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FORMING THE SKILLS OF SAFE BEHAVIOR OF PRESCHOOL CHILDREN IN EMERGENCY SITUATIONS

Abstract

The article deals with the formation of skills of safe behavior of preschool children in emergency situations. Security is a natural human need, without which the full development and self-realization of the individual is impossible. The child's personality as a particularly flexible and unstable system is particularly in need of ensuring the protection of its interests and needs, since only in conditions of security is a full-fledged personality formation possible. The *problem* of the formation of safe behavior skills in preschool children is becoming quite *relevant*, especially recently. This is not accidental, since the most vulnerable and exposed to various dangers category are preschool children, and therefore, the risk of their safety increases. The *purpose* of the study is to determine the level of formation of the skills of safe behavior in emergency situations in older preschool children.

The authors analyzed the current state of work on the formation of safe behavior skills in preschool organizations, home, street conditions; characterization of behavioral reactions of older preschool children was given; the concepts of "health", "safety", "danger", "emergency" were considered; the State mandatory Standard of preschool education and training of the Republic of Kazakhstan and a standard curriculum were analyzed preschool education and training of the Republic of Kazakhstan in the educational direction "Physical development", research by foreign and Kazakhstani scientists.

We analyzed and adapted diagnostic methods to determine the level of formation of preschool children: Talk with children, "Why are safety rules necessary?" (N.N. Avdeeva, O.L. Knyazeva, R.B. Sterkina); Observation of the observance of the rules of behavior in the preschool organization (staircases, in the area); Modeling situations "Let's make a map of the house and mark safe places with green circles"; Training exercise "Evacuation from a building during an earthquake"; Adapted diagnostics of A.I. Zamaleeva test on safe behavior on the street "What is extra here?". The results are presented in tables.

The need to organize special types of work to form children's clear ideas about the dangers encountered on the street, in kindergarten and at home is noted. Effective, according to the authors, are the following types of work: conversation-explanation; modeling situations; training exercise; QR-code; creative work to create a layout; training game; didactic games; case solving; leisure activities and more.

Keywords: preschool children, safe behavior, skills, danger, emergencies, ABC of safety, critical thinking, creativity.

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ФОРМИРОВАНИЕ НАВЫКОВ БЕЗОПАСНОГО ПОВЕДЕНИЯ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА ПРИ ЧРЕЗВЫЧАЙНЫХ СИТУАЦИЯХ

Аннотация

В статье рассматривается вопрос формирования навыков безопасного поведения детей дошкольного возраста при чрезвычайных ситуациях. Безопасность – это естественная потребность человека, без которой невозможно полноценное развитие и самореализация личности. Личность

ребенка как особо гибкая и подвижная, неустойчивая система особо нуждается в обеспечении защищенности ее интересов, потребностей, поскольку только в условиях безопасности возможно полноценное формирование личности. Проблема формирования навыков безопасного поведения у детей дошкольного возраста становится достаточно актуальной, особенно в последнее время. Это не случайно, так как наиболее уязвимой и подверженной различным опасностям категорией, являются дети дошкольного возраста, в связи с чем, увеличивается риск их безопасности. Целью исследования является определение уровня сформированности у детей старшего дошкольного возраста навыков безопасного поведения при чрезвычайных ситуациях.

Авторами проанализировано текущее состояние работы по формированию навыков безопасного поведения в условиях дошкольной организации, дома, улицы; дана характеристика поведенческим реакциям детей старшего дошкольного возраста; рассмотрены понятия «здоровье», «безопасность», «опасность», «чрезвычайная ситуация»; проанализованы ГОСО ДВО РК и Типовая учебная программа ДВО РК по образовательному направлению «Физическое развитие», исследования зарубежных и казахстанских ученых.

Проанализированы и адаптированы диагностические методики на определение уровня сформированности дошкольников: Беседа с детьми «Для чего необходимы правила безопасности?» (Н.Н. Авдеева, О.Л. Князева, Р.Б. Стёркина); Наблюдение за выполнением правил поведения в дошкольной организации (лестничные площадки, на участке); Моделирование ситуации «Составим план-карту дома и отметим безопасные места зелеными кружочками»; Учебная тренировка «Эвакуация из здания при землетрясении»; Адаптированная диагностика А.И. Замалеевой тест по безопасному поведению на улице «Что здесь лишнее?». Результаты представлены в таблицах.

Отмечается необходимость организации специальных видов работ по формированию у детей четких представлений об опасностях, встречающихся на улице, в условиях детского сада и дома. Эффективными по мнению авторов, являются следующие виды работ: беседа-рассуждение; моделирование ситуаций; учебная тренировка; QR – код; креативная работа по созданию макета; игра-тренинг; дидактические игры; решение кейсов; досуговая деятельность и другое.

