The Safe Lifestyle Culture of a Future Teacher in the Context of the Global Security Problem

Lyubov Alexandrovna Akimova

Purpose of the study: This article discusses the structure and content of the concept of the safe lifestyle culture of a future teacher in the context of the global security problem. All measures to ensure security as a global problem, despite the diversity and differences in the interests of countries and peoples, within the framework of social well-being (structural integrity, functional capacity) are aimed at sustainable development.

Methodology: When writing this scientific work, an analysis was conducted of various sources (scientific monographs and publications) on the topic of creating a safe educational environment. Such methods as analysis and synthesis were used, a systematic approach to data analysis was also applied.

Main Findings: It is revealed that in an integrative form, security is recognized as a collectively obtained welfare, involving both caring for oneself and others. The content of the concept of security (in its integrative form as caring for oneself and others) discloses the meaning of a teacher’s safe lifestyle culture as an activity to continuously identify and minimize educational risks.

Novelty/Originality of this study: The structure and content of the safe lifestyle culture of a future teacher is considered in the unity and interdependence of the components that manifest themselves: in the value attitude to oneself and others; in the optimal performance; in the subjective experience of participation; in the provision of assistance and support to participants in educational relationships; in the optimization of pedagogical interaction.

Keywords: Safety, education, educational environment.

I. INTRODUCTION

The interdisciplinary understanding of security implies a phenomenon of subjective determination (regardless of the subject scale); security ontology is derived from the ideas about the subject and its relationship with the outside world. With all the variety of approaches to the definition of security, its universal basis is a special type of culture that ensures the progressive development of the individual, society and the state.

In the Russian language, the negative lexical construction of security (as the absence of danger) multiplies its positive meanings and implications. In the Russian reality, security is traditionally implemented in the form of “caring for others” from the standpoint of “protection”, and prompt actions to combat threats (dangers). The definition of security in national culture (laws, regulations, scientific and popular publications) is revealed by the various facets of its manifestation at the level of the subjective perception of the surrounding world through metaphysical concepts.

The most well-established definition of security in the legislation of the Russian Federation and in educational and methodical literature fixes its semantic meaning as a state of protection: “Security is the state of protection of the vital interests of the individual, society and the state from internal and external threats” (The Federal Law “On Security” (1992)). Vital interests are determined by a set of needs, the satisfaction of which contributes to the progressive development of the individual, society and the state. In the Federal Law of the Russian Federation “On Security” (2010), security is presented in the principles and content of activities to ensure it. The security form from the perspective of protection is presented in the regulatory framework of the national education system, including the requirements for the educational results of basic professional higher education programs. The general cultural security competence traditionally involves “caring for others” – the readiness of a future teacher to ensure safety in emergency situations by mastering first aid techniques, methods of protection against possible consequences of accidents, catastrophes, and natural disasters.

The European lexical units allow describing security as a positive state that is correlated with the subjective sensations of a living object (individual, nation, people, world community): trust, peace of mind (France); state or feeling of security (England); confidence (Spain); calm (Poland) (Fetisova, 2010). Positive security implications in Western culture are reflected by political awareness and spread throughout the world, including Russia. A common problem in terms of security for all countries is the search for a universal way to ensure it. The US strategy notes: “The question is never whether America should lead, but how we lead.” A universal way to ensure security is immanently present in the strategies of both Russia and the US in a common position on the development and consolidation of multilateral relations of security subjects: “Abroad, we are demonstrating that while we will act unilaterally against threats to our core interests, we are stronger when we mobilize collective action” (The US National Security Strategy, 2019); “The national interests are ensured by an active foreign policy of the Russian Federation aimed at creating a stable and sustainable system of international relations” (The Decree of the President of the Russian Federation N 683, 2015).

The modern theory and practice of security in Russia...
and foreign countries is characterized by a paradigm crisis caused by the fact that the former traditional security forms (and their corresponding content) do not satisfy the interests of the individual, society and the state, and the new (integrative) form has not yet been designed due to uncertain security objectives.

