decisions, to identify shortcomings, to give advice in the finalization of one or another aspect. In these exercises it is necessary to provide meaningful analysis of the actions of children and to detect errors for discussion, corrections, further modeling life situations that will help develop the initiative of the child, the ability to perform exploratory search, analyze, and find answers to difficult questions, and will contribute to the improvement of the psychological condition of students, correction of their behavior and interaction with the threat environment.

The main aspect in the formation in children of primary school age the required volume of knowledge, abilities and skills on the basics of fire safety practically is-game focus of these trainings. A simple exercise you can organize in the school yard, near the house, summer on-site children's recreation camps, As already noted, the first step is to work with students with theoretical material, and then move on to practice the necessary skills. Examples of the simulation of fire situations can be such: the teacher, the parents or the representative of the state fire brigade lit the paper prepared in advance in the bucket, a fire in a small dump; can be modeled situation, when lit the appliance is included in the grid; lit up a towel that was near the gas stove, and more. This is the simplest of the task under which the children can visually see the possible options of overcoming a fire hazard. However, it should be remembered that children of primary school age do not have to independently overcome hazardous situation, they should know that it can be extremely dangerous, because the same situation may develop in different ways, and not all of the risks and dangers can be taken into account. For example, a typical case of ignition of the paper in the garbage. The simplest option to overcome the situation is to extinguish it with water, but not all children will be able to calculate the situation that the cart may be extra flammable and highly flammable materials under high temperature emit acrid smoke; such substances may explode and cause injury. The first thing that must be aware of children of primary school age – during fire, you should call to the aid adults, and not engage in fire fighting independently. Children of this age should be aware of the possible consequences of their own fire action. In particular: if the paper was ignited with a match, he would not have caught fire and caused a fire hazard situation. Thus, the game is a fairly effective method of gaining younger students the necessary knowledge and skills on the basics of fire safety, it allows you to illustrate examples of outbreaks of fires from real-life situations and to simulate the behavior of the child in life-threatening conditions, promotes the

formation of autonomy of the pupil on the basis of already existing specific knowledge, skills and abilities. When using gaming techniques for mastering the skills of fire safety, it is appropriate involvement in the process of training and education of employees of fire protection. This will improve the level of knowledge of children on action in the event of a fire and to work out the correct sequence of actions.

Conclusions. Using the methods of interviews, tours of local fire stations, the training of evacuations, games and workshops in the formation of knowledge, abilities and skills on the basics of fire safety requires comprehensive methodological recommendations for teachers and parents. An important factor is the introduction to this process, specialists in fire safety. Offered by us in the article the complex of forms and methods of educational work with children in the field of fire safety is primarily based on the use of active methods of work, which implies a planned sequence of activities aimed at promoting positive thinking and behavior in the face of adversity. Note that we offer basically the methods of individual and group forms of support. Their efficiency is proven by the practice and experience of socio-pedagogical work with children of different age groups. However, today there are other forms and methods of educational work, which help to shape the primary schoolchildren of fire knowledge, and this requires further and deeper research.

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