

SPECIFIC FEATURES OF TEACHING THE PRINCIPLES OF
"FUNDAMENTALS OF LIFE SAFETY" IN THE FIELD OF SAFETY FOR
SHAPING THE WORLDVIEW OF YOUNG PEOPLE

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Abstract

This article examines the role and significance of the Fundamentals of Life Safety course in shaping the worldview of young people. It also analyzes the pedagogical, psychological, and social aspects of teaching this subject and highlights effective approaches to fostering a culture of safety within the educational process. Particular attention is given to developing young people's sense of responsibility, awareness, and decision-making skills in emergency situations in the context of contemporary global threats.

Keywords: life safety, youth worldview, safety culture, educational process, emergency situations, prevention, education, responsibility.

Today, the development of society, the free movement of individuals within society, the protection of their rights and freedoms, the improvement of living standards, and many other indicators are closely associated with issues of safety and security. *"At the present stage, protecting human life from industrial hazards, natural disasters, emergencies, and catastrophes is one of the most pressing challenges"* [1]. In society, the collective socio-political actions of citizens and their efforts toward achieving specific goals constitute the concept of human activity. It is precisely this activity that distinguishes human beings from other living organisms. Human activity refers to the degree of an individual's participation in social life,

initiative, and dynamism in achieving personal goals. It manifests itself in social, economic, political, and cultural spheres.

It is well known that accidents occurring in society and human life, damage to public property, forest fires, industrial accidents, and various disasters cause significant losses to individuals and society. Natural disasters, technological emergencies, social threats, and information security challenges have a substantial impact on human life. Under the conditions of globalization, cybersecurity risks, environmental problems, and technological threats are continuously increasing. Therefore, it is essential to teach safety-related subjects using innovative educational approaches, integrate digital technologies into the learning process, and increase the number of practical training activities.

Article 3 of the Law of the Republic of Uzbekistan "**On Education**" defines education as *"a systematic process aimed at providing learners with profound theoretical knowledge, practical skills and competencies, as well as developing their general and professional knowledge, abilities, and capacities"* [2]. This demonstrates that education plays an indispensable role in shaping the scientific, theoretical, and philosophical worldview of young people.

"Providing education to young people is one of the highest priorities of the state policy implemented in our country. Ensuring life safety, protecting human life, preserving natural resources, and safeguarding the environment are among the most important and pressing issues requiring special attention in our country" [3].

In particular, ensuring life safety, protecting human life and health, promoting the rational use of natural resources, and preserving the environment have become urgent tasks requiring special attention. From this perspective, developing young people's knowledge, skills, and competencies related to life safety is of great importance.

Article 4 of the Law of the Republic of Uzbekistan No. 406, adopted on September 14, 2016, "**On State Youth Policy**," states that *"the fundamental principles of the state youth policy include openness and transparency, participation of young people in the implementation of youth policy, support and encouragement of youth*

initiatives, the priority of spiritual, moral, and cultural values, and the prohibition of discrimination against young people" [4].

Today, human life and activities are influenced by various natural, technological, social, and information-related threats. Therefore, teaching the course "**Fundamentals of Life Safety**" within the education system plays a crucial role in fostering a culture of safe living among young people. A comprehensive understanding of the subject matter, objectives, and tasks of this discipline contributes to the conscious and systematic formation of students' worldview.

In order to shape and further develop the worldview of young people, numerous decrees and resolutions have been adopted to improve their knowledge and practical skills in the field of life safety. These include the Resolution of the President of the Republic of Uzbekistan No. **PQ-311** of October 20, 2025, "On Measures to Digitalize the Field of Protection from Emergencies and Develop Scientific and Innovative Activities" [5]; the Presidential Resolution No. **PQ-310** of October 20, 2025, "**On** Organizational Measures for the Further Improvement of the Activities of Emergency Management Authorities" [5]; Presidential Decree No. **PF-185** of October 20, 2025, "On Raising the Protection of the Population and Territories from Emergencies to a Qualitatively New Level" [6]; the Resolution of the Cabinet of Ministers No. **819** of December 24, 2025, "On the Approval of Certain Regulations Related to Occupational Safety and Health" [7]; the Resolution of the Cabinet of Ministers No. **454** of July 21, 2025, "On the Implementation of an Occupational Safety and Health Management System" [8]; and the Presidential Resolution No. **PQ-123** of April 3, 2026, "On Measures to Fundamentally Reform the System of Training Qualified Personnel in the Field of Protection from Emergencies" [9], along with other relevant legal and regulatory documents.