Ключевые слова: дети дошкольного возраста, безопасное поведение, навыки, опасность, чрезвычайные ситуации, азбука безопасности, критическое мышление, креативность.

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ТӨТЕНШЕ ЖАҒДАЙЛАР КЕЗІНДЕ МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАРДЫҢ ҚАУІПСІЗ МІНЕЗ-ҚҰЛЫҚ DAҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

Аңдатпа

Мақалада төтенше жағдайларда мектеп жасына дейінгі балалардың қауіпсіз мінез-құлық дағдыларын дамыту мәселесі қарастырылады. Қауіпсіздік – бұл адамның табиғи қажеттілігі, онсыз адамның толық дамуы мен өзін-өзі жүзеге асыруы мүмкін емес. Баланың жеке басы, әсіресе икемді және тұрақсыз жүйе ретінде, әсіресе оның мүдделері мен қажеттіліктерін қорғауды қамтамасыз етуі керек, өйткені қауіпсіздік жағдайында ғана тұлғаның толыққанды қалыптасуы мүмкін. Мектеп жасына дейінгі балалардың қауіпсіз мінез-құлық дағдыларын қалыптастыру мәселесі, әсіресе соңғы уақытта өте өзекті болып отыр. Бұл кездейсоқ емес, өйткені ең осал және әртүрлі қауіптерге бейім санат мектеп жасына дейінгі балалар болып табылады, сондықтан олардың қауіпсіздік қаупі артады. Зерттеудің мақсаты – мектеп жасына дейінгі балаларда төтенше жағдайларда қауіпсіз мінез-құлық дағдыларының қалыптасу деңгейін анықтау.

Авторлар мектепке дейінгі ұйымдарда, үйде, көшеде қауіпсіз мінез-құлық дағдыларын қалыптастыру жұмысының қазіргі жағдайына талдау жасады; мектепке дейінгі жастағы балалардың мінез-құлық реакцияларының сипаттамасы берілген; «денсаулық», «қауіпсіздік», «қауіп», «төтенше жағдай» ұғымдары қарастырылады; ҚР Мектепке дейінгі тәрбие мен оқытудың мемлекеттік жалпыға міндетті стандарты және ҚР Мектепке дейінгі тәрбие мен оқытудың үлгілік оқу бағдарламасының «Дене дамуы» білім беру бағыты бойынша, шетелдік және қазақстандық ғалымдардың зерттеулері талданды.

Мектеп жасына дейінгі балалардың қалыптасу деңгейін анықтау үшін талданған және бейімделген диагностикалық әдістер: «Қауіпсіздік ережелері не үшін қажет?» балалармен әңгімелесу (Н.Н. Авдеева, О.Л. Князева, Р.Б. Стеркина); Мектепке дейінгі ұйымда (баспалдақ алаңында, жер үлескісінде) тәртіп ережелерінің орындалуын бақылау; «Үйдің жоспар-қартасын жасап, қауіпсіз жерлерді жасыл шеңберлермен белгілейік» жағдаятты модельдеу; «Жер сілкінісі кезінде ғимараттан эвакуациялау» оқу тренингі; А.И. Замалееваның көшедегі қауіпсіз мінез-құлық тесті «Бұл жерде не артық?» бейімделген диагностика болды. Нәтижелер кестелерде берілген.

Балалардың көшеде, балабақшада және үйде кездесетін қауіп-қатер туралы нақты түсініктерін қалыптастыру үшін арнайы жұмыс түрлерін ұйымдастыру қажеттілігі атап өтілді. Авторлардың пікірінше, жұмыстың келесі түрлері тиімді: әңгімелесу-пікірлесу; модельдеу жағдайлары; оқу тренингі; QR коды; макет құру бойынша шығармашылық жұмыс; ойын-тренинг; дидактикалық ойындар; кейстерді шешу; бос уақытты өткізу және т.б.

Түйін сөздер: мектеп жасына дейінгі балалар, қауіпсіз мінез-құлық, дағдылар, қауіп, төтенше жағдайлар, қауіпсіздік әліппе, сыни ойлау, шығармашылық.

