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THE PROBLEM OF FORMING STUDENTS' SKILLS OF SAFE BEHAVIOR IN DEALING WITH STRANGERS: DOMESTIC SCIENTIFIC DISCUSSION

The relevance of the declared problem is due to the need for the presence in the educational space of substantive and didactic support for pedagogical activities aimed at forming safe behavior skills in children and youth in dealing with strangers. The content of a number of works by domestic scientists devoted to some issues related to the formation of safe behavior skills in people of different age categories is presented. The purpose of the article is to highlight the state of educational and methodological development of the problem of forming safe behavior skills in students when dealing with strangers.

Examples of some characteristics of the concepts 'safety', 'safe', 'behavior' and 'safe behavior' are given. The theoretical and practical achievements of Ukrainian researchers (manuals, information messages on educational websites, etc.) on the problem of forming safe behavior skills in students in dealing with strangers are annotated and represented, namely: «Sexual violence against children: causes, consequences, prevention»; «Formation of safe behavior skills in children. I know how to protect myself»; «Teach your child to protect themselves»; «Games and tips for developing safe behavior skills in preschoolers»; «Safety rules: teaching children without scaring them»; «Do not communicate with strangers and do not pick up suspicious objects: #stop_sexting about the rules of safe behavior for children» and others. A number of rules are described for those who seek to effectively develop appropriate skills in a child.

It was concluded that information materials on the formation of safe behavior skills in dealing with strangers in children and youth, which are developed by various foundations and public organizations, are useful and correspond to modern educational trends. A thematic profile of promising areas of further research is proposed.

Key words: safe behavior, educational sites, dealing with strangers, students, skill building.

Problem statement. In conditions of continuous globalization, urbanization, political antagonism, economic crises, environmental hazards, and other factors, the issue of forming a personality with a safe type of behavior is vital. The relevance of the topic of the article is due to the need for systematic and effective implementation of pedagogical work to form safe behavior skills in dealing with strangers in children and youth, the need to fill the educational information space with appropriate content of appropriate content

and high-quality educational and methodological materials for teachers and parents.

The relevance of the problem of student safety is evidenced by the adoption at the state level of the «Concept of Safety of Educational Institutions» and the holding of all-Ukrainian conferences of the corresponding content (one of them took place in 2023 and was entitled «Safe Educational Environment: Requirements and Principles of Organization», the second took place in 2024 and was entitled «Safe Educational Envi-

ronment: New Challenges and Modern Solutions in War and Post-War Conditions»). Scientific research has shown that in April 2024, employees of the Kyiv Regional Institute of Postgraduate Education of Pedagogical Personnel held an educational and methodological seminar called «Formation of Safe Behavior Skills: Methodological Tools and Challenges for Teachers». Also, various issues of a safe educational environment are systematically covered on educational websites: for example, on the website «For a lesson» we found informational content entitled «Safety of educational institutions: new strategic directions and innovations»; the publication «Safety at School: Will New Rules Guarantee the Protection of Students and Teachers» was posted on the «New Ukrainian School» website in January 2026. A very important component of organizing a safe educational environment is the implementation of educational activities of teachers to form safe behavior skills in students.

Analysis of previous research relevant to this work. A number of works have been devoted to the problem of forming safe behavior skills in people of different age categories. Thus, the issue of forming behavioral skills in emergency situations in preschool children became the subject of analysis in the research of L. Yakovenko. S. Gvozdiy investigated the preparation of future science teachers to teach students the basics of safe behavior. The educational and methodological manual by L. Karnaukh represents the problem of educating safe behavior of preschool children in a social environment. T. Petukhova's dissertation highlights a number of issues related to the readiness of future teachers to form a culture of life safety among primary school students. R. Vasilyeva's methodological recommendations concern the issues of training future teachers to shape the safe behavior of adolescents in extracurricular activities. M. Kostyuk's research is devoted to the problem of forming a personality with a safe type of behavior. L. Malynivska characterized the basic concepts (culture, safe behavior, security) in the focus of traditional environmental disciplines at the university. T. Zabolotsky analyzed the essence of the concept of safe behavior in society. S. Dudko dedicated her research to the formation of competencies in safe behavior of students of secondary education institu-

tions. T. Remekh's research represents the issue of forming models of safe behavior of schoolchildren in the educational process. S. Reva analyzed the organizational and pedagogical aspect of using methods for forming safe behavior skills of students on the Internet.