These laws, presidential decrees, and governmental resolutions establish the necessity of enhancing citizens' knowledge and competencies in the field of safety. Their implementation contributes to the further development of comprehensive reforms in the sphere of human life and safety, while also promoting a higher level of safety awareness and a stronger safety-oriented worldview among young people.

The concept of "**security**" is broad and multidimensional, referring to the state in which individuals, society, and the state are protected from various threats and risks. **Public security** ensures peace and stability in society and prevents crime. **Environmental security** focuses on protecting the environment and ensuring the rational use of natural resources. **Technological (industrial) security** aims to minimize risks associated with production processes and technology, preventing accidents and disasters. **Information security** involves protecting information and safeguarding against cyber threats. The significance of security lies in preserving human life, maintaining social stability, promoting economic and social development, and creating a healthy environment for future generations. As noted, *"Security is a concept that, at the highest level, is applied in the sphere of politics and geopolitics and, in its true meaning, represents spirituality, solidarity among people, and mutual compassion"* [10].

First and foremost, security can be understood as the condition in which individuals, society, and the state are protected against both internal and external threats. Security manifests itself at several levels within society and the state. **Personal security** concerns the protection of human life and rights; **social security** ensures social stability; **national security** safeguards state sovereignty and territorial integrity; while **global security** contributes to international peace and stability.

In politics, security is regarded as a priority because every state must protect its territory, national interests, and population. In geopolitics, security is closely related to the balance of power, cooperation, and competition among states. However, security is not merely a matter of force or control. Genuine security is achieved not only through power but also through trust, solidarity, and cooperation among people.

The great philosopher **Abu Nasr al-Farabi** emphasized this idea by stating: *"Governing a state with wisdom means reducing and eliminating the dangers and threats that may befall the people"* [11]. This statement highlights that the primary responsibility of governance is to ensure the safety and well-being of society.

Similarly, **Yusuf Khos Khojib**, in his renowned work *Qutadg'u Bilig* (*Wisdom of Royal Glory*), emphasized that leadership requires purity, integrity, vigilance, and constant awareness. According to him, a ruler must always remain healthy, alert, and watchful, because negligence invites misfortune. A vigilant ruler strengthens the nation and defeats its enemies, whereas carelessness weakens both governance and society [12]. These ideas carry profound educational and moral significance. They demonstrate that leadership entails great responsibility and requires honesty, moral integrity, alertness, and continuous awareness of social affairs. If leaders fail to develop immunity against indifference and negligence or remain uninformed about the affairs of society and the state, society itself becomes vulnerable to decline. Consequently, educating young people to become vigilant, responsible, morally upright, and patriotic citizens is of paramount importance. Such values broaden young people's worldview, help them make sound decisions in life, and encourage them to become active and productive members of society.

Security should not be understood merely as the absence of danger. Rather, it is an essential socio-political factor that ensures individuals can live in a stable environment where they are comprehensively protected within a particular social space. Therefore, every individual should possess knowledge, practical skills, a culture of safety, and socio-political awareness regarding security issues.

The emergence and development of the discipline "**Life Safety**" resulted from the advancement of industrial production, which revealed numerous hazardous factors and conditions affecting human activities and created the necessity to prevent them.

Many distinguished scholars have made significant contributions to the development of this discipline, including Abu Rayhan Beruni, Abu Ali Ibn Sina (Avicenna), Zahiriddin Muhammad Babur, and contemporary researchers such as N. D. Zolotnitskiy, N. V. Solovev, D. A. Kelbert, V. L. Gantello, M. I. Grititlin, M. N. Nabiyeu, P. V. Uchastkin, T. I. Iskandarov, O. Yuldoshov, O. Qudratov, T. G'aniyev, and many others [13].