Introduction. Today, the entire world faces an unprecedented scale of natural disasters, accidents, and catastrophes, which in turn lead to emergencies in a particular region. Emergencies are situations or events that threaten the health, safety, or well-being of society. Every day a person is exposed to emotional stresses and experiences, physical injuries (burns, frostbite, poisoning), and more. Therefore, it is necessary to pay special attention to the revision of human relations with the surrounding world. In this regard, we are faced with the question of creating emotional resilience and physical survival in emergency situations, starting in early childhood. The safety of a child's life and protection of his or her health is one of the *urgent tasks* of preschool education. It is important not to protect the child from danger, but to prepare him or her to meet possible difficulties, to form an idea of the most dangerous situations, to teach him or her safe behavior skills at home, on the street, and in the preschool organization.

Safety is a natural human need, without which the full development and self-realization of a personality is impossible. A child's personality as a particularly flexible and mobile, unstable system especially needs protection of its interests, needs, since only in conditions of safety is full-fledged formation of a personality possible. The *problem* of the formation of skills of safe behavior in children of preschool age is becoming quite *relevant*, especially in recent times. This is not accidental, since preschool children are the most vulnerable and exposed to various dangers, in connection with which the risk of their safety increases. The preschool child, by virtue of their physiological and psychological capabilities, is not capable to independently assess and determine the full measure of danger, but at the same time, preschool children are open to new experiences and are receptive to pedagogical influences that allow them to develop skills of safe behavior. Therefore, a special role in the organization of the pedagogical process of mastering the basics of safe behavior belongs to the adults around the child. It is necessary to form children's ability to analyze, compare, summarize the information received, i.e. to develop critical thinking. This will allow children to consciously follow the rules of behavior in emergency situations.

One of the paramount tasks of our country is to preserve and strengthen children's health. The Law of the Republic of Kazakhstan "On Education" states that in educational organizations it is important to ensure the implementation of all necessary measures for the prevention of diseases, health promotion, physical improvement, formation of a healthy lifestyle of pupils [1]. In the State Compulsory Standard of Preschool Education and Training of the Republic of Kazakhstan (approved on August 3, 2022, №348) and Model Curriculum for Preschool Education and Training of the Republic of Kazakhstan (approved on October 14, 2022, №422), the direction "Physical Development" provides upbringing of physically healthy person, who is conscious about own health, formation of basic healthy lifestyle, skills of safe behavior [2,3].

The problem of preserving and strengthening the health of a creatively developed person has been laid down by centuries of history. Throughout the development of man occupies the thought of ensuring good health, a joyful sense of life, so he strives to unravel the mystery of health and eternal youth.

Philosophical understanding of the ideas of development of the unity of man and nature, the relationship of lifestyle and human health are revealed in the works of al-Farabi, M. Kashgari, H.A. Yassawi, M.H. Dulati. They justify the importance and necessity of adhering to the principles of a healthy lifestyle, the use of natural factors and resources in the strengthening of health [4].

The observance of principles of a healthy lifestyle and the need for its formation received special attention in the works of Kazakh educators-educators A.Kunanbaev, Y.Altynsarin, M.Zhumabaev, J.Aimautov, A. Baitursynov, H.Dosmukhamedov, N.Kulzhanova, A.K. Menzhanova [5].

A huge contribution to solving the scientific problem of survival, self-preservation and human security were made by the studies of foreign scientists A.Adler, P.Maslow, B.Pascal, S.Freud, V.A. Alekseenko, V.S. Belov, A.S. Vernadsky, and others [6].

In the works of foreign psychologists V.V. Davydov, L.V. Zankov, A.N. Leontiev, S.L. Rubinstein, D.B. Elkonin, etc. highlight a real diversity of ideas and approaches to the problems of child safety. N.N. Avdeeva, L.P. Anastasova, K.Y. Belaya, G.K. Zaitsev, V.N. Zimonina, O.L. Knyazeva, L.A. Kondrykinskaya, I.Yu. Matasova, R.B. Sterkina, L.G. Tatarnikova, L.F. Tikhomirova, T.G. Khromtsova [6].

A significant contribution to the formation of the basics of children's safety was made by the research of Kazakh teachers-scientists such as N.G. Prikhodko, K.Sh. Isanov, K. Saudabekov, S.Taizhanov, L.Balabas, J.Amanzholov, Sh.S. Sultangazieva, T.K. Iginisova, E.T. Kurmangalieva and others [7,8,9].

This problem is quite relevant not only in our country, but all over the world, as it concerns the life and health of the younger generation. Of particular interest are the works of researchers such as F. Alonso (Spain), T.Naruse, N.Yamamoto, K.Lewes, K.Kawato (Japan), B.Hickman, J.Moriarty (England), Al-Mansour (Saudi Arabia), A.Morawski, A.E. Mitchell (Australia) [10,11,12,13].