The content of security interpretations has changed since the 17th century, however, its most consistent sense is of a condition, or an objective, that constitutes a relationship between individuals and states or societies (Rothschild, 1995). It should be mentioned that, despite the differences in traditional ideas about security and social practices of its provision in different cultures, in the global contemporary sociocultural situation, there are tendencies toward an integrative form of realization, which is characterized by common national interests. All measures to ensure security in Russia and the US, despite the diversity and differences of interests, within the framework of social well-being (structural integrity, functional capacity) are aimed at sustainable development.

II. RESULTS AND DISCUSSION

The need for sustainable development as a distinctive feature of the current global socio-cultural situation is reflected in interstate treaties and agreements, such as: the UNECE Strategy for Education for Sustainable Development, 2005; the International Standard ISO 26000:2010 “Guidance on Social Responsibility”, 2010; activities of the ENHPS to create school environments conducive to health, and to develop school-site health promotion for staff; the 2030 Agenda for Sustainable Development (UN, New York, 2015) denoting the UN sustainable development goals adopted for all countries of the world for 2016-2030 (in terms of promoting the well-being for all at all ages).

Thus, in an integrative form, security is perceived as a collectively obtained welfare, involving both caring for oneself and others. The National Security Strategies of Russia (2015) and the US (2017) present a list of measures aimed at promoting the well-being of individuals, society and the state for sustainable development, rather than measures to counter threats. In education, the security subject is thought to be an integrative social subject acting to preserve the integrity and functional capacity for sustainable development (Akimova, 2018b). An essential feature of security in educational practice is the determination of the image of interacting subjects – participants in educational relations, whose activity contributes to mutual preservation and co-development (Akimova, 2018a).

The tendency of understanding the integrative form of security in the national education system is manifested at the level of changes in educational results in preparing a future teacher for professional activities, as well as in the transformation of the content of the life safety competence in the transition from professional to universal. In the approved Federal State Educational Standards of Higher Education (2018) at the undergraduate level, the universal life safety competence implies the mastering by a future teacher of the ability to take not only prompt measures in the event of emergencies, but also preventive safety measures: “to create and maintain a safe living environment”.

The subject determination of security defined the requirements for the educational results of general and higher education in the context of culture and lifestyle. The terms “safe lifestyle” and “safe lifestyle culture” are introduced into the Federal State Educational Standards. The content of the safe lifestyle culture of a future teacher as an educational result of higher pedagogical education integrates the meanings of the normative and value models of ensuring security in the education system.

The term “safety culture” was first used by the International Atomic Energy Agency (IAEA, 1986). The reports of the International Nuclear Safety Advisory Group (INSAG), namely “The Summary Report on the Post-Accident Review Meeting on the Chernobyl Accident” (1986), “Basic Safety Principles for Nuclear Power Plants” (1989) and “Safety Culture” (1991), published by the IAEA (IAEA Safety Series No. 75-INSAG-1; No. 75-INSAG-3, No. 75-INSAG-4 (1986; 1996) note that:

- Safety culture has two general components. The first is the necessary framework within an organization and is the responsibility of the management hierarchy. The second is the attitude of staff at all levels in responding to and benefiting from the framework.
- Safety culture is the assembly of characteristics and attitudes in organizations and individuals, which establishes that safety issues receive the attention warranted by their significance. It includes the following elements: individual awareness of the importance of safety; knowledge and competence; commitment and adoption by individuals of the common goal of safety; motivation; supervision; responsibility for official duties and their understanding.
- Safety culture is associated with the personal dedication and accountability of all individuals engaged in any activity, an inherently questioning attitude, and an all pervading safety thinking. The latter allows “the prevention of complacency, a commitment to excellence, and the fostering of both personal accountability and corporate self-regulation in safety matters”.
- Good safety culture practices are not sufficient if applied mechanically. “There is a requirement to go beyond the strict implementation of good practices so that all duties important to safety are carried out correctly, with alertness, due thought and full knowledge, sound judgement and a proper sense of accountability”.