However, in the available sources we did not find any scientific research dedicated to developing safe behavior skills in students, specifically in dealing with strangers.

The purpose of the article is to highlight the state of educational and methodological development of the problem of forming safe behavior skills in students when dealing with strangers.

Results and Discussion. In the process of scientific research, we found out that currently there are different approaches to defining the concept of 'security': it all depends on the field that considers this problem (law, political science, philosophy, biology, etc.) [Kostiuk 2012 : 4, s. 269]. We are impressed by the interpretation of security as a state of «absence of obvious threat», a state of «protection from harm or other possible danger» [Slyvka 2025 : 11, s. 11]. In turn, the concept of 'behavior' in scientific sources also has a number of definitions. For example, in the dictionary of the modern Ukrainian language edited by V. Busel, behavior is defined as a set of actions and deeds of someone, a way of life, and also the ability to behave in accordance with established rules [Velykyi tлумachnyi slovnyk 2001 : 1]. The adjective 'safe' reflects the characteristic of someone or something that does not conceal danger, that protects someone or something from danger, that does not cause, should not cause harm [Hvozdi 2005 : 2, s. 7]. Safe behavior is interpreted as a kind of activity that is not dangerous, that protects a person from danger, and also does not harm the individual and the environment [Hvozdi 2005 : 2, s. 8]. A person who behaves safely is able to anticipate various risks in their own life, follows safety rules, and knows how to protect themselves. Safe human behavior is the basis for the security of one's life.

We briefly (annotated) present the theoretical and practical achievements of Ukrainian researchers on the problem of developing safe behavior skills in students when dealing with strangers.

We will present an overview of relevant works and information messages on educational websites chronologically, that is, according to the date of publication.

The publication «Sexual Violence Against Children: Causes, Consequences, Prevention» [Seksualne nasyistvo nad ditmy 2011 : 10] is an initiative of the Ukrainian Children's Welfare Foundation. It was prepared jointly with specialists from the Child Development Research Laboratory of the Institute of Psychology and Social Pedagogy of Borys Grinchenko Kyiv University. The most important information contained in this intelligence concerns what situations and signals should draw the attention of parents and caregivers, who to turn to for advice or help, and where to report cases of child abuse.

The two-part manual «Forming Safe Behavior Skills in Children. I Know How to Protect Myself» [Formuvannia navychok 2017 : 12; Formuvannia navychok 2017 : 13] presents the content of systematic educational work on forming safe behavior skills in individuals. The publication consists of interactive game scenarios for children aged 10–13 years old under the title «Teaching a child to defend themselves» and interactive lesson scenarios for children aged 14–18 years old under the title «I know how to defend myself».

Worthy of attention is the research «Teach a Child to Protect Himself» [Navchit dytynu zakhyshechatsia 2022 : 5], which was also implemented by the Ukrainian Children's Welfare Foundation. For educational work with children aged 4–6, the authors offer scenarios for interactive conversations designed to teach the child five rules of safe behavior aimed at protecting the child from sexual abuse. The publication notes that sexual violence against children is a rather hidden problem, as it is extremely difficult to establish the exact number of victims. According to estimates from the Council of Europe, one in five children suffers from various forms of sexual violence. The media, when covering stories about children who have been abused, kidnapped, or even murdered, very often portray the perpetrators as strangers. But these are atypical examples: the fact is that in 70–85% of cases of sexual abuse of children, the perpetrator is someone known to the child. In fact,

in 90% of cases, such abuse is not reported to the police – when the aggressor is a close relative, the child may not talk about the violence until they become adults. Or they may never talk. It is important to know that sexual abuse of a child is a serious violation of their rights and can have long-lasting and devastating consequences for the child throughout their life.