Recently, due to the increase in the number of vehicles on the roads and parking lots, the problem of safe behavior of children on the roads, in particular children of preschool age, has become particularly urgent. In the scientific works of S.N. Pidruchnaya [14], Y.M. Zubareva [15], A.V. Pelikhova [16] special attention is paid to this problem as one of complex and many-sided. At the same time the authors note that parents themselves often violate elementary safety rules (crossing the road in the wrong place), showing a low level of conscious compliance with standards of behavior. Also danger on the street can be represented in the manifestation of natural disasters, homeless animals, strangers and others.

In addition to the fact that the danger to the child on the streets is great, it is important to pay attention to the safety of children in the conditions of the preschool organization, because this is where the child spends most of his time. Scientists note that many parents do not pay special attention to the formation of independent safe behavioral skills of the child considering that this activity should be performed by the preschool organization. Accordingly, the role of process of preschool education and training in development of skills of safe behavior in emergency situations increases. T.S. Santaeva [17], Yu. Bogdanova [18], and others have devoted work to questions of safe behavior in conditions of the preschool organization. So in the preschool organization a child can meet staircases, faulty sports grounds, small toys.

Due to the fact that many parents do not pay enough attention to the formation of preschool children's safe behavior on the street, relying on the preschool organization, the risk of all kinds of danger in the conditions at home increases. Since the child, left alone at least for a few minutes at home, can commit or get into such a situation, which will threaten life and health. When studying the scientific works of scientific educators – T.G. Khromtsova [19], N.N. Avdeeva, O.L. Knyazeva, R.B. Sterkina [20] - it was found that playing with matches, gas stove, electrical appliances, open window, strangers, medicines and many others are especially dangerous.

Thus, the analysis of psychological and pedagogical literature has shown that the rules of conduct and safety measures are directly related to the conditions of residence of the person and, accordingly, everyone has their own precautions.

The purpose of our study is to determine the level of formation of safe behavior skills in emergency situations among older preschool children.

In order to realize the goal, we set the following *tasks*:

- 1.To analyze the psychological and pedagogical literature on the problem of research and determine the current state on the formation of the basics of safe behavior of children of senior preschool age;
- 2.To characterize emergency situations and behavioral reactions of 4-5-year-old children;
- 3.To develop and test a system of effective forms and types of work to form the basics of safe behavior for older preschool children in emergency situations.

Materials and methods. The following *methods* were used in the study:

1. Theoretical (analysis, synthesis, generalization, design);
2. Empirical (observation, testing, conversation, modeling);
3. Experiment;
4. Mathematical and static methods of data processing.

40 children in the older group (20 children in each group) took part in the study.

During the experimental work we used the following methods:

Method № 1 Talk with children, "Why are safety rules necessary?" (N.N. Avdeeva, O.L. Knyazeva, R.B. Sterkina).

Purpose: to determine the level of knowledge of senior preschool children about the sources and precautions when dealing with dangerous objects in kindergarten, at home and on the street.

Methodology: the pupils of the older group were asked 10 questions about how they understand "safety", "danger", "what rules of conduct they know".

Grading Criteria: 1-3 points – lack of necessary knowledge; 4-6 points – the child is not badly oriented, tries to find his or her own way out of a difficult situation; 7-10 points – the child has a good level of knowledge of the rules of safe behavior in difficult situations.

Method № 2 Observation of the observance of the rules of behavior in the preschool organization (staircases, in the area).

Purpose: to reveal the level of knowledge, understanding and execution of correct behavior in kindergarten (when going up and down the stairs).

Methodology: The observation was carried out in the afternoon, during varied activities which take place on the second floor of the kindergarten. The focus was on how the children behaved while climbing up and down the stairs (whether they held on to the railings, ran or went down carefully or slowly, followed safety rules).

Grading Criteria: 1-3 points - the child does not understand and does not observe safety rules for climbing and descending stairs, runs, does not hold on to the railings, tries to outrun his companions; 4-6 points - the child understands and timely applies skills of safe climbing and descending from stairs, but does not always hold on to the railings; 7-10 points - the child understands and follows specific rules for safe climbing and descending: calmly, without sudden movements, not outrunning his companions, holds onto the railings, follows the tutor.

Method № 3 Modeling situations "Let's make a map of the house and mark safe places with green circles".

Purpose: to reveal the level of skills of behavior in dangerous situations at home.

Methodology: the various situations offered to the child at home will allow him/her to determine the correct behavior to avoid dangerous consequences. To consider the plan-map of the house developed together with parents, and to allocate the most dangerous and safe places in the house. Based on the findings, act out the game situation "How to avoid trouble?", showing how to behave. Then draw dangerous and safe places in the house on a large card.