It should be noted that all the listed characteristics of safety culture are intangible (subjective), but must lead to tangible manifestations that can be evaluated as its indicators. However, the results of the review of safety culture assessment tools (The Belgian Nuclear Research Centre (SCK/CEN) (2012)), and the
research of its conceptual apparatus (The United States Department of Energy National Laboratories – Sandia National Laboratories (SNL), 2013) indicate the absence of its uniform definition. According to the IAEA Safety Glossary (2007), the interpretation of safety is synonymous with the Russian-language combination “обеспечение безопасности” (safety provision), which is a continuous process of identifying threats and managing risks to minimize harm to people and the environment (including cultural objects).

Consequently, the original meaning of safety culture is to ensure safety (a collectively obtained welfare). Ensuring safety involves creating a safe external environment for life and activities, and forming subjects of interaction in lifestyle transformation.

We focus on the fact that safe lifestyle culture reflects the ability of a person to continuously analyze processes and activities (containing potential threats to people and the environment); to assess, define and learn measures to prevent or minimize risks; to monitor the implementation of these measures and the emergence of new risks; to adjust behavior, communication and activities. It is important that a conscious attitude to security should be built on “an understanding of the existing threats and risks [...], therefore, before speaking of the commitment of staff to security issues, one needs to make sure [...] to what extent staff training contributes to the awareness of threats, the elimination and minimization of risks, and how we monitor compliance by all employees with regulatory requirements...” (Mashin, 2014, p. 11).

The logical transfer of the original meaning of safety culture as a process of ensuring safety into the context of research means that for a future teacher to become a subject of general security there is a need for a safe educational environment created by subjects of pedagogical education in constructive pedagogical interaction for a future teacher to realize the personal meaning of educational norms.

The safe lifestyle culture of a future teacher can be defined as a pedagogical phenomenon, which is an integrative personal growth, revealed in the productivity of the development and expansion of pedagogical experience – the methodological and technological means of continuous self-education, which is formed in the realization of saving, developmental and creative educational functions.

The saving educational function is connected with the protection of a future teacher’s health based on the risk-proactive design of the main professional educational programs in order to maintain the optimal performance in creating a safe educational environment of a pedagogical university (Ziyadin et al., 2019). The developmental educational function is designed to increase opportunities and help build up the internal resources of a future teacher as a subject of general security in line with the development of pedagogical culture. The creative educational function reflects the focus on the self-development of a future teacher as a subject of general security (Martynova et al., 2017).

We consider the structure and content of the safe lifestyle culture of a future teacher in the unity and interdependence of the components that manifest themselves: in the value attitude to oneself and others; in the optimal performance; in the subjective experience of participation; in the provision of assistance and support to participants in educational relationships; in the optimization of pedagogical interaction.

It can be added that the content of the concept of safe lifestyle culture removes the contradictions of ensuring security in the education system. In pedagogical research and educational practice, security is presented as an educational result and as a system of the health-saving work of an educational organization. The idea of general security is reflected in the Fundamental Core Content of General Education (in the system of basic elements of scientific knowledge in high school). It is noted that “forming the modern level of safety culture, including a healthy lifestyle system, is a public task, therefore, all school subjects contribute to this process” (Kozlov & Kondakov, 2011, p. 61). The content of the concept of security (in its integrative form as caring for oneself and others) reveals the meaning of a teacher’s safe lifestyle culture as an activity to continuously identify and minimize educational risks.

A pedagogical university orients a future teacher to pedagogical activity, the object and subject of which involves the formation of man. Therefore, the development of a future teacher’s safe lifestyle culture implies reliance on the scientific organization of labor, the methodology of pedagogical activity, and the study of its organization.

III. CONCLUSION

Thus, in the context of the global security problem we define the safe lifestyle culture of a future teacher as a pedagogical phenomenon, based on its essential properties, connections and relationships. The essential properties of the safe lifestyle culture of a future teacher include the form and content of security as “caring for oneself and others”, manifested in the ability of a future teacher to implement saving, developmental and creative educational functions. The essential connection between the safe lifestyle culture of a future teacher has been revealed on the basis of the dialectic of security – “preservation and development,” which forms ideas about the structure and content of the culture being studied. The relationship of the safe lifestyle culture of a future teacher is fixed by the elements of ensuring security (saving, development, creation) in saving, developmental and creative educational functions, bringing the education system and the development of a future teacher to an emergent effect – self-development, which implies the continuous self-education of a future teacher as a subject of general security. The structure, content and functions of the safe lifestyle culture of a future teacher act as orienting points for its purposeful development in the educational environment of a pedagogical university.