The discipline encompasses several important areas, including natural disasters (earthquakes, mudflows, floods), technological hazards (fires, explosions,

industrial accidents), social threats (crime and terrorism), environmental security, healthy lifestyles, and the fundamentals of first aid. In this respect, the discipline examines the relationships between humans, society, and the environment from the perspective of safety.

The primary objective of the discipline is to cultivate a culture of safety among young people and prepare them to recognize, anticipate, and effectively respond to potential hazards encountered in everyday life. This objective includes several key tasks: teaching students how to identify and assess risks, developing appropriate behavior in emergency situations, providing first-aid skills, fostering environmentally responsible attitudes, and explaining the principles of civil protection. These tasks not only improve students' practical preparedness but also strengthen their civic engagement and social responsibility.

As emphasized, *"The large-scale reforms being implemented in our country, particularly the establishment of a strong civil society and a democratic state governed by the rule of law, cannot be imagined without the active participation of young people, who constitute the majority of the population. Providing education to young people is one of the highest priorities of the state policy. Protecting human life, natural resources, and the environment remains one of the most important and urgent challenges facing our country"* [14].

The educational significance of the **"Fundamentals of Life Safety"** course in shaping young people's worldview is invaluable. The discipline contributes to the development of safety awareness and safety culture while providing not only theoretical knowledge but also practical competencies that become part of students' thinking and daily behavior. Through this course, active and motivated young citizens develop the ability to recognize hazards, analyze risks, and prevent dangerous situations.

Theoretical and practical knowledge related to safety occupies an important place in the formation of young people's worldview because a culture of safety determines an individual's social responsibility, civic consciousness, and responsible behavior. In today's era of globalization, developing the worldview of young people requires a comprehensive and systematic approach. In particular, an **integrative**

approach to teaching the "**Fundamentals of Life Safety**" is highly effective, as safety issues are inherently interconnected with nature, society, and human life and therefore require interdisciplinary understanding.

Young people's worldview is shaped not only by knowledge but also by values, social environment, and personal experience. Through studying the "**Fundamentals of Life Safety**," students acquire theoretical and practical knowledge promoting healthy lifestyles, environmental responsibility, appropriate behavior during emergencies, legal awareness, and civic responsibility. As a result, they become more conscious, resilient, and socially responsible citizens capable of contributing positively to society.

Furthermore, extensive efforts are being undertaken in Uzbekistan to implement state youth policy. Over the years, a comprehensive system has been established to support young people, protect their rights and legitimate interests, and educate proactive, responsible, and ambitious young citizens who are capable of contributing to the future development of the country.

Extensive efforts have been undertaken to implement the state youth policy in the Republic of Uzbekistan. The Youth Affairs Agency of the Republic of Uzbekistan, the Youth Parliaments under the chambers of the **Oliy Majlis**, and the **Youth Academy** under the **Ministry of Innovative Development of the Republic of Uzbekistan** have been established. In addition, "**Project Factories**" have been launched across the regions to encourage youth innovation and entrepreneurship. Effective measures are also being implemented to ensure the healthy development of the younger generation, provide access to quality education, and support their growth into well-rounded individuals. Furthermore, the "**Five Important Initiatives**" have been introduced to comprehensively promote young people's interests in culture, arts, sports, information technologies, and reading [15].

In conclusion, understanding the subject matter, objectives, and tasks of the "**Fundamentals of Life Safety**" course plays a significant role in shaping the worldview of young people. This discipline contributes to educating young individuals as responsible, safety-conscious, and socially aware citizens. It equips them with the theoretical knowledge and practical skills necessary to identify

potential hazards, respond appropriately to emergency situations, protect their health and the environment, and fulfill their civic responsibilities. Consequently, the study of life safety not only enhances individual preparedness but also fosters a culture of safety throughout society. Such a culture serves as a solid foundation for sustainable development, social stability, and the well-being of future generations.

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