Grading Criteria: 1-3 points - the child does not show interest in the game situation, does not know how to mark certain places on the map; 4-6 points – the child shows interest in the game situation, but makes mistakes when working with the map on safe behavior in the house; 7-10 points – the child participates in the game with pleasure, independently marks dangerous and safe places in the house.

Method № 4 Training exercise "Evacuation from a building during an earthquake".

Purpose: To identify the level of children's 5-6 years old skills of proper behavior during an extreme natural phenomenon "Earthquake".

Methodology: During the training exercise, children were presented with an evacuation plan (exit) from the preschool organization.

Grading Criteria: 1-3 points – child does not take part in the process of the training drill; 4-6 points – child shows interest, answers teacher's questions, but makes mistakes during the training drill, does not fully understand the course of action; 7-10 points – child happily participates, actively expresses his point of view on correct behavior, acts independently during the training drill.

Method № 5 Adapted diagnostics of A.I. Zamaleeva test on safe behavior on the street "What is extra here?".

Purpose: to reveal the level of formation of knowledge of children 5-6 years old about types of road transport and basic rules of behavior on the road, about some road signs.

Methodology: the child is offered to look attentively at all the pictures, to name a superfluous type of transport, explaining his point of view. The child has no more than 3 minutes to think about it.

Grading Criteria: 10 points – the child was fast enough to identify an extra card, explaining his choice (high level); 8-9 points - the child managed the task for 1-1.5 minutes (high level); 6-7 points – the child managed the task for 1.5-2 minutes (average level); 4-5 points – the child managed the task for 2-2.5 minutes (average level); 1-3 points – the child needed extra time to do the task (low level).

Results and discussion. In protecting the public in dangerous emergencies, the role and responsibility of the educational system to train children in matters relating to safe behavior increases.

Any generally accepted norm should be understood and accepted by the child - only then it will become an effective regulator of his behavior. Clear, declarative conditions are often ineffective for children to conform to the rules of behavior accepted in the society. However, it is necessary to emphasize such rules of behavior that children should strictly follow, as their health and safety depends on it. For this purpose, it is very important to find an effective way of explaining these rules and then to monitor their observance. The main task of adults is to promote development of independence and responsibility in the child, as they can find themselves in an unpredictable situation on the street, in the preschool organization, at home. In this case special attention should be paid to the organization of various kinds of activities aimed at acquisition of certain behavioral skills by children. After all, everything that is taught, children should be able to practice in real life.

In accordance with the above, Figure 1 shows the following types of emergencies which a 4-5-year-old child can face:

Types of emergency situations		
On the road (street)	In a preschool organization	In the house
Natural phenomena (earthquake, debris flows, ice, icicles from roofs, thunders-torms, etc.); Homeless animals (cats, dogs); Transport; Unauthorized people; Poisonous plants and others.	Staircases; Small toys; Sports equipment and more.	Matches, lighters; Gas stove; Electrical appliances; Strangers; Buttons, coins; Medicines; Balconies and others.

Figure 1 - Types of emergency situations

Given the emergencies a preschooler may encounter, the task of adults (teachers and parents) is not only to protect him, but also to prepare him to deal with the various problems of life.

The purpose of the empirical study was to diagnose the level of formation of safe behavior skills in emergency situations in older preschool children.

We applied the following *components* to determine performance:

1. Cognitive;
2. Motivational;
3. Action-oriented.

Criteria have been developed:

1. Degree of formation of knowledge about emergencies: types, features of manifestations, the degree of danger to human life and health; knowledge of the basics of safe behavior in their manifestation.
2. Degree of formation of ability to assess and independently determine the measure of danger; ability to navigate in the surrounding world; consciously treat your life and health.
3. Degree of formation of skills of safe behavior; ability to get out of difficult problem situations, not harming health; to foresee danger and to build adequate safe behavior, to observe and lead a healthy lifestyle.

Based on the criteria developed, the following *indicators* are defined:

1. Knowledge of the types of emergencies encountered in the home, preschool and street environment;
2. Understanding the danger of different situations for the child's life;
3. Conscious performance of the correct behavior encountered in various dangerous situations.

Based on the proposed components, criteria and indicators, we have developed a model of structural content of the formation of the basics of safe behavior in preschool children during emergencies, shown in Figure 2.