REFERENCES
The Safe Lifestyle Culture of a Future Teacher in the Context of the Global Security Problem

1. L.A. Akimova, “Safe lifestyle: the pedagogical context”, Modern High Technologies, 12(2), 2018, pp. 408-412.
2. L.A. Akimova, “The development of general security ideas in the Russian education system”, Problems of Modern Pedagogical Education, Series: Pedagogy and Psychology. Collection of scientific articles, Yalta, RIO GPA, 59(1), 2018, pp. 15-19.
3. Basic Safety Principles for Nuclear Power Plants: Safety Series, No. 75-INSAG-3. The International Nuclear Safety Group. Vienna: IAEA, 1989.
4. Yu.V. Fetisova, “Security as a cultural concept”, Omsk Scientific Bulletin, 1(85), 2010, pp. 98-100.
5. IAEA Safety Glossary. Terminology used in nuclear safety and radiation protection, Vienna: IAEA, 2007.
6. V.V. Kozlov, A.M. Kondakov, “The fundamental core content of general education”, The Russian Academy of Sciences, The Russian Academy of Education, Moscow: Prosveshcheniye, 2011.
7. S.E. Martynova, Y.G. Dmitrieva, M.M. Gazitullina, Y.A. Totskaya, “Service” Municipal Administration as Part of the Development of Youth Entrepreneurship in Russia. Social Indicators Research, 133(3), 2017, pp. 1151-1164. Available: https://doi.org/10.1007/s11205-016-1406-2
8. V.A. Mashin, Modern foundations of the concept of safety culture. Electric Stations, 10, 2014, pp. 2-10.
9. Nuclear Power Plant Personnel Training and its Evaluation. A Guidebook, Technical Reports Series No. 380. IAEA, 1996.
10. E. Rothschild, “What Is Security?”, Daedalus, 124(3), 1995, pp. 53-98.
11. Safety Culture Assessment Tools in Nuclear and Non-Nuclear Domains, Review of safety culture tools, Open report of the Belgian Nuclear Research Centre, SCK/CEN, 2012.
12. Safety Culture: Safety Series, The International Nuclear Safety Group, No. 75-INSAG-4, Vienna: IAEA, 1991.
13. Summary Report on the Post-Accident Review Meeting on the Chernobyl Accident, Safety Series, No. 75-INSAG-1, IAEA, 1986.
14. The Decree of the President of the Russian Federation N 683. “On the National Security Strategy of the Russian Federation”, December 31, 2015. Available: http://www.consultant.ru/document/cons_doc_LAW_191669/557511e78d9cebb91edda7b998ba5e401d5f075d/
15. The Federal Law N 390-FZ, “On Security”. December 28, 2010. Available: https://base.garant.ru/12181538/
16. The Law of the Russian Federation N 2446-I, “On Security”. March 5, 1992. Available: https://base.garant.ru/10136209/
17. The Summary Report on the Post-Accident Review Meeting on the Chernobyl Accident, Safety Series, No. 75-INSAG-1, The International Nuclear Safety Group. Vienna: IAEA, 1986.
18. The US National Security Strategy, 2019. Available: http://pobytinform.su/pervaya-polosu/18245-strategiya-nacionalnoy-bezopasnosti-sha-polnyn-tekst.html
19. S. Ziyadin, N. Shash, T. Levelenko, S. Khudaibergenova, G. Yessemova, “Modeling of resultant effects in assessment of innovative activity of the hotel organization”, Entrepreneurship and Sustainability Issues, 6(4), 2019, pp. 2180-2193. http://doi.org/10.9770/jesi.2019.6.4(43)