In the context of the topic of our article, the information presented by various authors on blogs and child development websites is somewhat valuable: we find the posts «Games and tips for developing safe behavior skills in preschoolers» interesting [Korolchuk 2022 : 3], «Safety rules: teaching children without scaring them» [Pravyla bezpeky: 7], «Do not communicate with strangers and do not pick up suspicious objects: #stop_sexting about the rules of safe behavior for children» [Ne spilkuvatysia z neznaiomtsiamy 2022 : 6], etc.

Let's detail the content of some posts.

A set of rules was published on the website «Osvita.ua» under the title «Walking on the Street and Talking to Strangers: Rules of Conduct» [Prohulianky na vulytsi : 9]. It is noted that the rule «Do not communicate with strangers» has always been relevant, but during the war it took on a new meaning and has much more nuances. The thing is that neither adults nor children ever know for sure who the person next to them is. Therefore, it is very important to behave wisely with strangers. In particular, it is worth emphasizing the following points to children:

- under no circumstances should you communicate with people who seem suspicious;
- you cannot approach a car that has stopped nearby, and you cannot get into a car with strangers;
- you can't stay alone with a stranger, even if that person seems very kind;
- you can't take anything from strangers;
- you can't go somewhere with a stranger, even if they promise to show you an interesting thing (case, event) or give you something as a gift;
- you cannot argue with strangers, you cannot provoke strangers to aggression or quarrels;
- under no circumstances should you disclose any private information about yourself or your parents;
- if armed people appear, you should immediately head to a safe place.

The article entitled «Rules of Safe Behavior with Strangers for Children» posted on the website of the Information and Resource Center «Childhood Without Violence» [Pravyla bezpechnoi pov-edinky: 8], provides rules for parents or guardians of a child. Let us briefly describe these rules.

The first of these implies that parents should be able to convey to the child the idea that he or she has no obligation to help strangers, even if this help is required by a certain situation or social morality. Why? Because helping a stranger is potentially dangerous. A child can help a stranger by telling their parents or someone they know well about their problem. It is also necessary to teach the child that he can recommend that a stranger or a stranger seek help from other adults.

The second rule concerns the content of teaching children the rules of safe behavior with strangers. This is about what parents should focus their child's attention on: first of all, the child should know what to talk about with a stranger in order to avoid trouble and dangerous situations.

The third rule orients parents to the practical dimension of the problem – they should work out with their child the algorithm for the latter's behavior if they meet a stranger alone. At the same time, training should cover the content of different situations. This algorithm should exclude any communication with strangers. The child should be taught not to enter into any dialogues (a conversation with a dubious interlocutor can be ended with the words «Excuse me, I need to ask my parents' permission», «Excuse me, I can't help you, ask an adult», etc.) and to try to leave the meeting place as quickly as possible (can be approach familiar parents of other children who are in the yard, or go home, keeping the stranger in sight). Once the child is in a safe place, it is necessary for them to tell their parents or well-known adults about the events that occurred. The fact is that otherwise the child's personal safety may be at risk.

The fourth rule also concerns practical actions – parents should tell their child about the safe distance they should keep from strangers. To practice practical actions, you can measure a distance of two meters on the floor in a room and ask your child to remember this distance. Then emphasize that if a suspicious subject approaches, you must

immediately quickly walk or run away from him in a direction where it will be safe.

The article «Why Children Go with Strangers and How to Keep Schoolchildren Safe: A Lesson for Elementary School» on the Osvitoria Media website [Chomu dity ydut z neznaiomtsiamy: 14] features an interview with an expert from Child Rescue, coordinator of the preventive work department Olena Kapralska, and communications manager Ulyana Nadyozhkina. The publication states that most parents and teachers are confident that their children (students) will never go out with strangers, since the rules for dealing with strangers are discussed in lessons, examples of situations are shown in movies, relevant conversations are held by dad and mom, etc. But it turns out that, according to research, more than half of the children surveyed have very wrong ideas about the correct behavior in dangerous situations. Information that seems basic to adults is not always as clear to children. In addition, it is not always enough to simply hear information to correctly understand a particular rule. The post states that the international organization Kidscape organized a test for 500 primary school students under the age of 8. It turned out that 90% of children were aware that it was not okay to talk or go somewhere with a stranger. But when a specially trained actor spoke to these children, the children left with him within a few minutes. 60% of respondents did not realize that a dangerous 'stranger' could be a female person. Half of the children thought that if a stranger called their name and assured them that they knew their parents, then that person was 'theirs'. 60% of the children involved in the study went with a stranger if he asked for help finding a lost puppy: they believed that they were going where they wanted to go (to save the puppy), and therefore were safe.