Component	Criteria	Indicator	Levels of formation		
			High level	Average level	Low level
Cognitive	Degree of formation of knowledge about emergencies	Knowledge of the types of emergencies encountered in the home, preschool and street environment	The child knows what is danger, what situations are life-threatening, how to behave on the street, at home, in kindergarten, with strangers; when answering questions, he/she argues his/her answers; without difficulty makes a connection with personal experience in proposed situations; easily forecasts his/her behavior in specific situations.	The child has uncertain knowledge about what is a dangerous situation; when answering a question, he or she hesitates for a long time, cannot argue his or her answers; he or she has difficulty in predicting his or her behavior in the given situation.	The child has minimal knowledge about safe behavior; cannot answer most questions; cannot reason with them; cannot apply available knowledge to predict his or her behavior.
Motivational	Degree of formation of the ability to assess and independently determine the measure of danger	Understanding the danger of different situations for the child's life	The child understands the need to follow specific rules, an idea of safe behavior in different situations is formed. He or she is able to regulate his or her behavioral reactions, a conscious attitude towards life and health.	The child does not fully understand the importance of following the rules of conduct, does not fully understand their impact on his or her life and health. Makes mistakes when characterizing emergency phenomena. Does not always know how to regulate his or her behavioral reactions.	The child partially knows the necessity of following certain rules of behavior. He or she cannot always regulate his or her behavioral reactions to various emergencies that occur.

Action-oriented	Degree of formation of skills of safe behavior	Conscious performance of the correct behavior encountered in various dangerous situations	The child consciously follows the rules of behavior during emergencies. Is able to foresee a possible danger and build an adequate safe behavior. Is able to get out of difficult, problematic situations without harming his health and the health of others.	The child, with a little help from the teacher, can follow the rules of conduct during emergencies, but makes mistakes when performing independently. Not always knows how to get out of difficult, problematic situations without harming his or her health and the health of others.	The child follows only some rules of behavior during emergencies, but does not apply them in practice. He or she can partially construct safe behavior. Cannot get out of difficult, problematic situations, panic behavior is observed.
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Figure 2 - Model of the structural content of the formation of the basics of safe behavior in preschool children during emergencies

At the ascertaining stage of the study, the following results, presented in Table 1, were obtained:

Table 1- Data of the ascertaining stage of the experiment of the control and experimental groups

Group	Number of children	Levels of formation		
		High level	Average level	Low level
Control group	20	2/10%	8/40%	10/50%
Experimental group	20	1/5%	7/35%	12/60%
<i>Deciphering:</i>				
Indicator	The result			
Knowledge of the types of emergencies encountered in the home, preschool and street environment	Children know that they should not run on the staircase, but they do not always follow the rules, trying to outrun a friend or go down the railing, crossing the road at a red light, talking to strangers. It is connected with the fact that teachers form this knowledge in children on the basis of the tasks set in the State Compulsory Standard of Preschool Education and Training of the Republic of Kazakhstan and the Standard Curriculum of Preschool Education and Training of the Republic of Kazakhstan, the calendar and subject planning and organization of the educational process in kindergarten. However, children still have insufficient knowledge about the peculiarities of emergencies of different nature.			
Understanding the danger of different situations for the child's life	Children are inquisitive and often try to find answers to the questions they are interested in, while putting their lives in danger. Children partially understand that they should not cross the road on red, in connection with which they cannot always motivate their actions (i.e., what will happen if they violate this rule and why). They are not fully aware of the importance of undesirable communication with strangers, which characterizes the peculiarities of physical and mental processes, the inability to independently assess the full measure of danger and think through a safe solution in this case. That is, children understand that it is necessary to observe elementary rules, but when a dangerous situation arises they cannot always foresee and explain the measure of danger. to act correctly and find alternative ways of solution.			

Conscious performance of the correct behavior encountered in various dangerous situations	Children lack sufficient reinforcement of theoretical knowledge with practical skills, i.e. application of training drills, simulation of situations and others, which would help a child to know clear commands of decisions when emergency situations occur. In this regard, teachers and parents need to form children not only general ideas about the problem, but also strengthen it with practical examples, in particular clear, specific instructions on how to comply with the rules of safe behavior.
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The received data convinces of the necessity to improve the system of education, namely the formation of skills of safe behavior in conditions of kindergarten, at home and on the street, using various methods.

In the process of the forming stage of the experiment the following types of works on the formation of skills of safe behavior of preschool children in emergency situations (The ABCs of safety) presented in Table 2 were carried out.

Table 2 - Plan of educational and educational work to develop the skills of safe behavior in emergencies (The ABCs of safety) for older preschool children

Types of work	Brief description
Discussion and reasoning "What is safety and an emergency situation?" 1.1 "Me and my safety at home" 1.2 "Me and other people on the street" 1.3 "Me and the emergency services"	Purpose: to determine the level of knowledge about the basics of safe behavior. Methodology: Sample questions: 1.What situations can you call emergency and dangerous? 2.Can a dangerous situation arise through human fault? 3.Can natural phenomena be the source of a dangerous situation? 4.Do you turn on electric appliances and equipment without your parents? 5.What can cause a fire? 6. What should be done if there is a fire in the apartment? 7. What should you do if your parents are not at home or in another room and the balcony is open? 8. Is it okay to open the door to strangers? 9. Do you know how to behave if an earthquake has started? 10. What rules of conduct on the street do you know? Expected Result: Gives the researcher (educator) an opportunity to check the level of existing knowledge, skills, and abilities in the field.
Modeling situations "Let's make a map of the house and mark safe places with green circles"	Purpose: to develop critical thinking in the process of modeling real-life situations. Methodology: simulate the situation and see what kind of ways out the child will suggest. On a sheet of paper, a child is offered a model of a room where he or she should mark dangerous/safe places with circles. Expected result: give the child practical skills to apply the acquired knowledge in a real situation, develop thinking, imagination, prepare the child to be able to get out of emergency situations at home (for example, an earthquake, flood, fire).
Training exercise "Evacuation from a building during an earthquake"	Purpose: to determine the level of children's 4-5-year-old skills of proper behavior in case of an extreme natural phenomenon "Earthquake". Methodology: when children hear the sound of the siren, they begin to act according to the evacuation plan. Expected result: the child knows elementary rules of behavior during an earthquake.
QR - code Viewing of cartoons followed by a discussion with children about the work of emergency services	Purpose: to familiarize children through a cartoon with the activities of emergency services. Methodology: children are offered a series of cartoons about the activity of emergency services. For convenience, the teacher can create a QR - code in order to quickly and easily find the necessary cartoon, it is also possible to offer this task to parents on cards. Expected result: in an accessible form the child is explained how to behave in various situations (for example, Cat's House, ABCs of Safety).
Creative work on the "Young Pedestrians" layout	Purpose: to acquaint children with the rules of the road. Methodology: children are invited to create a model of "Young Pedestrians" (using cardboard, colored paper) on the basis of the studied material. Expected result: to consolidate the knowledge of the rules of behavior on the road.
Training Game "I'm Lost"	Purpose: to teach children to act correctly in an unknown situation. Methodology: children are offered a game situation "A call from Pinocchio", a conversation "If you are lost...", a didactic exercise "My address", "right and wrong", psychological training "If you are lost". Expected result: the child knows how to behave if he or she is lost.

Didactic game "Anxious backpack"	Purpose: to determine the level of readiness for emergencies, to be able to assemble an emergency backpack. Methodology: children are asked to collect the necessary items in case of an emergency (documents, food, warm clothes, a flashlight, a radio receiver, etc.). Expected result: The child knows what items are necessary for an emergency backpack and where to store them.
Case solution "Who are you a stranger?"	Purpose: To form skills of safe behavior in communication with strangers. Methodology: children are offered three different cases "What to do if a stranger approaches you?" Expected results: the child knows the rules of behavior when meeting strangers. The ability to think critically is developed. Ability to find effective ways out of the proposed situations.
Leisure activities "Safety Island"	Purpose: to consolidate previously obtained knowledge, skills and abilities about the rules of behavior during emergencies during leisure activities. Methodology: children are offered a leisure activity in the form of entertainment, offered practical tasks on the topic of safe behavior. Expected result: in the process of leisure activities, the child reinforces the previously acquired knowledge of the basics of safe behavior.

The results obtained during the ascertaining experiment showed the need to organize special work to improve the level of formation of knowledge, skills and abilities on the basics of safe behavior. In order to increase this level, a plan of educational work "The ABCs of safety" was developed. The results of mathematical and statistical data obtained during the control experiment are presented in Table 3.

Table 3 - Data from the control stage of the experiment of the control and experimental groups