Teaching children safety rules is one of the areas of work of the Child Rescue organization. Experts from this organization develop various preventive materials for parents, teachers, and all professionals who want and are able to prevent violence against children. Among the materials are cartoons and videos for preschoolers and teenagers, resources for teachers (they are freely available on the organization's website), and handouts (they can be downloaded).

It is important to know that when conducting classes with appropriate content, one should not talk about violence directly, but instead focus on the 'pleasant' side, that is, on safety, and also inform the child about how he or she can protect themselves (this increases their self-confidence). For children, the organization has developed a separate lesson that involves adults they already know. For example, its content includes information that trusted people (an older teenager, a close relative, a family friend) will never touch a child's body in an unauthorized way.

Conclusions. Summarizing the above, we note that the formation of personal safety skills in students in dealing with strangers is a pressing prob-

lem, but the pedagogical dimension of its scientific development has not yet become the subject of systematic analysis and study by domestic scientists. At the same time, we have found a quantitative increase in practical initiatives of relevant content, implemented by various foundations and public organizations: we define these initiatives as useful, interesting, and in line with modern educational trends.

Promising areas for further research may include the following thematic profile: studying foreign experience in implementing educational programs dedicated to the problem of developing personal safety skills in dealing with strangers in children and youth.

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ПРОБЛЕМА ФОРМУВАННЯ В УЧНІВ НАВИЧОК БЕЗПЕЧНОЇ ПОВЕДІНКИ У ПОВОДЖЕННІ З НЕЗНАЙОМЦЯМИ: ВІТЧИЗНЯНИЙ НАУКОВИЙ ДИСКУРС

Актуальність задекларованої проблеми зумовлена потребою наявності в освітньому просторі змістового і дидактичного супроводу педагогічної діяльності щодо формування у дітей та юнацтва навичок безпечної поведінки у поводженні з незнайомцями. Представлено зміст низки праць вітчизняних науковців, присвячених деяким питанням, дотичним до формування навичок безпечної поведінки в осіб різної вікової категорії. Мета статті полягає у висвітленні стану навчально-методичної розробленості проблеми формування в учнів навичок безпечної поведінки у поводженні з незнайомцями.

Наведено приклади деяких характеристик понять 'безпека', 'безпечний', 'поведінка' і 'безпечна поведінка'. Анотовано репрезентовано теоретичний і практичний доробок (посібники, інформаційні повідомлення на освітніх сайтах тощо) українських дослідників з проблеми формування в учнів навичок безпечної поведінки у поводженні з незнайомцями, а саме: «Сексуальне насильство над дітьми: причини, наслідки, профілактика»; «Формування навичок безпечної поведінки дітей. Я вмію себе захистити»; «Навчіть дитину захищатися»; «Ігри та поради для розвитку навички безпечної поведінки дошкільників»; «Правила безпеки: учимо дітей, не лякаючи

їх»; «Не спілкуватися з незнайомцями і не брати підозрілих предметів до рук: #stop_sexтинг про правила безпечної поведінки для дітей» та ін. Схарактеризовано низку правил для осіб, які прагнуть ефективно формувати у дитини відповідні навички.

Зроблено висновок про те, що інформаційні матеріали щодо формування у дітей та юнацтва навичок безпечної поведінки у поводженні з незнайомцями, які розробляються різноманітними фондами і громадськими організаціями, є корисними і такими, що відповідають сучасним освітнім трендам. Запропоновано тематичний профіль перспективних напрямів подальших досліджень.

Ключові слова: безпечна поведінка, освітні сайти, поводження з незнайомцями, учні, формування навичок.

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