Group	Number of children	Levels of formation		
		High level	Средний	Низкий
Control group	20	3 /15%	10/50%	7/35%
Experimental group	20	5/25%	11/55%	4/20%
<i>Deciphering:</i>				
Indicator	The result			
Knowledge of the types of emergencies encountered in the home, preschool and street environment	Children know: – about the rules of behavior on the street: the rules of the road, that it is impossible to cross the road on red color, with adults strictly, calmly, on the crosswalk. Know that it is undesirable to talk to strangers; – rules of safe behavior in the conditions of the kindergarten, in particular on the stairway, understand that trying to overtake a friend or go down the railing can be life-threatening; – rules of safe behavior at home: cannot play with matches, lighters; take medicines in the mouth; open the door to strangers; turn on electrical appliances and other, know what danger they pose.			
Understanding the danger of different situations for the child's life	Children understand: – why they should not run on the stairs, cross the road in the wrong place, talk to strangers, go outside during stormy rainfall on ditches, earthquakes, ice, sharp change of temperature during the day, understand what non-compliance with elementary safety rules can lead to; – they understand what the danger of non-compliance with these rules of safe behavior is; they began to explain them in a motivated way, to prove what violation of these rules can lead to. This is due to the fact that preschoolers can mentally model a plan of behavior and find alternative solutions to situations that arise in life; – how to behave in life-threatening situations, e.g., during an earthquake; not to walk on ice and under the roofs of houses with icicles; wait for all vehicles to stop when crossing the road, etc.			
Conscious performance of the correct behavior encountered in various dangerous situations	Children apply: – posters, educational training, training games, simulation of situations, case-situations gave the child an opportunity to actively defend their point of view, to offer different ways of solving problems, thus avoiding dangerous situations or coming out with the			

	least losses; – preparedness to change themselves and the surrounding reality according to their own needs, views, goals. – communicative function of the preschool children's personality has increased due to the formation of communication skills in the team during different types of activities. That is, in the process of doing joint work, preschool children learned to agree with their peers and adults, to act together, obeying the rules of work.
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Conclusion. So, to summarize, the following conclusion can be made: if all people knew and followed them well, there would be fewer injuries and accidents. In order that already now the younger generation knew how to behave in certain situations, it is necessary to explain them correctly, to show them how to act, and above all, to educate the parents themselves, who are an example to their child. In order to successfully implement this direction, it is necessary to create a complex "Pedagogue-Child-Parent", which will organize systematically competent work of teachers and parents on preserving and strengthening the health of children and the basics of safe behavior.

The analysis of psychological and pedagogical literature, and diagnostic work proves the need to pay special attention to the formation of safe behavior skills during emergencies in older preschool children. The goal of the research has been achieved, the tasks have been solved. Effective forms of work on the formation of skills of safe behavior in the conditions of the street, preschool organization and at home were analyzed and offered. The data obtained in the course of the study show that practical methods are an effective tool in the formation of safe behavior in children of senior preschool age during emergencies.

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МЕКТЕПКЕ ДЕЙІНГІ ҰЙЫМДА ДЕНЕ ТӘРБИЕСІ САБАҒЫНДА ҰЛТТЫҚ ОЙЫНДАРДЫ ҚОЛДАНУ

Аңдатпа

Мақала мазмұнында мектепке дейінгі ұйымда дене тәрбиесі сабағында ұлттық ойындарды қолдану мәселесіне жан-жақты ғылыми талдау берілген. Сонымен қатар, балабақша балаларын этнопедагогикалық дүниетанымнан жетілдірудің негізі ұлттық салт-дәстүрлердегі баланың физиологиялық жетілуі тұрғысынан сипатталып, баланың тұлғалық жетілуіне әсері сипатталады. Тұлғаның этномәдени дәстүрлер негізіндегі ұлттық спорт ойындарын қолдану барысында: намыс пен жігер, отансүйгіштік пен әділеттілік, жұптасу мен оппозиция, топтық интеграция, тұлғалыққа өту мен көшбасшылыққа ұмтылу, үйлесімділік пен теңдікке, ақиқат пен шындыққа, дәлдік пен дұрыстыққа, жеңімпаздық монизмге бағытталған рух, өзін және өзгені бағалауға ұмтылған аксиологиялық құндылықтарды қастерлеуге арналады. Сонымен қатар, балабақшада қолданылатын ұлттық спорт ойындары олардың дене бітімін, логикасын, дағдысын және ептілікке, шапшаңдыққа, қимыл-қозғалыстарын дамыту жүйесін құрайды.

Түйін сөздері: Қазақ этнопедагогикасы, тұлға, намыс, ұлттық ойындар, ұлттық құндылықтар, көшбасшылық, жеңімпаздық.

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ИСПОЛЬЗОВАНИЕ НАЦИОНАЛЬНЫХ ИГР НА УРОКАХ ФИЗИЧЕСКОЙ КУЛЬТУРЫ В ДОШКОЛЬНОЙ ОРГАНИЗАЦИИ

Аннотация

В содержании статьи представлен всесторонний научный анализ проблемы использования национальных игр на уроках физической культуры в дошкольной организации. Кроме того, в основе совершенствования этнопедагогического мировоззрения детей детского сада заложено влияние на